

Subject:

English Language Arts

Standards:

CCSS.ELA-LITERACY.W.3.2.B Develop the topic with facts, definitions, and details

ISTE 1c Students [use technology](#) to seek feedback that informs and improves their practice and to [demonstrate their learning](#) in a variety of ways.

ISTE 1d Students understand the [fundamental concepts](#) of technology operations, demonstrate the ability to choose, use and [troubleshoot](#) current technologies and are able to [transfer their](#) knowledge to explore [emerging technologies](#).

ISTE 6a Students choose the appropriate [platforms](#) and [tools](#) for meeting the desired objectives of their creation or communication.

ISTE 6d Students publish or present content that [customizes](#) the message and medium for their intended audiences.

ISTE 7c Students [contribute constructively](#) to project teams, [assuming various roles](#) and responsibilities to work effectively toward a common goal.

Lesson objectives	<ul style="list-style-type: none"> Students will be able to identify and analyze nonfiction text features. Students will be able to apply their knowledge of nonfiction text features in order to develop their chosen topic.
Resources:	<ul style="list-style-type: none"> Smartboard/desktop computer anchor chart paper/markers variety of nonfiction books laptops - some with ReadAloud (text-to-speech app)
Opening Procedures:	<ul style="list-style-type: none"> I will present the objectives to the students so they know what the intended learning goals are. Students will watch a Brainpop Jr. video: Reading Nonfiction The students and I will complete a co-constructed anchor chart highlighting nonfiction text features that they saw in the video.
Instructional:	<ul style="list-style-type: none"> The students will be placed in groups (mixed ability). Each group will be exploring both nonfiction books and websites while identifying the nonfiction text features that they see. They will be able to access the approved list of websites through Google Classroom. Students that struggle with reading comprehension will have access to laptops equipped with ReadAloud, a text-to-speech app. Other group members will also help to support these students. Each group will be responsible for analyzing the nonfiction text features that they find and present their findings to the class using the method of their choice. Their presentation should include the identified nonfiction text features, the purpose of each nonfiction text feature, and how it adds to the text and/or helps the reader understand. They will be able to choose the method of presentation through a Symbaloo posted to Google Classroom. Each group will take a turn presenting their findings to the class.
Closure:	<ul style="list-style-type: none"> We will have a whole-class discussion about different nonfiction text features they could add to their writing. The students will quickly write their ideas down in their writing notebooks.

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| | <ul style="list-style-type: none">• As a formative assessment, each students will hold up a 1, 2, 3, or 4 representing their current understanding of nonfiction text features. They can reference the chart on their desk with an explanation of each rating on their desk if needed. |
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