Unit 6: Reading Nonfiction Cover to Cover, Nonfiction Book Clubs

Content Area: **English Language Arts**
Course(s): **English Language Arts**
Time Period: **Generic Time Period**
Length: **4 Weeks**
Status: **Published**

Unit Overview

In this unit students will work to improve nonfiction reading skills, as well as their speaking and listening skills. Many nonfiction books today contain vivid imagery, action, humor, and connections to children's lives and are meant to be enjoyed in their entirety and not just skimmed for facts. Students will learn how to read nonfiction books fully and deeply from the first page to the last. They will move from simply "fact collecting" to a deeper understanding of main ideas and supporting details. Students will be reading longer books and will acquire the strategies to hold onto the important information in the text and let go of the less important material. They will also learn to take the information provided in one book and add it to information learned in other books, thinking and learning about a topic across many texts.

Assessments will be conducted throughout the year using Teacher's College Running Records. In addition, Fundations, Level 1, Wilson Language Basics, (2012, Wilson Language Training Corporation) will systematically and comprehensively instruct students in phonemic awareness and word study, which includes both phonetic and high frequency sight words. This instruction will contribute greatly to fluency, vocabulary development, and the applications of strategies for understanding text. All are necessary for the successful development of reading comprehension.

Standards

LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LA.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LA.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LA.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.1.3.B	Decode regularly spelled one-syllable words.

LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
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).

Essential Questions

- How can readers draw on everything they know about informational reading to understand how the different parts of the books they read go together?
- How can readers assume a teaching voice and stance as they read, so that they are able to share their learning with their reading club?
- How can readers work together in a club to add their own thinking to the information they learn from the books they read?
- How can readers in a club hold meaningful conversations, make inferences, revise their thinking and grow ideas, in the company of one another?
- How can clubmates compare and contrast two (or perhaps more) texts on the same topic and put together this information to come up with newer, bigger thinking?

Application of Knowledge: Students will know that...

- No matter what kind of book they are reading, readers should always be able to make sense of the text. If you are having trouble explaining the text to yourself or to your partner in your own words, that's a sign that it's time to go back to the last place where things were making sense and reread, paying closer attention to what the book is mostly about.
- Nonfiction readers respond to the information they learn in books. When something catches their attention, and they have an idea, they explain their thinking by using details from the text.
- Readers can break longer text apart into manageable sections. As they read they use clues to figure out how to break the text apart.
- Readers can get ready to read by taking a tour of all the pages in the book, from cover to cover, to see what kind of text structures the book contains. Then they can make a plan for how best to read each section.
- Readers can read like writers, comparing and contrasting the styles of different books. They notice an author's choices and think, "How is the style of this book similar to the style of another book? How is it different? Why did the author write it this way?"
- Readers consider the author's purpose in writing the book. They can come up with a theory based on what they know about the book. Authors often write to persuade, to inform, or to entertain.
- Readers don't just read each page or section of their book separately. They gather information across an entire book, thinking, "How does this page fit with the one before it?"
- Readers teach their clubmates the main ideas of what they've learned. They use their hand and five fingers to help stay organized. They point to the palm and say the main idea, then point to each finger to give an example to fit with the main idea.
- When readers lay their books side by side, they can name what each chapter or section was mostly about to compare it to other books (and sections within other books). They can then begin to notice which books have similar main ideas, and which books contain new main ideas.

- With each section of the text, readers stop and think, "What is this mostly about?

Application of Skills: Students will be able to...

- Teach their clubmates the main ideas of what they've learned. They use their hand and five fingers to help stay organized. They point to the palm and say the main idea, then point to each finger to give an example to fit with the main idea.
- Can break longer text apart into manageable sections. As they read they use clues to figure out how to break the text apart.
- Consider the author's purpose in writing the book. They can come up with a theory based on what they know about the book. Authors often write to persuade, to inform, or to entertain.
- Get ready to read by taking a tour of all the pages in the book, from cover to cover, to see what kind of text structures the book contains. Then they can make a plan for how best to read each section.
- Make sense of the text no matter what book they are reading. If you are having trouble explaining the text to yourself or to your partner in your own words, that's a sign that it's time to go back to the last place where things were making sense and reread, paying closer attention to what the book is mostly about.
- Name what each chapter or section in a book was mostly about to compare it to other books (and sections within other books). They can then begin to notice which books have similar main ideas, and which books contain new main ideas.
- Read each page or section of their book separately. They gather information across an entire book, thinking, "How does this page fit with the one before it?"
- Read like writers, comparing and contrasting the styles of different books. They notice an author's choices and think, "How is the style of this book similar to the style of another book? How is it different? Why did the author write it this way?"
- Respond to the information they learn in books. When something catches their attention, and they have an idea, they explain their thinking by using details from the text.
- Stop and think after reading each section of the text, “What is this mostly about?”

Teaching Points and Suggested Activities

Preparation for the Unit

Before beginning the unit, the teacher will need to comb through the classroom library and visit the school library to find informational texts at various just right-levels for nonfiction book clubs. Ideally you will have enough nonfiction books so that you can create topic bins containing at least eight to ten books for each club to share (groups of four children). Each club will need its own basket of just-right texts to read, study, and talk about for each week of the unit. If informational books are in short supply, you may need to make the topics rather broad in order to find books that fit: plants, ocean life, weather, etc. If your selection of nonfiction books is very limited, then divide your reading time into two parts:informational reading for the first half of reading workshop and fiction from book baggies for the second half.

The following teaching points and activities are adapted from *Units of Study for Teaching Reading Grade 1,* specifically *If... Then... Curriculum* for this unit (Calkins et al., 2015). The manuals serve as a loose framework for teachers, who will add and/or emphasize based on their students’ needs.

Teaching Points

- Teach children that readers need not start from scratch when they read a new book. They already know strategies to use when reading nonfiction books. They can use the charts in the classroom as a reminder of all the reading work they already know how to do. When they pick up a book, they ask, "What kind of text is this? What strategies do I know for reading this kind of text?
- Teach children that nonfiction readers don't just read with explaining voices; nonfiction readers talk about the text with explaining voices. Readers can practice explaining the text to themselves as they go along, using their own words. Then they can explain the text to club members when it's time to talk.
- Teach children that no matter what kind of book they are reading, they should always be able to make sense of the text. If you are having trouble explaining the text to yourself or to your partner in your own words, that's a sign that it's time to go back to the last place where things were making sense and reread, paying closer attention to what the book is mostly about.
- Teach children that readers can get ready to read by taking a tour of all the pages in the book, from cover to cover, to see what kind of text structures the book contains. Then they can make a plan for how best to read each section.
- Teach children that readers can break longer text apart into manageable sections. As they read they use clues to figure out how to break the text apart.
- Teach children that with each section of the text, readers stop and think, "What is this mostly about?"
- Teach children that readers stop and think often to hang on to key details in the text. They ask themselves, "Who or what is this mostly about? What is happening? When or where is this taking place? Why is this happening? Why is this important? How does this work?
- Teach children that readers don't just read each page or section of their book separately. They gather information across an entire book, thinking, "How does this page fit with the one before it?"
- Teach children that it's important to come to your club time ready to talk. One of the ways you can share your book with your clubmates is by dramatizing what you see in the pictures or what you imagine in your head as you are reading.
- Teach children that readers teach their clubmates the main ideas of what they've learned. You can use your hand and your five fingers to help you stay organized. Point to your palm and say the main idea, then point to each finger to give an example to fit with the main idea.
- Remind children that clubmates can be a terrific source of support. When you struggle to understand something in your reading, don't be afraid to ask for help. Say, "In my book, I read ... and I don't understand this." Or " I read ... in my book. Did any of you see something similar in your book? I thought ... but..."
- Teach children that expert nonfiction readers do more than just learn information from their books, they also come up with their own ideas about what they are learning. Readers sometimes push themselves to have an idea by thinking, "The idea I'm having is ... or I think ..." Readers come up with a great idea, jot it on a Post-it and then read on, looking for parts of the book that fit with their idea.
- Teach children that nonfiction readers push past "wow" in their book. They respond to the information they learn in books. When something catches their attention, and they have an idea, they explain their thinking by using details from the text.
- Teach children that readers don't just think, "What do I personally already know about this topic?" Instead they think, "What is this book actually about?"
- Teach children that readers can consider the author's purpose in writing the book. We can come up with a theory based on what we know about the book. Authors often write to persuade, to inform, or to entertain.
- Teach children that readers are flexible with their thinking. They read with an open mind, thinking, "Yes. This confirms what I knew. They also think, "Oh! This is different than what I thought I knew." During club meetings, readers can talk about how their thinking has changed.

- Teach children that readers embed, or put their own thinkg abut the text right into the text, by making their own picture captions, or adding to existing captions, writing theirs on a Post-it or removable tape.
- Teach children that readers often choose a way to organize their information that matches what they've read. They look across all the information they have collected as a group and ask themselves, "What are the main ideas we've learned? What are the categories? What's the best way to organize all this?" You can use writing to organize your ideas and supporting information.
- Teach children that readers don't just absorb information - they think about why what they are learning is so important. When something they read seems very important they can take action: they can teach others why their topic is so important.
- Teach children that most nonfiction books only contain bits and pieces of the whole truth about a topic. Every author has to pick and choose what to include and what to leave out - there simply isn't room in one book to include everything. so one thing that readers do is think, "What's missing from this book" and "How is this book the same or different from other books on this topic?
- Teach children that when readers lay their books side by side, they can name what each chapter or section was mostly about to compare it to other books (and sections within other books). They can then begin to notice which books have similar main ideas, and which books contain new main ideas.
- Teach children that when readers are trying to make sense of a text, it helps to look across their Post-its and ideas, either on the same page or across pages. First, they figure out a way to organize all of their information. And then they look at their Post-its, side by side, and ask, "How are these the same and how are they different?
- Teach children that partners can hold each other accountable to the information in the actual text and using evidence from the text by prompting one another with questions like, "Where does it say that? Is there another example? Prove it!"
- Teach children that readers can also read like writers, comparing and contrasting the styles of different books. They notice an author's choices and think, "How is the style of this book similar to the style of another book? How is it different? Why did the author write it this way?"

Activities to Support Teaching Points

- Create and refer to anchor charts.
- Study pages from exemplar reader's notebooks.
- Provide and present mentor texts as models.
- Teach the *Work of Readers* Charts.
- Teach children strategies for holding onto text. For example, use Post-its and graphic organizers.
- Model (Talk Aloud) the strategies good readers use.
- Model, provide, and use a reader's notebook.
- Tap, sketch, or jot across a story as a way of retaining information and details.
- Study book introductions and endings.
- Practice creating mental movies as you read.
- Investigate figurative language and descriptive vocabulary and how authors use them.
- Turn and Talk the dialogue in a story to bring the characters' feelings alive.
- Set mini-reading goals for engagement, print work, fluency, comprehension, and/or conversation.
- Provide checklists and reading progressions to assess and develop on-going reading goals.
- Scaffold skills with strategies. For example, use Post-its to identify key elements of a chapter.
- Write long about reading.
- Practice alternating the speed a text is read to reflect tone and mood.
- Plan to celebrate the conclusion of classroom reading projects.
- Use technology in the reading classroom; for example, use digital journals.

Assessments

Assessment in this unit takes three forms: diagnostic, formative, and summative. There are downloadable, digital versions of the assessment tools available through the online resources at; www.readingandwritingproject.org/resources. Teachers may also develop their own rubrics and assessments in order to include more specific elements of knowledge and skills listed in this unit summary.

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one-to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

Diagnostic Assessments

Running Records

www.readingandwritingproject.org/resources/assessments/running-records

Spelling Inventory

www.readingandwritingproject.org/resources/assessments/spelling-assessments

Individual beginning of the year "How's It Going?" conferences

Formative Assessments

Teacher-student conferences including: individual, small group, strategy group, and guided reading

Daily observation of students' participation during the active engagement segment of each mini-lesson.

Students' conversation with partners during Turn and Talk segment of mini-lessons.

Reading logs, Reader's Notebooks, Writing About Reading evidence (Post-its, journal entries, writing long about reading, for example)

Summative Assessment

Teacher-student conferences

Running Records

Spelling Assessments

Reading logs, Reader's Notebooks, and other evidence of students improving skills

Activities to Differentiate Instruction

The design of reading workshop allows for individualized instruction and independent growth for every child. At the heart of differentiation in Reader's Workshop is data and the analysis of data. Through the usage of monitoring student progress during independent reading, analysis of formal and informal running records, and other assessments such as high-frequency word lists and spelling inventories, teachers should be able to delineate which students are in need of additional supports, in what areas those supports should be targeted at, and which students are ready to be pushed further in their reading work.

Some methods to use to support struggling readers as well as advanced readers:

- Provide leveled books appropriate for all reading levels
- Provide support as needed through conferencing
- Provide support as needed through strategy groups
- Provide support as needed through guided reading groups
- Provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning
- Scaffold or stretch learning through the use of various strategies
- Provide appropriate reading partners
- Utilize charts to provide a visual reminder for students throughout the mini-lesson.
    - Add drawings and visuals to charts
    - Provide individualized copies of teaching charts
    - Depending on the concept, the chart may be most effective to visually break the concept into parts and touch each part during a demonstration
- For students needing more support at the end of the mini-lesson, keep them at the rug for an extra minute after dispersing the rest of the class and clarify the main topic of the mini-lesson or work one-on-one with them to start their reading
- Set reading goals for students and follow-up with the reading goals after an appropriate amount of time.
- Create group and one-on-one conferencing calendars to ensure that students are being met with on a regular basis and working toward individualized goals
- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen
- Assign roles to partners (Partner 1/Partner 2) to help scaffold which student should speak first and avoid one partner dominating the conversation and the other partner becoming a passive listener
    - For ELL students, creating a triad instead of partnership may be beneficial
- Provide students access to RAZ Kids which will provide students more reading options for leveled texts, access to technology, and the ability to have books read to them while they follow along or for students to record their reading

Supports for ELL students:

- Provide consistent teaching structures
- Use consistent teaching language
- Offer plentiful opportunities for reading practice
- Provide access to a broad variety of texts
- Use assessment to provide extra support
- Support students in the preproduction and early production stages of learning English
- Use visual examples in your teaching
- Modify our mini-lessons to be as concise as possible
- Provide extra ?active engagement? time in mini-lessons for extra practice
- Provide readers with topic-based text sets
- Provide opportunities for listening and learning the social language of the reading workshop
- Provide opportunities to read in both their home language and in English
- Plan instruction with the ELL teacher
- Extend the language ELLs are producing through questioning
- Provide explicit instruction in tenses, pronoun references, and connectives
- Support students in building vocabulary using their own reading as the context

- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen

In order to support this differentiation work, teachers may want to consult the following materials:

- Units of Study books at lower or higher levels for teaching strategies that are appropriate to the support needed.
- The Reading Strategies Book by Jennifer Serravallo
- If. . . Then. .. Curriculum book for alternate units or teaching points to support the individual reading levels.
- A Guide to the Reading Workshop (Primary Grades) chapter 14 for more in-depth information on differentiation

Integrated/Cross-Disciplinary Instruction

Writing Workshop

- apply language and ideas from read alouds and independent reading
- utilize read alouds and independent reading as mentor texts
- apply spelling strategies
- identify areas of spelling needs
- apply grammar skills
- identify areas in need of addressing (spelling, grammar, mechanics)
- expand written vocabulary from read alouds and independent reading
- model sentence and paragraph structure after mentor texts

Content Areas: Science, Social Studies, Health

- read just right books in the content areas
- use mentor texts to deliver Social Studies content
- compare content area ideas and issues to what our characters deal with in our read alouds and mentor texts
- apply reading skills and strategies to the reading we do in the content areas

Study Skills

- use graphic organizers to support reading
- use checklists and rubrics to monitor progress
- use Venn diagrams and t-charts to gather, compare, and contrast events
- use highlighters, note cards, post-its, and other tools to keep track of story events, details, and ideas
- keep a log and notebook

The Arts

- analyze illustrations in books for details
- compare illustrations to other forms of art
- illustrate a passage that was just read to show details, ideas, and lessons
- act out a scene from a book to better visualize how a character feels

Suggested Mentor Texts and Other Resources

Resources

Units of Study for Teaching Reading:

- *Building Good Reading Habits;* Lucy Calkins and Elizabeth Dunford Franco
- *Learning About the World, Reading Nonfiction*; Lucy Calkins and Amanda Hartman
- *Readers Have Big Jobs to Do, Fluency, Phonics, and Comprehension;* Lucy Calkins, Elizabeth Dunford Franco, Havilah Jespersen, Lindsay Barton
- *Meeting Characters and Learning Lessons, A Study of Story Elements;* Lucy Calkins and Elizabeth Dunford Franco
- *A Guide to the Reading Workshop,Primary Grades*; Lucy Calkins
- *Reading Pathways, Grades K-2, Performance Assessments and Learning Progressions*; Lucy Calkins
- *If...Then... Curriculum: Assessment-Based Instruction, Grades K-2*; Lucy Calkins; Julia Mooney; and Colleagues From the TCRWP
- *Online Resources for Teaching Writing*; Lucy Calkins
- website: www.readingandwritingproject.org/resources

The Art of Teaching Reading; Lucy Calkins

The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers; Jennifer Serravallo

Leveled Books, K-8: Matching Texts to Readers for Effective Teaching; Irene C. Fountas and Gay Su Pinnell

Reading Miscue Inventory: From Evaluation to Instruction; Yetta M. Goodman

Miscue Analysis Made Easy: Building on Student Strengths; Sandra Wilde

Around the Reading Workshop in 180 Days; Frank Serafini

The Book Whisperer: Awakening the Inner Reader in Every Child; Donalyn Miller

Mindsets and Moves: Strategies That Help Readers Take Charge; Gravity Goldberg

Smarter Charts; Marjorie Martinelli

Genre Study: Teaching with Fiction and Nonfiction Books; I.C. Fountas and G.S. Pinnell

Guided Reading, Good First Teaching for All Children; I.C. Fountas and G.S. Pinnell

Read Aloud and Mentor Texts

Wind and Storms; Fred Biddulph

Rain; Sheryl Sloan

That Sky, That Rain; Carolyn Otto

Why Do Worms Come Up When It Rains? Betty Erikson

It's Raining, It's Pouring; Kin Eagle

Trucktown series; Jon Scieszka

Truck; Donald Crew

"Monster Trucks;"Mark Todd (poem)

"Dig Dig Digging;" Margaret Mayo (poem)

The Carrot Seed; Ruth Krauss

Koala Lou; Mem Fox

Hooray for Snail! John Stadler

Subway Sparrow; Leyla Torres

Super Storms; Seymour Simon

Owls; Mary R. Dunn

Eagle-flight; Georgia Heard

Migration; Georgia Heard

"Little Bird, Little Bird;" Woodie Guthrie (folk song)

"Blackbird;" Beatles (song)

"Three Little Birds;" Bob Marley

Books from Reading Street

Tippy Toe Chick, Go! George Shannon

Mole and the Baby Bird; Majorie Newman

Digby Takes Charge; Caroline Jayne Church

Dot and Jabber and the Great Acorn Mystery; Ellen Stoll Walsh

Simple Machines; Allan Fowler

Alexander Graham Bell, A Great Inventor; Lynne Blanton

Orville and Wilbur Wright; Big Book

Under a Rock; Betsy Franco (poem)

Night Song; Leland B. Jacobs (poem)

A Trip to Washington D.C.; Elizabeth Fitzgerald Howard

A Southern Ranch; Yossel Ayarzagoitia Riesenfeld

Other Nonfiction Books

Cars; Anne Rockwell (Level F)

It Started As a Seed; Kimberlee Graves (Level F)

Bread, Bread, Bread; Ann Morris (Level F)

Does a Kangaroo Have a Mother Too? Eric Carle (Level F)

Maple Trees; Marcia S. Freeman (Level F)

I'm a Catepillar; Jean Marzollo (Level G)

Caring for Our Lizard; Kimberlee Graves (Level G)

Parrotfish; Lola M. Schaefer (Level G)

Sea Anemones; Lola M. Schaefer (Level G)

Spider's Lunch; Joanna Cole (Level G)

*Boats; Anne Rockwel*l; (Level G)

Diving Dolphin; Karen Wallace (Level H)

Tale of a Tadpole; Karen Wallace (Level H)

Building a House; Byron Barton (Level H)

What Is a Rainbow; Catherine Mangieri (Level H)

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.