

- 5.4 The student will read nonfiction with fluency and accuracy.
- 5.6 The student will read and demonstrate comprehension of nonfiction.
- 5.7 The student will demonstrate comprehension of information from a variety of print resources.

**When printing, scale to letter-size paper**

Nonfiction should be taught yearlong through science and social studies reading and through language arts reading and research.

Use this information 1) throughout the year to teach the reading skills, knowledge and concepts that students need to know and be able to do and 2) during the Fourth 9-weeks to check that skills, knowledge, and concepts are secure.

**FOURTH NINE WEEKS**

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	NONFICTION: PAPER OR ELECTRONIC	
<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• read nonfiction print materials and trade books that reflect the Virginia Standards of Learning: English, history and social science, science, and mathematics.</li> <li>• use context to clarify the meaning of unfamiliar words.</li> <li>• use knowledge of root words, prefixes, and suffixes.</li> <li>• understand how a prefix changes the meaning of a root word.</li> <li>• continue to learn about Greek and Latin affixes.</li> <li>• use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of unfamiliar words and words that have more than one meaning (multiple meanings of words).</li> <li>• use dictionary, glossary, thesaurus, and other word-reference materials.</li> <li>• identify the word reference material(s) most likely to contain needed information.</li> <li>• read familiar text with fluency, accuracy, and expression.</li> <li>• understand that often a word can be divided into root word, prefix, and suffix in order to determine its pronunciation.</li> <li>• use text organizers, such as type, headings, and graphics to predict and categorize information.</li> <li>• use text set in special type styles (e.g., boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information.</li> <li>• understand how text features (e.g., formatting, graphics, diagrams, illustrations, charts, maps) make information accessible and usable.</li> <li>• apply prior knowledge to make predictions.</li> <li>• identify specific information in text that supports predictions.</li> <li>• skim materials to develop a general overview and to predict questions that will probably be answered in the text.</li> <li>• skim materials to locate specific information.</li> <li>• distinguish between fact and opinion.</li> <li>• summarize major points found in nonfiction materials.</li> <li>• identify details that support the main idea of a nonfiction selection.</li> <li>• identify structural patterns found in nonfiction: cause-and-effect relationships, comparison-contrast relationships, and chronological order.</li> <li>• apply understanding of text structure to guide reading by                             <ul style="list-style-type: none"> <li>◦ making predictions based on knowledge of text form types, such as narrative, informational, graphic, and functional</li> <li>◦ identifying sequence and cause-effect relationships of information in functional texts, such as recipes and other sets of directions</li> </ul> </li> <li>• form opinions and draw conclusions from the selection and locate information to support opinions and conclusions.</li> <li>• make inferences, using information from the text.</li> <li>• organize information, using graphic organizers such as a Venn diagram or time line, by chronological sequence, or by cause-effect or comparison/contrast relationships</li> <li>• explain why the author wrote the piece (identify purpose), e.g., to entertain, inform, or persuade</li> <li>• Identify new information learned from reading.</li> </ul>	<p><b>Reading Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Fluency:</b> Teacher models reading: phrasing, attending to punctuation, expression, tone of voice and emphasis</li> <li>• <b>Clarify:</b> distinguish between fictional, biographical, informational (nonfiction) and functional (brochures, flyers, directions) texts in order to make predictions</li> <li>• <b>Preview:</b> look at title, illustrations, charts, headings, bold print, italics, chapter titles, to predict content and pose questions</li> <li>• <b>Graphic Aids:</b> study maps, tables, charts, graphs, pictures, photographs, diagrams, cross-sections, figures, and graphic organizers like time lines and flow charts to understand the information they contribute to the selection</li> <li>• <b>Question</b> <ul style="list-style-type: none"> <li>➢ Before reading: predict a question that will be answered in a paragraph or section of the text; read to confirm and find answer</li> <li>➢ After reading: 1) ask questions that are answered in the text; locate the answer 2) Ask questions not answered in the text; identify resources to find answer</li> </ul> </li> <li>• <b>Author’s craft:</b> determine how the author makes the text interesting: purpose for choosing to include particular detail, example, or quotation; for using a particular picture, chart, map, <i>etc.</i></li> <li>• <b>Text Structure:</b> identify description, sequence, cause/effect, compare/contrast, and categorical ways of organizing information.</li> <li>• <b>Text Signal Words:</b> Use signal words to understand how information is organized.                             <ul style="list-style-type: none"> <li><u>time sequence:</u> <i>first, second, next, later, after, finally</i></li> <li><u>cause-effect:</u> <i>because, if...then, when...then</i></li> <li><u>comparison-contrast:</u> <i>like, unlike, different, same</i></li> <li><u>one word is used in place of another:</u> pronoun for noun, general location word (e.g., <i>here</i> or <i>there</i> for a specific location, and synonym for earlier word (e.g., <i>animal</i> for <i>dog</i>)</li> </ul> </li> <li>• <b>Text Form:</b> narrative/story, informational, essay, article, graphic, brochure, directions</li> <li>• <b>Organizational aids:</b> table of contents, index, glossary</li> <li>• <b>Target Reading Rate:</b> 120 words per minute in grade level material.</li> </ul>	<p><b>Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>• identifying main idea and supporting details</li> <li>• locating specific facts</li> <li>• making connections to:                             <ol style="list-style-type: none"> <li>1. personal experience and what reading</li> <li>2. previously read text and what reading</li> <li>3. previously acquired knowledge about the topic and what finding out</li> </ol> </li> <li>• gathering, organizing, and synthesizing information in graphic organizer: sequence/time line, comparison/Venn diagram, bubble map, T chart, category chart, geographical map</li> <li>• noting detail/facts that support an idea</li> <li>• making inferences by putting together different pieces of information from the text</li> <li>• drawing conclusions using information in text</li> <li>• visualizing</li> <li>• summarizing</li> <li>• identifying new information</li> <li>• slowing reading rate to think about the information and identify important ideas</li> <li>• using table of contents and index to determine where to look for information</li> <li>• skimming and selecting parts of a text to find the answer to a question</li> <li>• drawing to represent text information</li> <li>• distinguish fact from opinion</li> <li>• take notes from a variety of print resources</li> </ul>
	<p><b>Nonfiction Concepts</b></p> <ul style="list-style-type: none"> <li>• Nonfiction provides factual information on a particular topic through text and visual images. The information is verifiable from other sources and is not created from the author’s imagination. Nonfiction materials tell about real people, places, objects, events.</li> <li>• The purpose of informational texts is to communicate information or tell how to do something.</li> <li>• Nonfiction texts includes: informational texts, including textbooks; directions and instructions, including recipes</li> <li>• Nonfiction texts include reference materials: dictionary, thesaurus, internet, online and traditional encyclopedias, atlas</li> <li>• Informational texts contain ideas, facts, and principles related to the physical, biological, or social world.</li> <li>• Informational texts cut across many areas of study: e.g., geology, sports, space, technology, history, animals, cooking, etc.</li> <li>• Informational text forms: picture books, photo essays; chapter books, articles and essays, letters, diaries and journals, observational notes, factual references (almanacs, books of statistics, books of world records), brochures and manuals</li> <li>• Print features: font size and type, bold print, color print, italics, titles, headings, subheadings, labels, bullets/numbers, and captions</li> <li>• Use of print and graphics: Does the graphic show what the text describes? Does the graphic give in more detail something mentioned in the text? What graphic supports which portion of the text? What key concept is represented in the graphic? Does graphic add information/detail that is not stated in the text?</li> </ul>	<p><b>Apply Knowledge of Words</b></p> <p><b>Understand Meaning</b></p> <ul style="list-style-type: none"> <li>• Use context to clarify the meaning of an unfamiliar word and a multiple meaning word</li> <li>• Look within the sentence, in the sentences that come before or after the sentence or in the reading selection to find clues                             <ol style="list-style-type: none"> <li>1. restatement</li> <li>2. antonyms</li> <li>3. examples</li> <li>4. synonyms/renaming</li> <li>5. direct explanation</li> <li>6. direct definition</li> </ol> </li> </ul> <p><b>Pronounce the Word</b></p> <ul style="list-style-type: none"> <li>• Look for word parts you know and think about the sounds for the letters.</li> <li>• Blend the sounds to read the word.                             <ul style="list-style-type: none"> <li>◦ Ask yourself: Is it a word I know? Does it make sense in what I am reading?</li> </ul> </li> </ul>

5.3 The student will make planned oral presentations.

FOURTH NINE WEEKS

5.8 The student will write for a variety of purposes: to describe, to inform, and to explain.

5.9 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.

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ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	NONFICTION						
<p><b>To be successful with this standard, students are expected to write</b></p> <p><b>Short Research Reports and Persuasive Essays</b></p> <ul style="list-style-type: none"> <li>choose planning strategies for various writing purposes: to describe, to inform, to explain.</li> <li>develop a plan for writing: create a plan and organize thoughts to convey a central idea before writing.</li> <li>purposefully shape and control language to demonstrate an awareness of the intended audience</li> <li>focus on one aspect of a topic: focus, organize, and elaborate to construct an effective message for the reader.</li> <li>apply knowledge of the writing domains of composing, written expression, and usage/mechanics</li> <li>select specific information to guide readers more purposefully through the piece.</li> <li>choose precise descriptive vocabulary (vivid and strong words) and specific information to create tone and voice.</li> <li>include sentences of various lengths and beginnings to create a pleasant, informal rhythm.</li> <li>use prepositional phrases to clarify an idea and/or provide elaboration.</li> <li>write several related paragraphs on a topic.</li> <li>use available technology to gather information and to aid in writing.</li> <li>clarify writing when revising.</li> </ul> <p style="text-align: center;"><b>Edit Writing</b></p> <table border="1" style="width: 100%;"> <tr> <td> <ul style="list-style-type: none"> <li>use subject-verb agreement.</li> <li>use verb tense inflections.</li> <li>eliminate double negatives.</li> <li>use noun-pronoun agreement.</li> <li>use commas in series, dates, and addresses.</li> <li>use singular possessives.</li> <li>"I" as compound subject.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>use correct adjective and adverb forms of comparison.</li> <li>use the articles <i>a</i>, <i>an</i>, and <i>the</i> correctly.</li> <li>use correct spelling for frequently used words, including common homophones, e.g., <i>threw/through</i>.</li> <li>use complete sentences; no run-ons</li> </ul> </td> </tr> </table> <p style="text-align: center;"><b>Oral Reports</b></p> <ul style="list-style-type: none"> <li>make oral presentations and reports by             <ul style="list-style-type: none"> <li>narrowing the topic and selecting information that develops the topic and is appropriate for the audience.</li> <li>organizing information sequentially or around a central idea with supporting details and using specific vocabulary.</li> <li>Putting information in order, providing an overview of the information at the beginning or a summary of the information at the end.</li> <li>creating a simple visual, such as a poster or technology-tool presentation, that helps listeners follow the presentation.</li> <li>speaking clearly, using appropriate voice level and speaking rate.</li> <li>using specific vocabulary appropriate for the audience and the topic.</li> </ul> </li> <li>stay on topic during presentations.</li> <li>use grammatically correct language and specific vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>use subject-verb agreement.</li> <li>use verb tense inflections.</li> <li>eliminate double negatives.</li> <li>use noun-pronoun agreement.</li> <li>use commas in series, dates, and addresses.</li> <li>use singular possessives.</li> <li>"I" as compound subject.</li> </ul>	<ul style="list-style-type: none"> <li>use correct adjective and adverb forms of comparison.</li> <li>use the articles <i>a</i>, <i>an</i>, and <i>the</i> correctly.</li> <li>use correct spelling for frequently used words, including common homophones, e.g., <i>threw/through</i>.</li> <li>use complete sentences; no run-ons</li> </ul>	<p style="text-align: center;"><b>Short Research Reports and Persuasive Essay</b></p> <p><b>Prewriting/ Planning</b></p> <ul style="list-style-type: none"> <li><b>FINDING A TOPIC:</b> Brainstorming, Asking self questions, Discussion idea with a partner</li> <li><b>PLANNING WHAT TO WRITE:</b> Think about your intended audience, who you are writing for. Determine your purpose for writing. Research (inform) Persuasive Essay (persuade)</li> <li><b>CHOOSING A TOPIC:</b> not too broad nor too narrow</li> <li><b>GATHERING INFORMATION:</b> Using K-W-S (<b>K</b>now, <b>W</b>ant to Know, Possible <b>S</b>ources), selecting sources of information (newspapers, magazines, encyclopedias, almanacs, atlases), experts, technology (video or internet)</li> <li><b>RECODING INFORMATION:</b> taking notes in own words and recording on note cards, Outlining (traditional format)</li> </ul> <table border="1" style="width: 100%;"> <tr> <td data-bbox="974 658 1734 1174"> <p><b>Drafting/Composing</b></p> <p style="text-align: center;"><b>Short Research Reports</b></p> <ul style="list-style-type: none"> <li><b>ORGANIZATION:</b> Topic sentence and supporting details in each paragraph</li> <li><b>RESEARCH:</b> Use A variety of sources (magazine, book, person, internet)</li> <li><b>NOTE TAKING:</b> Record key information without copying</li> <li><b>INTRODUCTION TECHNIQUE:</b> Ask a question, describe a feeling or a vivid scene, show action, present a problem or mystery, use dialogue, throw the reader into the middle of an interesting situation</li> <li><b>ELABORATION:</b> with examples, with facts and reasons and with graphics</li> <li><b>FOCUS:</b> deleting ideas that stray from the topic</li> </ul> </td> <td data-bbox="1734 658 2404 1174"> <p style="text-align: center;"><b>Persuasive Essays</b></p> <ul style="list-style-type: none"> <li><b>ORGANIZATION:</b> Identify three reasons to support the side begin argued. 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Writing: Nonfiction