

Unit 4: Reading Informational Text/All About Books

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

Unit Summary

This unit is designed to introduce students to nonfiction 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 keywords to help them.

By now, students are enthusiastic writers, readers, and observers. This unit will return students to "All-About" books and bring a new depth and sophistication to that writing. Students learn how to think and write like scientists, engaging in close observation, problem solving, experimentation, and real world research to teach others about their newly acquired expertise. It will also give them opportunities to use what they are learning across the curriculum in reading, science and writing.

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.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
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.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
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.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.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LA.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
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

Student Learning Objectives for Reading:

Students will learn to....

- deal with tricky words as they read.
- think about what they read.
- read more than one book about a topic to compare and contrast.
- extract information from the text they are reading to share with others.

Student Learning Objectives for Writing:

Students will learn to....

- ask and answer questions.
- use writing to record, explore, and think about the topics they study (Write to learn).
- study various topics about animals and write and revise text to teach others.

Essential Questions

Essential Questions for Reading:

- 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?

Essential Questions for Writing:

- How can we integrate what we are learning across the curriculum?
- What is inquiry?
- How do we become an expert?
- How do we read to learn?
- How do we write to learn?

Enduring Understandings

Enduring Understanding for Reading:

Students will understand that...

- There are connections between reading and writing.
- There are many purposes for reading and writing.
- Scientists use reading in the inquiry process and to teach others.

Enduring Understanding for Writing:

Students will understand that...

- There are connections between reading and writing.
- There are many purposes for reading and writing.
- Writing can be used to record, explore and think. We can write to teach others what we know.
- Scientists use writing in the inquiry process and to teach others.

Application

Application for Reading:

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

- ask and answer questions about key details in a text.
- share information they learned from reading with others verbally and written.
- 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.

Application for Writing:

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

- use inquiry to make close observations of the world around them.
- write, sketch, and ask question like scientists.
- gather information (take notes) from information in books, photographs, videos and observations.
- make connections and comparisons between their observations and what they read.
- choose a topic they are passionate or knowledgeable about.
- apply what they know to write with a teaching voice.
- write All Abouts to show what they learned and what readers might want to learn.
- search out mentor texts as models for structure and craft.
- elaborate using all they learned from previous units.
- revise and edit for publication.
- write with partners to revise, elaborate, and clarify.

Skills

Skills for Reading:

Students will be skilled at ...

- reading informational text
- identifying important information to share with others
- repeating information learned through writing.
- meaningful discussions with peers about their topic.
- comparing various text on the same topic and identifying new information.
- asking questions while reading to learn more.

Skills for Writing:

Students will be skilled at ...

- writing as an expert on a specific topic
- teaching others about a topic through writing.
- meaningful discussions with peers about their topic and writing.
- revising writing.
- asking questions about a specific topic