

Unit 3 Reading: Learning About the World Reading Non Fiction

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 2**
Length: **5-6 Weeks**
Status: **Published**

Brief Summary of Unit

During this unit, students will read informational texts to better understand our world. Students will become familiar with the elements of a informational texts (words and visuals) There will be significant emphasis on word study to include decoding of tricky words in informational texts and deriving meaning of new words based on context. Volume is also important as students will read more than one informational text about a topic to compare and contrast found information.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision: June 2021

Instructional Reading Level Benchmark: G, H, I

Guided Reading and Small-Group work can provide small group instruction for **Level G** language and literary features:

- Some texts with settings that are not typical of children’s experiences
- Variety of presentation of dialogue using simple pronouns
- Sentences with clauses, and embedded phrases, some introductory clauses

Guided Reading and Small-Group work can provide small group instruction for **Level H** language and literary features:

- Multiple episodes taking place across time
- Variation in placement of subject, verb, adjectives, and adverbs
- Easy multi-syllable words
- Easy compound words
- Italics indicating unspoken thoughts
- Words in bold and italics that are important to meaning and stress

- includes dashes and ellipses in some text

Guided Reading and Small-Group work can provide small group instruction for **Level I** skills:

- Variety of dialogue (between more than two characters in many texts)
- Most texts told from a single point of view with some texts showing more than one
- Many sentence with embedded clauses and phrases
- Sentence with nouns, verbs, adjectives, and adverbs in series, divided by commas (quietly, loudly)
- Many compound sentences
- Sentences carrying over two to three lines and some over two pages

For students reading below or above grade level expectations, please reference The Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching to target skills for additional reading levels.

Pacing Guide

Please refer to [this Language Arts Reading and Writing Workshop Pacing Guide for grade 1](#); the [suggested pacing guides for word study and phonemic awareness](#) (grades K-1) can be found in the K-5 folder.

A sample K-5 Literacy Schedule Across a Week " is accessible in instructional materials section of the [Grades K-5 folder](#).

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

Information Literacy

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, the difference between facts, points of view, and opinions, accessing digital library resources.

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.1.4.B	Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
LA.L.1.4.C	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
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.1.5.D	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
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).
LA.RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
LA.RF.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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.A	Distinguish long from short vowel sounds in spoken single-syllable words.
LA.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
LA.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
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.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
LA.RF.1.3.B	Decode regularly spelled one-syllable words.
LA.RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.
LA.RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.
LA.RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
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.RL.1.1	Ask and answer questions about key details in a text.

LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
LA.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LA.RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
LA.RL.1.6	Identify who is telling the story at various points in a text.
LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
LA.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
LA.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
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.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.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.SL.1.6	Produce complete sentences when appropriate to task and situation.
SCI.K-ESS2-2	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
SOC.6.3.2.CivicsPD.1	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change. Environmental characteristics influence how and where people live. Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete. Geographic data can be used to identify cultural and environmental characteristics of places.

Essential Questions

- How do I use everything I know about reading to read books that teach me information and ideas?
- How is non fiction reading different than reading stories with characters?
- How will I identify what these non fiction books are all about?
- What strategies will I need to use to read books that are non fiction?
- How will understanding text features help me with understanding non fiction texts?
- How will I determine what type of non fiction text I am reading?

Students Will Know/Students Will Be Skilled At

- Readers gain factual knowledge from reading informational texts.
- Identify the different elements of informational texts.
- Utilize the different elements of informational texts to learn more about a topic.
- Understand the real purpose of reading nonfiction—to grow smarter about our world.
- Readers differentiate between fiction and nonfiction texts.
- Students read longer stretches of nonfiction text with engagement.
- Readers compare and contrast information across texts.

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative Assessments

- Responses to Essential Questions
- One-to-one reading conferences and accompanying conferring notes
- Peer conferences
- Turn and talks
- Read Aloud/Shared Reading responses, written and oral
- Post-it notes to tally the number of times the book is read
- Exit tickets or do nows
- Engagement Observations
- Accountable Talk--Knee Talking, Sharing out
- Post-it Board

Summative including Alternative Assessments:

- Reading Conferences
- Running Records
- Reading Logs
- Reading Responses

- Word Study Assessments
- Performance- and project-based learning
- Personalized, student-designed assessments
- Teachers College Reading and Writing Project: Reading learning progressions
- Use teacher/student-created rubrics
- Teachers College Reading and Writing Project: rubrics with student samples
- Standards-based reporting system and report card

Benchmark Assessments

- Phonemic Awareness Assessment
- Cranford Public Schools Sight Word Assessment
- Fountas and Pinnell Benchmark Reading Assessment, recorded three times per year
- Screener: Dynamic Indicator of Basic Literacy Skills (DIBELS)
- Diagnostic: Phonological Assessment Profile by Linguistics (PAPL) Diagnostic Assessment, as needed
- iReady Screener and Diagnostic Assessment

Learning Plan

Primary reading instruction for the Cranford Public Schools embraces a centrist approach, employing both structured and balanced literacy practices to both decode *and* comprehend print.

To teach decoding, reading instruction follows a structured literacy approach through an number of multi sensory strategies and research-used techniques. Daily word work emphasizing phonics and phonemic awareness uses a multisensory approach to instruction. Decodable and controlled texts are used. For Word Study, please refer to the [Cranford Scope and Sequence](#), and the [Phonological Awareness Scope and Sequence](#).

To teach comprehension, reading instruction is literature and informational text-based and follows a balanced literacy approach through a number of strategies and techniques in Reading Workshop These include interactive read-alouds, mini lessons, shared reading, guided reading, independent reading, small group strategy instruction, one-to-one conferencing, and partnership discussions. Students will select from authentic literature at their independent reading levels. Teachers will focus on the needed skills and behaviors identified on the Continuum at each student's instructional reading level. Grade level indicators are outlined above. Individual conferences with each student will address specific needs of the reader.

During reading workshop, teachers follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses "think aloud" when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Writing/Student Conferences: Provides time for students to do independent writing while teacher confers with individual students, works with small groups, or writing clubs.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point. (See end of section for closure ideas.)

For teaching purposes, see attached template for structure of a Reading Workshop lesson. (Change the red font to match your teaching point). Click [here](#).)

Please see the Cranford Public School [Grades K-5 Google Folder](#) for instructional materials to identify teaching points and design strategy lessons for those above or below grade level reading. The bends below provide detailed teaching points and lesson ideas.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Suggested Teaching Points and Potential Lessons: Getting Smart on Non Fiction Topics **Suggested Teaching Points and Potential Lessons: Getting Smart on Nonfiction Topics**

Getting started as a nonfiction reader

- Students will learn how to tell if a book is fiction or nonfiction
- Organize classroom library and group our nonfiction books by level
- Introduce students to different kinds of nonfiction ie How To, Kinds Of, All About, Life Cycle, Biography, Narrative Nonfiction, Nonfiction Poetry, etc.

Students will use the sneak peek or warm up strategy to learn something about their nonfiction books even before reading

- Read the title, study the cover and back cover, take a picture walk
- Ask, "What do I think this book is about?"
- Ask, "What parts about his topic will I learn?"
- Think about what words you might expect to see in this book about (topic).
- Activate prior knowledge about a topic by thinking, "What do I already know about ____"
- Students will use the reading habits developed earlier

Studying one page can teach so much

- Students can read the words and then look at the pictures to think and discover what else they can learn
- Nonfiction Readers “read” the illustrations to help them understand the information better
- or teach them something new
- Readers ask, “What is this picture teaching me about the topic?”
- Readers ask, “How is this picture helping me understand this word, part, page, or book?”
- Nonfiction readers look at the pictures in their book and search for the words on the page that explain this picture, and we read those words closely, then look at the picture again, to understand it better.
- Readers must slow down. They need to stop and study each page and share what they learn
- Readers can use what they learned about writing informational texts to teach their readers, to help them learn from informational texts as readers. I.e. what questions do they have, are there examples, do I know anything about shape, color or size etc.
- Students can jot new information learned

Readers learn more by chatting about what’s happening

- As readers stop and study each page they can think about what happened before the page and what might happen next.
- Students can chat about a page in their book

Readers reread to make sure they understand their books. They can then retell their book.

- Nonfiction readers retell their books by naming the topic
- Readers will give 2+ examples from the book, students can use their fingers to enumerate each example
- Advanced readers will also say why or how the information is important

Readers use **text features** to locate and learn key facts and information

- Headings – How do the heading help me to think about what the section is mostly about?
- Titles and Subtitles
- Bold words – why is it bolded?
- Table of contents
- Glossary
- Index
- Captions/labels on diagrams
- Photographs
- Timelines
- Graphs

*If some books are missing text features like headings, bold words, labels, or captions students can jot what they think would be an appropriate text feature from above to add. What word or words would they include in a glossary?

Working on fluency, including stress and intonation

- Nonfiction readers make their reading sound smooth and lively.
- They can make their voices sound like teachers or reporters and emphasize important words
- We pause between labels on diagrams, linger on captions and headings, and put stress on bold and

italicized words.

- Students should reread if their reading sounds boring
- Partners should echo read, each trying to read smoothly with a lively voice

A celebration of learning

- Students should share and talk about things they are learning in their nonfiction books
- First students can talk to their partners about their books
- Then students will get up and walk around and talk to others about what they have learned
- Partners can choose a book to read, decide how they will read and then after reading both chat like experts about the topic.
- Students can make jots with new facts to share

Suggested Teaching Points and Potential Lessons: Tackling Super Hard Words in Order to Keep Learning

Suggested Teaching Points and Potential Lessons: Tackling Super Hard Words in Order to Keep Learning Also see Word Work Scope and Sequence

Readers don't let hard words get in their way

- Nonfiction readers use everything they know to figure out hard words
- Readers think about what could make sense then they look at all the parts of the word.
- Readers can try skipping and reading to the end of the sentence then go back. It must look right, sound right and make sense!
- Finally do a sloooooow check to make sure you got it!
- Students may jot new busted words or words they were unable to bust and share with partners
- Partners will use their combined muscle power to bust new challenging words

Crashing word parts together to solve the whole word

- Students read the beginning, middle and end of a tricky word and then put the parts together to form a word. They also think, "What word makes sense here?"
- Students could use white boards to write the word part by part
- Remind students to be flexible with vowel sounds and try it 2 different ways
- Writers also break up words into chunks as they try to spell hard words.

Readers learn new words as they read

- When readers run into new words, they don't ignore the word they say it the best they can and then think what it might mean.
- Use picture clues and other text features to help you figure out meanings
- Readers can jot new words they busted and now understand (or not!) to share with a partner

Readers find and think about key words

- Nonfiction readers find and think about key words to understanding their topic
- Readers can list key words from their books on paper, sticky notes or cards held together on a ring
- Partners share key words and discuss topics using key words then read book on that topic listening for the key words
- Students can compare key words and see if they come up in each other's book in the same or in different ways

Rereading the page to find the just-right sound

- Readers need to reread to smooth out your voice but also to hear and show what, in your book, is important.
- Students can watch videos of nature shows (Wild Kratts with the Kratt brothers) where hosts talk with excitement about their topic.
- Partners can give each other a thumbs up when their reading sounds like the Kratt Brothers!

Suggested Teaching Points and Potential Lessons: Reading Aloud Like Experts

Suggested Teaching Points and Potential Lessons: Reading Aloud Like Experts

Finding interesting things to share

- As nonfiction readers read, they mark pages that make them stop and study with a post it to share later with their partner or the class.
- Readers think about other questions they may have about the page
- Partners will practice reading aloud like experts and stopping at points to share and discuss
- If possible students can read aloud to buddies in other classes

Reading with feeling

- Students will practice how to read each part with feeling behind their words
- Nonfiction readers react to new information by showing how they feel with words like 'Cool' or 'Wow' or 'Gross' and explaining why they responded that way.
- Nonfiction readers convey these feelings in the way they read using a soft, gentle voice or a big, suspenseful voice or some other kind of voice to show the feeling of the words.

Reading Like a Writer

- As students read nonfiction they need to not only think as the reader but also as a writer. Think about what the author does as a writer that they like. Notice how closely the illustrations match the text. See if the author talks about sizes and colors, has twin sentences, gives examples, makes comparisons or uses numbers to describe things. Notice all the author's craft moves.

Readers plan to talk and think about key words

- Nonfiction readers need to slow down their reading and point out key words and then use those words to talk about their topic

- Partners need to stop their reading partner if there is something he or she reads that they don't understand or want to talk more about.

Using drama to bring your read-aloud to life

- Nonfiction readers can not only bring their books to life with their voice but also with their body for example if it says "Owls gulp small prey in one bite." Readers can act this out.
- Readers can jot places where they could act out part of their books.
- Partners can practice acting out parts of their books that they jotted

A celebration of reading to learn about the world

- Invite Kindergarten in to share nonfiction books. First graders will partner up with a Kindergartener and read to them making sure they are understanding the information they are sharing.
- The teacher will model first using the book you have been using as a mentor text for the unit.
- Partner the students with a Kindergartener and ask them to choose a book they want to hear from

Materials

The materials used in this course integrate varied, leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. Classrooms will house rich and diverse classroom libraries of both classic and contemporary works.

Core materials used in all classrooms include the following:

- Fountas and Pinnell Benchmark Reading Assessment System, 2nd Edition, System 1.
- Fountas and Pinnell Classroom System, Shared Reading.
- Fountas and Pinnell Classroom System, Guided Reading.
- Fountas and Pinnell Classroom System, Read Aloud.
- Heggerty: Phonemic Awareness.
- Cranford Word Study Program.

For Fountas & Pinnell classroom shared reading and interactive read aloud books that link to each unit, please see [the FPC and Units of Study Crosswalk](#).

Possible intervention materials including resources from FCRR and West Virginia may be found in the [Pathways to Intervention](#) document. Teachers can access the green Leveled Literacy Intervention (LLI) kits for striving readers.

Teachers must refer to the district-approved [Core Book List](#) while selecting whole-class or small-group leveled resources. Classrooms house rich and diverse libraries with both classic and contemporary works to support a wide range of student interest and readiness.

Supplemental Instructional Materials

For [possible anchor charts](#), please look at instructional materials in the Grades K-5 folder.

Possible Read Aloud Texts

- Magic Tree House: Thanksgiving on Thursday by Mary Pope Osborne
- Hang On Monkey by Susan Neuman
- Owls by Mary Dunn
- Surprising Sharks by Nicola Davies
- Big Blue Whale by Nicola Davies
- One Tiny Turtle by Nicola Davies
- Creatures of the Earth, Sea, and Sky by Georgia Heard
- Pebbles Plus Series
- Scholastic News Nonfiction Readers
- Scholastic News Weekly Readers
- National Geographic Kids

Possible Teaching Charts

- “All Kinds of Nonfiction”
- “Get Super Smart About Nonfiction Topics”
- “Nonfiction Readers use Text Features to Help Them Read!”
- “Read Aloud Like An Expert!”
- “Good Habits for Solving Hard Words”

Guided Reading

Fiction and nonfiction book sets with 6-8 copies of the same title. Levels A to M - at least 12 sets in each level for both fiction and nonfiction

Teacher Resources

- Units of Study for Teaching Reading, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 1 Heinemann, 2013.
- Teachers College Reading and Writing Project Reading Units of Study, Grade 1, 2014-2015.
- Fountas and Pinnell Benchmark Assessment Kit
- Teachers College Reading Assessment Kits for Grades K-2, Lee and Low Books
- Word Study Scope and Sequence using multisensory approach to word work
- The Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching
- The Reading Strategies Book, Jennifer Serravallo
- The Literacy Teacher's Playbook, K-2, Jennifer Serravallo
- Conferring with Readers, Jennifer Serravallo and Gravity Goldberg

- Teaching Reading in Small Groups, Jennifer Serravallo
- Cranford Public School Grades K-8 Google Folder for instructional materials
- For lessons for word work, see [Florida Center for Reading Research](#)
- Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, and other online resources. (Consult with building principal or literacy team for access).

Suggested Strategies for Modifications and Accommodations

[Content specific accommodations and modifications as well as Career Ready Practices are listed here](#) for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

The structure of reading workshop is designed to differentiate and address specific goals and learning for each reader:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- Individual conferences with each student will address specific needs of the reader.

Possible accommodations during reading workshop include, but are not limited to:

- Use visual presentations of all materials to include organizers, charts, word walls.
- Have a designated reader for difficult content
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to complete a task or project
- Take frequent breaks
- Use an alarm to help with time management
- Mark text with a highlighter
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Create alternate assignments or homework
- Provide a distinct steps in a process; eliminate unnecessary steps, as needed.

Additional modifications to content during reading workshop include, but are not limited to:

- The teacher will refer to the Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching to target specific strategies to teach students below benchmark levels.
- Refer to the [Strategies for Striving Students](#) and [Pathways to Intervention](#) documents in the [Grades K-5 folder](#) for specific appropriate interventions.
- Adhere to all modifications and accommodations as prescribed in IEP and 504 plans.
- Consult with Cranford Problem Solving Team (CPST) at your school, as needed.
- Refer to the If...Then...Curriculum:Assessment based instruction, Grades K-2 book.

