Unit 3: Learning About the World, Reading Nonfiction

Content Area: **English Language Arts**
Course(s): **English Language Arts**
Time Period: **Generic Time Period**
Length: **8 Weeks**
Status: **Published**

Unit Overview

This unit is designed to introduce students to non-fiction texts, to be able to read about and learn about things in our world. The children will learn how to slow down their reading and take the time to envision the information and infer so they can learn more from the text. They will understand that when they read with fluency and expression, it will help them to understand and recall information from their books. Children will tackle difficult words in their books to keep on learning. They will share what they have learned about a topic and use the key words to help them.

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.1.4	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.RF.1.2	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
LA.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
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.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

- Why do people read non-fiction texts?
- How do I use everything I know about reading to read books that teach me information about different topics?

Application of Knowledge: Students will know that...

- Nonfiction readers have ways to deal with tricky words as they read.
- Nonfiction readers read to become smarter about our world.
- Nonfiction readers think about what they read.
- Readers can read more than one book about a topic to compare and contrast.

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

- Ask and answer questions about key details in a text.
- Describe the connection between two individuals, events, ideas, or pieces of information.
- Identify the main topic and retell key details of a text.
- Slow down their reading and take time to envision information and infer so they can learn more from the text.
- Use strategies to figure out difficult words.

Teaching Points and Suggested Activities

Preparation for the Unit

Gather a variety of high-interest informational books that span students' current just-right levels. Students should be able to select 10-12 books a week. Collect texts you will use for minilessons and guided reading. *Hang On, Monday;* Susan B. Neuman and *I Want to Be a Doctor;* Dan Liebman are two texts that will grab the attention of students and help them become more knowledgeable. For read aloud and shared reading, select books that have complex stories that are engaging and will be fun to talk and think about. *Superstorms* by Seymour Simon (Level L) has both captivating photographs and interesting information that spark great conversations and ideas.

The following teaching points and activities are adapted from Units of Study for Teaching Reading Grade 1 (Calkins et al., 2015) and serve as a loose framework for teachers, who will add and/or

emphasize based on their students' needs.

Teaching Points

- Remind students what they already know about sneak peeks to preview a book and teach them how that knowledge will help them as readers learning about new topics.
- Teach children how to linger on a page and use the pictures to find more details and information that accompany the text. You'll show students how they can slow down in their reading and name what they see before they turn the page.
- Teach students how to bring the information on the page to life. Show students how to use the images on the page or in their heads to imagine what is happening just before and right after the part they're reading. This inferential thinking will help students envision the information and learn more from the text.
- Remind children that when readers finish a book, they should try to remember the whole book, not just individual parts. This session helps students reread to put the parts of their books together.
- Teach children that when readers are trying to understand and recall information from their book, it helps to read with expression , making their voices smooth and lively.
- Congratulate children on all they have learned. Your students will celebrate their new knowledge by talking with their classmates about what they have learned from their books.
- Remind students that readers are persistent, especially when they get stuck on hard words in their books.
- Teach children that one strategy readers use to figure out a tricky word is to "crash" the word parts together and then to check that the word makes sense. You will practice doing this by reading the beginning, middle, and end of the word and then putting the parts together to form a word.
- Teach children that sometimes readers do a *slow check.* In the same way you say a word slowly to spell it, you can run your finger under the word and say it slowly to check if it looks right. Then you can reread to double-check that the word makes sense.
- Teach children that some tricky words are new words. Readers solve these tricky words by saying the word the best they can and then thinking about what that word means.
- Teach children that key words can help readers think and talk about the information in their books.
- Teach children that readers of nonfiction read and reread the pages of their books to find just the right way each page should sound. Sometimes they try it one way, scooping up the words, and sometimes they read it another way, using their voices to punch out some words.
- Teach children that to read books aloud well to others, readers first must figure out what they find interesting about the book. They must read the book and consider what about it is worth sharing with other people.
- Teach children that when readers prepare to read a book aloud, they pay attention to how the different parts should sound so that their reading shows feeling.
- Teach children that when they are planning a read-aloud, they can study what they admire about the author's writing. They can talk about those craft moves in their read-alouds, and they can also apply the same techniques to their own writing.
- Teach children that another way readers make a read-aloud sound like an expert is to point out key words in the books as they read. They can use those words to talk about the topic, teaching others others what they mean and why they're important.
- Teach children that readers can use not only their voice, but also their body to bring a book to life.
- Teach children that when readers share a book with an audience like they are experts; they make sure that their audience is attentive and understands the information.

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

Max and Ruby,A Big Fish for Max; Rosemary Wells

Walk Around a City; Peter and Connie Roop

The Farmer in the Hat; Pat Cummings

Helping Hand at 4H; Lindy Russell

Who Works Here? Melissa Blackwell Burke

The Big Circle; Eric Kimmel

Life in the Forest; Claire Daniel

Honey Bees; Jesus Cervantes

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

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.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.