



DISTRICT 75: MIDDLE SCHOOL UNITS OF



**FACT OR FICTION—
HOW DO I KNOW?**

TWO FOUR-WEEK READING AND WRITING UNITS IN
FICTION AND IN NON-FICTION

Acknowledgments

The ***District 75 Units of Study for Grades K-12*** were created as a guideline for teachers implementing the Reader's and Writer's Workshop within their classrooms.

The mission of the District 75 Literacy Team is to enhance literacy programs in all District 75 schools so that students may become lifelong readers and writers. The District Literacy Team supports the implementation of the New York City Performance Standards in English Language Arts, the Department of Education's Scope and Sequence K-8 as well as the Balanced Literacy Initiative.

This ***District 75 Units of Study for Grades K-12*** were produced under the auspices of Superintendent Bonnie Brown, Deputy Superintendent Gary Hecht, and Director of Curriculum and Assessment Lorraine Boyhan. Literacy Instructional Specialists who spearheaded this endeavor were Donna Dimino, Ana Gomez, Carmen Amador and Raizel Blau.

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All District Based Literacy Coaches supported the development of the K-12 Units of Study - Susan Abrahams, Jodi Ader, Helene Bradley, Rivky Broyde, Noveria Gillison, Kristine Gonzalez, Arlene Harris, Pearl Holford, Amy Kriveloff, Donna Laraia, Shelley Levy, Arlene Ludwig, Catherine Mullaney, Aubry Threlkeld, Leah Vasquez and Marta Villarroel.

Special thanks as well to the administration and staff at Public School 372K, The Children's School, who worked to create the original K-5 Literacy Units during the 2004-2005 school year.

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INTRODUCTION

During Elementary School, students are primarily ‘learning to read’ and then slowly shift to ‘reading to learn’. As they enter Middle School students are heavily engaged in ‘reading to learn’ by focusing on comprehension and meta-cognitive skills. Additionally, there is a transition of emphasis from fiction to non-fiction as students apply their reading, writing, phonics and vocabulary skills to build knowledge about new subject matter. Effective readers of fiction and non-fiction practice particular thought processes or Habits of Mind that help them understand and remember what they have read. This Unit of Study will familiarize students with strategies and techniques that good readers use for the effective and enjoyable reading of fiction and non-fiction.

In preparation for the standardized assessments, this unit will provide teachers with many different ways to improve their students’ abilities to comprehend and interpret text. They will be able to identify the differences between fiction and non-fiction and have a repertoire of strategies appropriate for reading each. They will produce finished writing pieces in each category and understand the purposes for each. Finally, organization and note taking strategies are embedded in the Unit of Study. The organization and note taking strategies in the first segment on fiction will be differentiated from that of the second segment on non-fiction. Students will incorporate all of these strategies in their individual publications, presentations and eventual celebrations of learning during the unit.

Also provided in this unit are sample graphic organizers, a booklist and activity descriptions to assist in actual lesson planning. As in all units, the curriculum maps and lessons are sample suggestions of plans that can be implemented in the middle school classroom. Of course each teacher, as the expert of his/her specific students, can adapt each lesson to maximize student learning. Particular lessons may take more or less time and require modification for individual students

PURPOSE OF THE UNIT OF STUDY

To help students learn how to:

- + Recognize and distinguish between the elements of fiction and non-fiction.*
- + Interpret Author's Craft and Author's Purpose in fiction and non-fiction through Interactive Read Aloud and meaningful conversations with their peers.*
- + Produce finished writing pieces in fiction and non-fiction through the Writing Process.*
- + Take notes while reading fiction and non-fiction to identify key points to remember.*
- + Utilize graphic organizers to retell key points of the text to demonstrate comprehension and critical thinking.*
- + Make connections to the text they read.*
- + Use different reading techniques for different purposes.*
- + Write in different styles for different purposes.*
- + Prepare for the kinds of responses expected on the standardized Language Arts examinations in the spring.*

Students will analyze the examples of fiction and non-fiction and demonstrate understanding of:

- Story structure
- A story's movement through time
- Plot, character, setting, etc
- The textual elements of non-fiction

FICTION AND NON-FICTION

In order to truly be non-fiction, the examples below must be assumed to be accurate and true with regard to the validity of stated facts, figures, dates, names, and events. This is an understanding that should be conveyed to students. We trust that the sources of newspapers, magazines, captain's logs, etc. are primary sources that are reliable. Although records and inventories can be changed for a specific purpose as noted in history, documents from the period investigated or written about are regarded as valid until other sources come to light. This is especially important as students begin to do research on the Internet, where accuracy and reliability may not always be taken for granted.

Supports for the Reading of Fiction

- Think Aloud strategies
- Using the character's voice
- Scaffolding discussions
- Synthesizing
- Paraphrasing
- Summarizing
- Re-reading
- Asking questions
- Making text connections (Text-to-text, Text-to-self, etc.)
- Book Clubs
- Interactive Read Alouds
- Group Discussion Starters & Prompts

Supports for the Writing of Fiction

- Story Starters ("I play for the Knicks and...", "An Urban Legend I Know...", etc.)
- Story Enders (i.e. changing the ending to another author's story)
- Assistive technology
- Mentor texts
- Rubrics and checklists
- Varied supplies: index cards, post-its, highlighters, whiteout, correction tape, scissors, tape, etc.
- Graphic organizers

Examples of Fiction:

- Folktales
- Historical Fiction
- Urban Legends
- Myths & Legends
- Horror Stories
- Fan Fiction
- Science Fiction
- Comic Books
- Fictional Drama (Plays)
- Mysteries
- Fantasy
- Romance
- Realistic Fiction
- Fables
- Adventure
- Fairy Tales

Examples of Non-Fiction:

- Newspapers
- Trade Magazines
- Reference Materials
- Encyclopedias
- Manuals
- Personal letters of the period or era
- Primary Documents
- Public Records
- Textbooks
- Inventories
- Biographies
- Ship Captain's Logs

SUGGESTED WORD LIST FOR THE STUDY OF FICTION

fiction	setting	symbol
imagery	villain	recurring
mystery	character	motive
science fiction	archetype	flashback
thriller	stereotype	supernatural
horror	plot	irony
fantasy	moral	allusion
folk tale	audience	narrator
fairy tale	suspense	hyperbole
myth	cliffhanger	infer
legend	hero	dialogue
theme	tension	historical fiction
scene	antagonist	period
urban legend	foreshadow	mood

SUGGESTED WORD LIST IN THE STUDY OF LITERATURE IN NON-FICTION

details	factual	magazine
non-fiction	purpose	timeline
facts	source	autobiography
topic	resource	document
research	encyclopedia	subject
paraphrase	primary	report
text-based	secondary	pamphlets
scaffold	references	interest
brochure	bibliography	cause
outline	memoir	effect
content	narrative	relationship
subject	interview	correlation
graphic organizer	newspaper	parallels

WEEK ONE: FICTION WHY DO WE READ FICTION?	Readers review routines and procedures for the Reader’s Workshop: <ul style="list-style-type: none"> ○ Setting up a Reader’s notebook ○ Book selection--examine genres of fiction for personal interest ○ Independent reading ○ Interactive Read Aloud procedures ○ Conferring 	Readers select a fictional book for Independent Reading that is on their level and of interest to them to complete a reading project over the course of 4 weeks. Habit of Mind: Generating Questions Teaching Practice: Teacher Models, Comparison Maps	Readers identify the elements of fiction: character, plot, setting, theme, etc.	Readers make personal connections to text by interacting with story characters. *Habit of Mind: Uses Schema
	Writers review routines and procedures for the Writer’s Workshop: <ul style="list-style-type: none"> ○ setting up a Writer’s journal ○ select appropriate note taking strategies ○ collect a variety of organization tools (graphic organizers, checklists, etc.) ○ create a timeline for the writing task for a final project. 	Writers utilize organization strategies to record ideas in notes. Habits of Mind: Uses Schema Teaching Practice: Peer Responses	Writers use their notes to share their thinking about what they learned about the Elements of fiction. Habits of Mind: Think Aloud Teaching Practice: Sharing Active Learning Teaching Practice: Sticky note discussions	Writers use note taking strategies (i.e. Post-Its) to demonstrate their understanding of and connection to text. Habits of Mind: Monitors Comprehension

The goals of the first week include:

- Identifying the Elements of fiction
- Taking and utilizing notes
- Reviewing routines and procedures for Reader’s and Writer’s Workshops

WEEK TWO: FICTION HOW DO WE CONNECT TO THE FICTION WE READ AND WRITE?	Readers utilize prior knowledge to make text-to-world connections while reading using Post-its. Students review why Post-its are preferable to highlighters when using classroom library materials. Habits of Mind: Uses Schema		Readers use the five senses to describe the sensory details included in a story. Habits of Mind: Visualizes Teaching Practice: Teacher Models, Graphic Organizer	Readers identify the clues in text that helps them to create the setting in their mind. Habits of Mind: Visualizes, Determines What is Important in Text Teaching Practice: Active Reading Chart	Readers make their personal connections to text by interacting with story characters. Habits of Mind: Uses Schema
	Writers write fiction text to help them understand the fiction they read. Habits of Mind: Retelling, Monitors Comprehension Teaching Practice: Comparison Maps	Writers integrate their personal experiences to make characters come to life. Habits of Mind: Synthesizes Teaching Practice: Teacher Models	Writers share selected text in their draft with peers to outline the sensory details of their own story. Habits of Mind: Think Aloud Teaching Practice: Sequence Mapping	Writers create visual images to help their readers imagine the setting of their story. Habits of Mind: Visualizes	Writers create a storyboard to illustrate the plot using their mental images. Habits of Mind: Retelling, Visualizes Teaching Practice: One Sentence Summary Frames

The goals of the second week include:

- To read actively by making connections
- To use prior knowledge and personal experience to understand text
- To revise their writing to improve the imagery and detail

WEEK THREE: FICTION CAN WE READ AND WRITE MORE DEEPLY?	Readers visualize the character by reading the text in the character’s voice. Habits of Mind: Visualizes Synthesizes Teaching Practice: Character Mapping, Learning Journals	Readers make text-to-text connections while reading using Post-its. Students determine if they need to use a Venn Diagram or other graphic organizer to record their text-to-text connections. Review what is meant by “text-to-text connections”. Habits of Mind: Uses Schema	Readers review text-to-world, text-to-self and text-to-text connections.	Readers share the various ways they have made connections to text in a Fishbowl setting. Explain what a “text-to-self connection” is. Habits of Mind: Think Aloud Teaching Practice: Sharing Active Learning
	Writers incorporate dialogue in their writing to explain plot, to give details about the characters or the events in the pieces they write. Habits of Mind: Generating Questions, Synthesizes	Writers engage in group discussions to spark new ideas. Habits of Mind: Think Aloud Teaching Practice: Share Active Learning, Peer Response	Writers revise their writing to convey the message they intended. Habits of Mind: Uses Schema, Determines What Is Important in Text Teaching Practice: Sequence Mapping	Writers work in groups to edit their work to incorporate punctuation and grammar as they write. Teaching Practice: Peer Response

The goals of the third week include:

- Deepening understanding through visualization and text connections.
- Revising, Re-writing, and Editing our own stories
- Getting ready to publish our own fictional stories

WEEK FOUR: FICTION HOW SHOULD WE CELEBRATE WHAT WE'VE LEARNED ABOUT FICTION?	Readers list the Elements of fiction and use examples from the text they read using a T-Chart. Habits of Mind: Think Aloud, Synthesizes Teaching Practice: Graphic Organizers		Readers talk about fictional books they have read to prepare for presenting to their peers. Habits of Mind: Thinks Aloud Teaching Practice: Peer Response	Readers present a compare/ contrast on a fiction read and their own published work of fiction before their peers. Habits of Mind: Synthesizes, Uses Schema Teaching Practice: Graphic Organizers
	Writers share their work in small groups to look at their writing with fresh eyes. Habits of Mind: Think Aloud Teaching Practice: Sticky Note Discussions	Writers set up mock-ups of their published writing and plan their presentations. Habits of Mind: Retelling, Visualizes Teaching Practice: Sequence Mapping	Writers use a word processing program to format their final drafts.	Writers publish and present their writing pieces according to the type of fiction they have written in order to celebrate their own imagination. Habits of Mind: Synthesizes Teaching Practice: Active Knowledge, Peer Response

The goals of the fourth week include:

- Increasing student understanding of the concept of fiction
- Using Technology in the Writing Process toward publication
- Publishing and displaying work for the school community

WEEK ONE: NON-FICTION WHY DO WE READ AND WRITE NON- FICTION?	Readers identify the intention of the non-fiction writers' work. Habits of Mind: Infers	Readers use prior knowledge to help them select non-fiction texts to read. Habits of Mind: Synthesizes, Uses Schema	Readers skim non-fiction text to help them find the information they are looking for.	Readers identify textual elements of non-fiction: table of contents, index, glossary, etc.	Readers practice utilizing the textual elements of non-fiction to assist them in analyzing what they read. Habits of Mind: Synthesizes
	Writers complete a topic sheet listing hobbies, friends, pets, vacations, etc. to begin a non-fiction section in their Writer's Notebook. Habits of Mind: Uses Schema	Writers select a topic from the Writer's Notebook that motivates them. Teaching Practice: Sticky Note Discussions	Writers do research with and paraphrase information from non-fiction sources. Habits of Mind: Retells	Writers structure their non-fiction writing according to the genre they have selected. Habits of Mind: Visualizes	Writers publish their pieces in a manner appropriate to the type of non-fiction they have written. Teaching Practice: Sequence Mapping

The goals of the first week include:

- Identifying elements of non-fiction
- Publishing a brief non-fiction piece

WEEK TWO: NON-FICTION HOW CAN WE UNDERSTAND NON-FICTION MORE DEEPLY?	Readers use prior knowledge to help them make connections to the text they read. Habits of Mind: Uses Schema Teaching Practice: Graphic Organizers	Readers notice when they do not understand what they are reading. Habits of Mind: Monitors Comprehension	Readers develop questions about what they read while they are reading. Habits of Mind: Generating Questions Teaching Practice: Sticky Note discussions	Readers develop strategies to assist them when they do not understand what they are reading: defining new vocabulary, reading aloud, etc.	Readers re-read to focus on parts of the text that need clarification. Habits of Mind: Retelling, Think Aloud Teaching Practice: Active Reading Chart, Teacher Models
	Writers deepen their writing by anticipating questions that readers may have about their topic.	Writers create rubrics with detailed criteria that they can use to evaluate their writing pieces.	Writers use graphic organizers to structure their data.	Writers use chapter titles to organize the information in the text they write. Habits of Mind: Determines What is Important in Text	Writers practice making their non-fiction writing drafts more interesting to read using a variety of strategies including a tantalizing lead, descriptive vocabulary, etc.

The goals of the second week include:

- Monitoring understanding while reading
- Writing drafts that organize information
- Organizing writing for the reader's comprehension
- Improving the quality of the draft

WEEK THREE: NON-FICTION HOW DO WE CONNECT TO THE NON-FICTION WE READ AND WRITE?	Readers retell in order to deepen their understanding of the text they read. Habits of Mind: Think Aloud, Determining What Is Important In Text, Monitors Comprehension	Readers use Post-it notes during Shared Reading to make text-to-self connections.	Readers use note-taking strategies during reading to make text-to-world connections.	Readers enhance comprehension and activate prior knowledge by comparing non-fiction texts.	Readers identify a strategy or connection to demonstrate the thinking they did during Independent Reading.
	Writers incorporate memorable, noteworthy quotes into their non-fiction writing to make it more compelling and accurate.	Writers use anecdotes and insert definitions to explain new vocabulary in their writing.	Writers review their writing with peers to identify facts they have not completely explained.	Writers review their writing with their peers to remove information that is irrelevant or does not improve the piece.	Writers include graphics such as sidebars, photos with captions, maps, labeled diagrams, conversation bubbles, etc. in their writing to make it more appealing.

The goals of the third week of this unit include:

- Making connections for comprehension
- Adding specific information to make writing more meaningful
- Distinguishing relevant from irrelevant information
- Using appropriate visual elements

WEEK FOUR: NON-FICTION HOW CAN WE COMPARE FICTION AND NON-FICTION?	Readers review the elements of non-fiction: textual elements, authors' purposes, etc. Teaching Practice: Sharing Active Learning	Readers review the elements of fiction: textual elements, authors' purposes, etc. Teaching Practice: Sharing Active Learning	Readers work in groups to prepare a Fiction/Non-Fiction Compare and Contrast project. Habits of Mind: Synthesizes Teaching Practice: Active Reading Chart		Readers do a Gallery Walk giving peer feedback or presentation of their projects on the Elements of Fiction and Non-fiction.
	Writers use word processing programs to format their final drafts.	Writers use tools in the word processing software to check spelling and grammar in their final drafts.	Writers assess their final pieces using a writing rubric.	Writers publish their pieces and plan their presentation of their writing to their peers.	Writers share their presentations of their published pieces.

The goals of the fourth week of this unit include:

- Comparing and Contrasting Fiction and Non-Fiction
- Listing textual elements of Fiction and Non-Fiction
- Creating a published piece of Non-Fiction

Unit of Study: Fiction, Non-Fiction & Note taking (6-8)

Title of Minilesson: Readers make personal connections to text by interacting with story characters.

Intention: To have students practice text-to-self connections to foster interest and motivation.

Connection: “Yesterday we discussed that readers find books and stories interesting because of the characters, setting, conflicts, humor or path to conflict resolution. Often, as a reader we compare elements of the story and characters to our own lives and experiences. A good reader has a conversation with the characters or even the author about what goes on in the story.”

Teaching Point: “Today I will show you different ways we can explore the characters in the stories we read and relate their experiences to ours. We are going to bring these characters to life by interacting with them as if they were sitting right next to us. For example, I am going to pretend that I am the bank robber in this story and I want to tell my side of the story to the local newspaper. What 3 questions will the newspaper ask and what 3 answers will I give them? Let’s do this together.”

Active Engagement: “Now I am going to give each of you a sheet with an assignment to help you interact with a character in the story. Some of you will interview a character, or write them a letter, or make a diary entry as if we were they. I want you to express your feelings about what the character is experiencing in the story. Have you ever faced a similar situation? Is there anything you want to tell the character, something you want to ask?”

Link: “Characters in the stories we read are fictional, make-believe, but often they have many things about them that remind us of people we know, maybe even ourselves. When we interact with story characters, we bring them to life and we become more involved in what they are experiencing. That is how we make the text-to-self connection.”

Share: Students will tell the class which assignment they had, who their character is and read to the class what they wrote.

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Lesson by Pearl Holford 9/6/07 for Unit 2: Fiction, Non-Fiction & Note taking, District 75 Units of Study for Literacy

Unit of Study: Fiction, Non-Fiction & Note taking (6-8)

Title of Minilesson: Writers utilize organization strategies to record ideas in notes.

Intention: Students will familiarize themselves with various strategies to organize and record information from the story and their thoughts about the fiction text they are reading.

Connection: It is important that students learn different strategies to help them remember key story elements of what they have read. Students use abbreviations and shortcuts when taking notes. Keywords and graphic organizers can be used to organize ideas. Keywords are important words that help the student remember important things about the story they are reading. Graphic organizers using the keywords help the student visualize information. Some graphic organizers students may use are: a web, Venn diagram, T-Chart, timeline, outline, diagrams and pictures. Good readers take good notes or chart key elements of the story they read to help them remember.

Teaching Point: “How do good readers take notes on the fiction they are reading using abbreviations and keywords? How do good readers use graphic organizers to chart their thinking about what they have read?”

“Today I want to teach you how to use a graphic organizer to plan out your ideas. The graphic organizer will help you organize your ideas in a more efficient way. Notice how I keep track of important events in this story I am going to read.”

The teacher will read-aloud a short excerpt from a familiar text, then demonstrate note taking by listing key words from the story that will help students remember important things about the story. Model using a graphic organizer to demonstrate how arranging the keywords can help the reader remember the story.

Active Engagement: Students will read an excerpt of a story, and then will write down keywords and events that will help them to remember important things that happened in the story. Students will then use a web, Venn diagram, T-Chart, timeline, outline, diagrams or pictures, to organize their notes of the story.

Link: Did you notice how I used key words in my organizer to help me put down important details? Students will write notes and use various graphic organizers to help them remember key points in the text they read, to retell the story or to chart key ideas during a group discussion on the text.

Share: Students, remember you can always use a graphic organizer to help you keep track of important information that will help you remember the story. Have students share their graphic organizer with the whole class. The teacher will make a list of the different ways students organized their work graphically.

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Unit of Study: Fiction, Non-Fiction & Note taking (6-8)

Title of Minilesson: Writers Use Quotes

Intention: To have students incorporate memorable, noteworthy quotes into their non-fiction writing to make it more compelling and accurate.

Connection: “We have been working on writing non-fiction pieces. So far in your drafts, you have worked on an interesting lead and putting your information into sections with chapter titles. It really shows in the pieces I’ve read how hard you have been working. One thing I have noticed is that a lot of you have been making a lot of statements without backing them up. Sometimes when I read your writing it’s hard for me to get a picture in my mind of what you’re trying to tell me. One way that we can back up our statements and help our readers really understand what we’re trying to tell them is to add memorable quotes. Today we are going to see how authors make their non-fiction writing more compelling—which means exciting.”

Teaching: The teacher will present two versions of the same non-fiction text, one with revisions including quotes taken from mentor texts. Example:

Text 1: Blue whales are very large. They eat a lot of food. Whales can live a long time.

Text 2: Blue whales are very large. *“The biggest recorded blue whale was over 110 feet long, and weighed more than 400,000 pounds. It would take 30 fully-grown elephants to equal the weight of a blue whale.”* They eat a lot of food. *“A large blue whale can eat more than 9,000 pounds of food every day.”* Whales can live a long time. *“Longevity estimates include 30 to 90 years for blue whales, and 90 to 100 years for fin whales.”*

“Listen closely as I read the first version of this non-fiction text and then the second. Did you notice the quotes that I added? Which version did you find more compelling, or engaging or interesting? Did the quotes make you want to hear more about my topic? Did it seem like what I was saying was “more true” after I added the quotes? Did you get a clearer picture in your head?”

Active Engagement: The teacher will present a new, unrevised piece of non-fiction writing with an enlarged piece of mentor text. “I showed you how I added some quotes to my writing to make it more accurate and compelling. This is a piece of my non-fiction writing that has no quotes. It hasn’t been revised. This is a piece of text that I took from a book that I am using in my research. Let’s look together for some quotes that will make my writing more compelling.”

Link: “We have seen that using quotes can really give your non-fiction writing authority and make it more compelling. While you are revising your non-fiction pieces today, I want you to go back to your research materials and find quotes that will make your pieces sound more accurate and interesting. You can use post-its or add your quotes directly into your writing. Make sure that you keep track of where your quotes come from.”

Share: Have one or two students share their before and after texts with the class. Teacher could also select some pieces to share with the class.

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Lesson by Kristine Polisciano Gonzalez 9/6/07 Fiction, Non-Fiction & Note taking, District 75 Units of Study for Literacy

Unit of Study: Fiction, Non-Fiction & Note taking (6-8)

Title of Mini-lesson: Readers enhance comprehension and activate prior knowledge by comparing non-fiction texts.

Intention: To make comparisons between non-fiction texts in order to allow students to record and share-text to-text connections.

Connection: “So far in this unit we’ve learned to listen to keywords, nouns, verbs, main ideas and supporting details for note-taking in order to understand, organize, summarize and keep a record of information. We have also practiced activating prior knowledge and making connections to our own lives so that we can figure out meaning. Making text-to-text connections is another strategy that will enable us to use prior knowledge or what we already know to make meaning of texts. This will help us as we research and read more critically in our study of non-fiction.”

Teaching: Discuss prior knowledge (things we already know).

“Can anyone tell me why it’s important to activate (be aware of) prior knowledge?”

Acknowledge responses then review the importance of prior knowledge.

“Today we are going to learn about another strategy to activate prior knowledge. It is called making text-to-text connections.

“I am going to model for you how I make connections while I read. I want you to just listen and notice the connections I’m making, and then you will have an opportunity to do the same.”

Teacher can model using the following:

- Post-It notes

- Chart paper

- Transparency with copy of graphic organizer

- Board to model writing down connections made.

Model your thoughts (connections). Some sample statements using The Diary of Anne Frank and Night might include:

Both of these stories are set during the Holocaust.

Anne Frank and Elie Wiesel were both teenagers.

Elie Wiesel survived but Anne Frank did not.

Elie Wiesel was in a concentration camp but Anne Frank was in hiding in a private house.

Both texts are primary documents.

“As I was reading did you make any connections to the other texts you have read?” Allow time for discussion.

Active Engagement: Have students select texts to read or have them continue working with The Diary of Anne Frank and Night.

Hand out post-it notes and have students fill them out, making connections as they read.

Independently, have students make two connections and jot them down on post-its.

Have a whole class share out. Students will share out and explain their connections in order for teacher to assess for complete comprehension.

Link: Divide students into small groups. Have students make 3-5 connections comparing “Diary of Anne Frank” and “Night”. Students will then share and sort post-it written connections into 2 piles – similarities/differences. Students will then add these to a graphic organizer (this can be chosen by the group or teacher).

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Lesson by Marta Villarroel and Kristine Polisciano Gonzalez 9/10/07, Fiction, Non-Fiction & Note taking (6-8)
District 75 Units of Study in Literacy

CREATING A BROCHURE

Introduction

Have you ever picked up a brochure or pamphlet about some place you wanted to go like the zoo? Have you seen a pamphlet at the doctor's office on a medical condition? Brochures or pamphlets are helpful published documents outlining briefly, the essential details in an organized way.

This publication may be as small as a printed page that has been folded in half or in thirds. The brochure usually has an appealing, functional design and title to attract the public in need of the information contained.

Assignment

Using the non-fiction topic you have selected as part of your independent reading in the genre of non-fiction, plan, organize and publish a brochure on the topic. The classroom computer may contain a template for creating a pamphlet of your unique design.

DUE DATE: Friday _____



Purpose of the Instructional Strategy called the “Fishbowl” Activity

- To help students attend to the lesson being presented in a new way
- To help students gain stamina in listening skills
- To help students take turns while speaking
- To help students view interaction by peers without speaking
- To help students express their thinking while they were watching what was going on in the “fishbowl”
- To have students chart the interaction or their thinking as a response to the activity

DIRECTIONS FOR A FISHBOWL ACTIVITY



SETTING: The Fishbowl

This group activity is named the “fishbowl” activity because of the tasks of the participants resemble what one does as they are looking at a fishbowl. The fishbowl is the focus of attention or at the center of the viewer’s range of vision in order for them to see the activities and interactions of the fish inside the fishbowl.

The basic “fishbowl” activity consists of 2 sets of participants: one set of participants (2 or more people) are at the center of an instructional environment. The rest of the members of the whole class participating in the activity sit quietly in a room around the other set of participants who are in the “fishbowl” section of the room.

ACTIVITIES: The Fish

The set of participants in the center (consisting of 2 or more) speak and interact openly after being given a task, a prompt, script or a scenario in which to respond.

ACTIVITIES: The Viewers

The rest of the participants are seated on the peripheral of those participants that are considered members of the “fishbowl” to observe, use a graphic organizer to record the interaction of the “fish” in the “fishbowl”.

ACTIVITIES: The Whole Group

The whole group can share their perspectives on the activity, the interaction of the participants in the “fishbowl” or can switch roles to compare each group’s interaction.

Name: _____

Date: _____

TEXT-TO-SELF CONNECTIONS

Current Title: _____

Author: _____

What the Author said:	What it reminded me of...

Name: _____

Date: _____

TEXT-TO-TEXT CONNECTION

Current Title: _____

Author: _____

What is in the book I'm reading:	Page:	Title of the book I read before:	Connection I made:

RECOMMENDED BOOK LIST

The following booklist has been gathered to direct teachers to books of interest and quality for adolescent learners. The goal is to help students find books that will help them increase the time they spend reading. This list includes a sampling of titles that address the multicultural and social issues that face students in New York City, as well as the content areas assessed across the curriculum. Each grade is represented by category giving the title, the author and a brief synopsis of the book listed.

SIXTH GRADE	FICTION TITLES
<i>The Land</i> by Mildred Taylor	This story is the prequel to the author’s Newbery Award winning book, <i>Roll of Thunder, Hear My Cry</i> . The story takes place before the Civil War in the life of the character, Paul-Edward Logan as he works toward his future.
<i>The Lightning Thief</i> by Rick Riordin	This book is a first in a series followed by, <i>The Sea of Monsters</i> and <i>The Titan’s Curse</i> that takes place at Camp Half-Blood, a camp for children of ancient Greek gods.
<i>The Young Man and the Sea</i> by Rodman Philbrick	A story about a young fisherman and his obligation to support his family.
<i>Freak the Mighty</i> By Rodman Philbrick	An unlikely pair team up to survive their past.
<i>Mom’s Cancer</i> by Brian Fies	This story tells how a deadly disease affects an entire family in the format of a graphic novel.
SIXTH GRADE	NON-FICTION TITLES
<i>Chew on This: Everything You Don’t Want To Know About Fast Food</i> By Eric Schlosser	This book examines the conditions on poultry farms and slaughterhouses and how teen workers are treated in fast food chain establishments, posing the question, “Should I eat a burger?”
<i>The Head Bone’s Connected To The Neck Bone: The Weird, Wacky, and Wonderful X-Ray</i> by Carla Killough McClafferty	This book tells of the invention of the x-ray and the strange ways people thought of using the technology in the 1800’s.
<i>A Strong Right Arm: The Story of Mamie “Peanut” Johnson</i> by Michelle Y. Green	This book tells the story of Mamie, a woman who made it to the Negro League at a time when women and African-Americans were still struggling for their civil rights.

SEVENTH GRADE	FICTION TITLES
<i>AfterLife</i> by Gary Soto	Chuy is the main character who is murdered in a teen disco, but whose spirit remains with his family to see their grief and his impact on their lives.
<i>Cuba 15</i> by Nancy Osa	The quinceañera is the celebration of the 15 th birthday of a girl's life in Hispanic culture. Violet is a Hispanic-American and this book reflects her anxiety around her family's desire to celebrate as they are used to doing so in their native Cuba.
<i>Rag and Bone Shop</i> by Robert Cormier	Jason was the last person to see a child in his neighborhood alive. Read as the police try to unlock the mystery.
<i>Spellbound</i> by Janet McDonald	Two teenage friends become young mothers in a tale about how one works her way to a college prep course. The first of a series, this story continues on <i>Chill Wind</i> and <i>Twists and Turns</i> about these urban characters.
<i>Thirteen Edited</i> by James Howe	An anthology of short stories by modern authors on being thirteen.
<i>Missing Pieces</i> by Norma Fox Mazer	Thirteen year old Jesse searches for his father, who left home and never came back.
<i>Scorpions</i> by Walter Dean Myers	The main character, Jamal, is a gang member, torn between his loyalty to the gang and his own conscience.
<i>Night john</i> by Gary Paulsen	The story of a 12-year-old slave girl named Sarny who risks her life to learn the alphabet.
<i>Cast Two Shadows</i> by Ann Rinaldi	The story of a young girl takes place in the backdrop of the Revolutionary War. Her lineage is the challenging issue as war lands in her hometown.
<i>20,000 Leagues Under The Sea: The Graphic Novel</i> by Rod Whigham	The tale about a fantastic submarine ahead of its time, a sea monster and an incredible secret.
<i>Crispin: At the Edge of the World</i> by Avi	The popular protagonist learns who he is and who to trust.
SEVENTH GRADE	NON-FICTION TITLES
<i>Good Brother, Bad Brother: The Story of Edwin Booth and John Wilkes Booth</i> by James Cross Giblin	We all know that John Wilkes Booth was the assassin of President Abraham Lincoln but did you know that he had a brother who was one of the most famous actors of his day? This book gives you the details.
<i>Secrets of a Civil War Submarine: Solving the Mysteries of the H.L. Hunley</i> by Sally M. Walker	This is the tale of a real submarine that disappeared in 1864 and is found 130 years later by divers.

EIGHTH GRADE	FICTION TITLES
<i>The First Part Last</i> by Angela Johnson	A heartfelt story about a teenage father who must care for his baby daughter. Urban students may be able to relate to many of the characters.
<i>The Hoopster</i> By Alan Lawrence Sitomer	This book is the first book on the life of an academic marvel and basketball star, Andre, who lives in a neighborhood of violence and challenge. Can he break the pattern of all those around him?
<i>Sacajawea: The Story of Bird Woman and The Lewis & Clark Expedition</i> By Joseph Brushac	This book is about a Native American woman who served as guide, translator, and caretaker to the members of the expedition and is written as fiction within the dialogue between the historical figures.
<i>Who Am I Without Him?</i> By Sharon G. Flake	This book of short stories will capture the attention of your students because it deals with realistic urban romance and the consequences.
<i>Last Book In The Universe</i> By Rodman Philbrick	A futuristic tale of survival and of a man's need to write books.
<i>Monster</i> by Rodman Philbrick	The main character is 16 years old and on trial for a robbery-shooting incident. Written as a screenplay, he tells how the jury determines his participation in the crime or innocence.
<i>Accidents of Nature</i> by Harriet McBride Johnson	The main character has cerebral palsy and attends a special camp over the summer. One of the new friends she meets as a fellow camper is outspoken and clearly against the camp philosophy. A story sure to have you re-think your perspective of the lives of people with disabilities.
<i>Ashes of Roses</i> by Mary Jane Auch	Set around the time and social issues of the Triangle Shirtwaist Factory Fire in New York City, this book examines the lives of two young immigrants from Ireland who work in a sweatshop.
EIGHTH GRADE	NON-FICTION TITLES
<i>The Burn Journals</i> by Brent Runyon	Brent tried to commit suicide but survives with severe burns as a result. This book covers his family's support through his darkest days and the love he has for them.
<i>Left For Dead: A Young Man's Search For Justice For The USS Indianapolis</i> by Peter Nelson	A young boy learns of the true tale of a WWII war vessel and the more than 1200 sailors who died when it sank, including the 900 who were eaten by sharks or died of thirst when the Navy abandoned them. This book takes us 55 years forward to when the boy brings the truth to the world.
<i>The 9-11 report: A Graphic Adaptation</i> By Sid Jacobson	This version heightens interest in a dramatic event in history.
<i>Oddballs</i> by William Sleator	The author writes about his own odd family.

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