Georgia Performance Standards Framework for ELA Unit 3 – 5th Grade

Grade: 5

Topic: Characteristics of Nonfiction Text

Instructional unit: “Communicating About Our World through Informational Writing”

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The task: Students will be able to complete a short writing task explaining their understanding of the most important elements to remember when reading nonfiction material.

The teacher will show students a copy of a nonfiction book that is grade appropriate and interesting to students. (Flight, The Underground Railroad: Let Freedom Ring, Harriet Tubman, and The Dust Bowl are trade books that work well with this activity. The school library will have others.) Because most students are familiar with predicting what a book addresses based on its cover, the teacher should lead the class in a discussion about what else they can use in nonfiction books in order to anticipate what information the books may contain. Students will need to skim through the text in order to generate ideas. As students brainstorm ideas, the teacher should write the ideas on the board or a chart. (The list should include at least ten of the following: table of contents, index, glossary, heading, subheadings, graphic features such as diagrams, charts, time lines, graphs, text features such as highlighted or bold print, inserts, etc.)

Students will read a nonfiction passage or novel (from a selection provided by the teacher.) After reading, the student will choose one or two nonfiction characteristics from the list they generated earlier and write a short explanation to tell how they used this particular characteristic to help them better understand the text. Adherence to grammar conventions should be evident in the explanation.

As an extension activity, students may work in small groups to create a PowerPoint presentation that accurately defines and provides examples for each of these characteristics, as well as any others the students have generated.

Differentiated Instruction

- When the students finish reading, the teacher will lead the class in another discussion to allow students the opportunity to discuss what characteristics, from the previously generated list, they used in order to help them better understand the text.

Modifications/Accommodations

- As an option to creating a Power Point project, students can work in pairs and discuss with a partner characteristics found while reading along with examples of each.

Focus Standard:

ELA5R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:

b. Identifies and uses knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary).
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c. Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, captions, and illustrations).

**ELA5W3 The student uses research and technology to support writing.** The student
e. Demonstrates basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive).
f. Creates simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, thesaurus, spell check).

**Circumstances of the assignment/Notes to the Teachers:**
Students will need access to computers with power point software for the extension task. No Internet access is necessary. If computer access is not available to students, the teacher may print a simple PowerPoint template for students to complete or index cards may be used. Once created, these may be used for review and/or to assist students who are having difficulty understanding and/or remembering the characteristics and how they function.