

# Grade 1 Unit 2 Nonfiction Chapter Books

Content Area: **ELA**  
Course(s):  
Time Period: **Trimester 2**  
Length: **8 weeks**  
Status: **Published**

## Course Pacing Guide

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Unit	MP/Trimester Weeks	
Small Moments: Writing With Focus, Detail, and Dialogue	1	8
How -To If Then Curriculum	1	2
Nonfiction Chapter Books	1/2	8
Writing Reviews	2	8
Poetry If...Then...	2/3	4
From Scences to Series	3	8

## Unit Overview

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This unit prepares children to write informational texts of all sorts across this year's curriculum. Because this unit is foundational, undergirding children's reading of informational texts and enabling their cross-curricular writing, it is well positioned early on in first grade. This unit channels first graders' youthful confidence and passion about topics that matter most to them. First graders love the chance to teach you and the world! This is also a wonderfully supportive unit for your striving learners, who will come alive when given the opportunity to teach what they already know!

This unit takes children on a writing journey that builds in sophistication. It begins with instruction on how to make a basic type of information book—and ends with children creating multiple information chapter books, filled with elaboration, interesting text elements, and pictures that supplement the teaching of the words. The unit closes with lessons on craft and thoughtful punctuation, which will add a flourish to the powerful writing first graders are now doing in their information books. All this work culminates into a sharing celebration, where authors and audience teach and learn from one another.

**Bend I- Writing Teaching Books with Independence-** Students will write a giant folder full of information texts, revisit many of those texts repeatedly, and revise them independently. These first books will resemble nonfiction picture books. During this bend, what matters most is that students are immersed in a new type of writing. Don't worry about just yet about introducing traditional nonfiction text feature, such as a table of contents.

**Bend II- Nonfiction Writers Can Write Chapter Books!**-In this bend students will progress toward writing chapter books, which gives them opportunities to work on structuring their texts. It is likely that the pace of your students work will slow down now. The books students write in this bend, should, from the start, include

elements that might have been revisions to other, earlier books. This bend will also introduce many of the more common elements found in information books: how-to pages, stories, introductions, and conclusions. You will teach this new information in a more step-by-step fashion to support the complexity of the work.

**Bend III- Writing Chapter Books with Greater Independence-** During this bend students will write chapter books with increasing speed and independence. Whereas in the previous bend students learned how to structure a chapter book, in this bend children will take all they have learned and set new goals to write new and better chapter books.

## **Enduring Understandings**

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- ☐ Writers write to teach what they know well.
- ☐ Writers revise to make writing better
- ☐ Writers elaborate to make writing stronger.

## **Essential Questions**

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- ☐ How do writers write to teach what they know?
- ☐ How do nonfiction writers make their stories easy to understand?

## **New Jersey Student Learning Standards (No CCS)**

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LA.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
LA.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LA.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
LA.W.1.4	(Begins in grade 3)
LA.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

LA.W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
LA.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.W.1.9	(Begins in grade 4)
LA.SL.1	Speaking and Listening
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.

## **Amistad Integration**

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### **Use mentor texts that feature voices from diverse cultures and communities:**

What Do You Celebrate?: Holidays and Festivals Around the World by: Whitney Stewart

LA.RI.11-12.10b	By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.
SEL.PK-12.1.2	Recognize the impact of one’s feelings and thoughts on one’s own behavior

## **Holocaust/Genocide Education**

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- Teach district mandated diversity lessons
- Incorporate Responsive Classroom Program into classroom community

## **Interdisciplinary Connections**

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- • "Exit Cards"- for any academic area (e.g., Science- "Tell 3 things you learned about Air and Weather. What do you still want to learn?)"
- • Science FOSS Unit- Air and Weather- use unit materials for an "All About" book.

SCI.K-ESS3-1	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
SOC.6.3.4.CS4	Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.

SOC.6.3.4.CS5	Develop strategies to reach consensus and resolve conflict.
SOC.6.3.4.CS6	Demonstrate understanding of the need for fairness and take appropriate action against unfairness.
1-LS1-2.8	Obtaining, evaluating, and communicating information in K– 2 builds on prior experiences and uses observations and texts to communicate new information.

## Technology Standards

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TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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## 21st Century Themes/Careers

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Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

HPE.2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
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## Financial Literacy Integration

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<http://www.scholastic.com/browse/article.jsp?id=3758372>

## Instructional Strategies & Learning Activities

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- Start with review
- Present new material in small steps
- Think Aloud/ modeling
- Guided Practice
- State the objective
- Use graphic organizers/ anchor charts
- Concept sorting
- Check for understanding
- Provide feedback
- Workshop model

- Gradual release of responsibility
- Student-led discussion strategies
- Cooperative learning
- Tiered instructional activities
- Differentiation
- Small group instruction

## **Differentiated Instruction**

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- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

## **Formative Assessments**

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- Conferring notes
- On-demand Writing Prompts
- Student skills checklists
- Student portfolio
- Checklist/rubric
- Questions to Consider when Assessing Student Writing
- Checklist/Rubric-Questions to Consider When Assessing Student Writing- Resources from Primary Writing-Lucy Calkins.
- WTW Spelling Inventory
- Formative/anecdotal assessments (data collected during small group, 1:1 conferences, active

engagement, and share time)

## **Summative Assessment**

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- District Writing Assessment: Refer to district mandated assessment schedule
- Lucy Calkins Writing Rubric

## **Benchmark Assessments**

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Fountas and Pinnell Benchmark Assessment: Refer to district mandated assessment schedule

## **Alternate Assessments**

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- Writing celebrations

## **Resources & Technology**

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Technology:

- Chromebooks
- iPads
- Google Classroom
- SeeSaw
- Google Slides
- Powerpoint

Resources:

- ☐ Teacher's College Kit Book, Nonfiction Chapter Books (Unit 2)
- ☐ Nonfiction Writing: Procedures and Reports from The Units of Primary Writing by Lucy Calkins, (Heinemann, 2003)

## **BOE Approved Texts**

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Bugs, Bugs, Bugs by: Jennifer Dussling

My Football by: Gail Gibbons

The Story of Chocolate by: Caryn Jenner

## **Closure**

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- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- Share- Students share a piece of their writng that illustrates the concept taught that day.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.

## **ELL**

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- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks

## **Special Education**

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- Shorten assignments to focus on mastery of key concepts.
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.

- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).

## 504

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- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

## At Risk

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- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting



- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

## **Gifted and Talented**

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Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking