

# Unit 3: Informational Reading and Writing How to

Content Area: **English Language Arts**  
Course(s): **Writing 1, Reading 1**  
Time Period: **December**  
Length: **December**  
Status: **Published**

## Unit Summary

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This unit aims to introduce students to nonfiction texts, to be able to read about and learn about things in our world. You will want to have leveled nonfiction books available to students, mostly in topic baskets. You will find that many students will be interested in topics around animals, plants, properties of water, and weather. Try to make connections to what you are studying in science and social studies so that students can tie new learning to what they already know. It is important to continue to match students to books that are “just right” for them. The teacher, needs to monitor children very carefully to make sure there is a good book match. Non-fiction library will be very important and integral part of this unit. Students will be given the flexibility to sift through and sort through various topics and types of texts.

In this unit, through shared writing and Writer’s Workshop, students will learn how to draw and write a sequence of steps to teach others how to do something, and become more aware of procedural text in their lives (e.g., instructions for games, toys, craft projects, recipes). Students will practice writing and drawing a sequence of events in clear, exact language providing all of the information others need to know “How-To” do something.

## Standards

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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.1.8	Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
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.RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.
LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.1.4.A	Read grade-level text with purpose and understanding.
LA.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
LA.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.1.5	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.1.7	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.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.
LA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LA.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
LA.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LA.L.1.1.A	Print all upper- and lowercase letters.
LA.L.1.1.B	Use common, proper, and possessive nouns.
LA.L.1.1.C	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
LA.L.1.1.D	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
LA.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.1.2.A	Capitalize dates and names of people.
LA.L.1.2.B	Use end punctuation for sentences.
LA.L.1.2.C	Use commas in dates and to separate single words in a series.
LA.L.1.2.D	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
LA.L.1.2.E	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
LA.L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
LA.L.1.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.1.5.A	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
LA.L.1.5.B	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
LA.L.1.5.C	Identify real-life connections between words and their use (e.g., note places at home that

	are cozy).
LA.L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
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.
TECH.8.1.2.A.CS1	Understand and use technology systems.

## Student Learning Objectives

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Student Learning Objectives for Reading:

Students will learn to....

- determine what is important and ask and answer questions as they learn about a topic.
- use strategies to help them read and understand tricky words and unfamiliar vocabulary.
- respond to using what they know to make connections between pages or books.
- develop new questions about their reading.
- read many books on one topic and to compare/contrast the information in one book to another.
- read and talk about a topic in a reading club.
- listen and help (partnerships) each other figure out tricky parts.

Student Learning Objectives for Writing:

Students will learn to....

- read like writers and notice the characteristics of all about books
- use sequence and specific detailed language to give instructions and directions in order to teach someone to do something
- envision the steps in a process in order to write a procedural text that can teach someone how to do something.
- use nonfiction How-To texts as mentors for their writing
- use transition words, numbers or commas between steps in a process
- give and receive feedback with partners in order to help improve their writing.
- write all about books to teach others
- choose their own topics from personal knowledge
- plan and write all about books incorporating nonfiction text features
- write with elaboration

## Essential Questions

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Essential Questions for Reading:

- How do readers read, share information, and develop ideas from nonfiction texts?
- How do I use everything I know about reading to read books that teach me information and ideas about different topics?

Essential Questions for Writers:

- How do I use everything I know about a topic and share information with others?
- How do writers write to teach others?

## Enduring Understandings

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Enduring Understanding for Reading:

Students will understand that...

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

Enduring Understanding for Writing:

Students will understand that...

- Writers understand that there are many purposes for writing.
- Writers can write to teach others how to do something.
- Writers write to teach others what they know.

## Application

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Application for Reading:

Students will be able to independently use their learning to...

- Read from a just-right book for a sustained period of time
- Sit knee to knee with a reading partner
- Point to a book when discussing the pictures and words
- Laugh at a funny part of a book
- Use fingers to retell a story
- Choose books from the library

Application for Writing:

Students will be able to independently use their learning to...

- Writers sit for sustained periods of time writing books
- Writers choose their own paper and staple their books
- Writers can share ideas with a partner
- Writers can attach revision flaps to their books

## Skills

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Skills for Reading:

Students will be skilled at ...

- Reading to learn
- Monitoring for sense
- Using text features
- Determining main idea and supporting details
- Developing theories
- Inferring
- Questioning
- Synthesizing
- Summarizing

Skills for Writing:

Students will be skilled at ...

- Writing to teach
- Planning
- Revising for sense
- Using text features
- Developing main idea (topic) and supporting details
- Editing
- Synthesizing
- Organizing
- Elaborating
- Summarizing