Feb. SW Reading Nonfiction

Content Area: **English**
Course(s):
Time Period: **February**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

DESCRIPTION

Nonfiction is a rich, engaging genre offering a variety of topics that will entice any reader! Students will spend a great deal of time in school (and their lives outside of school) reading nonfiction, from newspaper articles to textbooks, from recipes to biographies, from travel brochures to informational web sites. Reading nonfiction is empowering. So often students feel like "experts" on the topics or subjects they have read about. Nonfiction reading sparks students' curiosity and opens their eyes to new worlds and different points of view. Nonfiction has so much to offer readers and is an essential genre to study.

Nonfiction reading often leads to inquiry. Students have a natural curiosity and wonder about many things. Nonfiction texts encourage students to closely observe and learn about all that is around them. Students will develop passions for locating information, finding answers, and deepening their understanding about the nonfiction topics they are reading and learning about. This unit will help students learn and apply specific reading skills and strategies that will enable them to discover facts, identify big ideas, and learn new information about the topics they are reading about. It will also address the challenges of reading nonfiction, as well as ways to work through difficult text—essential skills for any reader.

Enduring Understandings

With prompting and support, students will: ■ Understand the structures and features of nonfiction texts; ■ Use strategies before, during, and after reading to enhance comprehension of texts; ■ Apply self-monitoring skills and strategies to determine the meaning of important vocabulary; ■ Ask questions to help clarify thinking and deepen understanding; ■ Use fix-up strategies when coming upon unfamiliar words; ■ Identify big ideas and supporting details within texts; ■ Synthesize information presented within and across nonfiction texts; ■ Recognize the “expert” and “literary” voices found in the genre and subgenres of nonfiction; and ■ Deepen their understanding of author's purpose as it relates to the nonfiction genre.

The aforementioned outcomes reflect the College and Career Readiness grade-specific standards in reading, speaking, and listening. They define the skills and understandings that students must demonstrate at the end of each grade level.

Essential Questions

How do good readers read and understand nonfiction texts.

Instructional Strategies & Learning Activities

Interactive Read-Aloud Lessons

Lesson 1: Exploring Nonfiction uses all of the mentor texts from the unit. Rationale: Readers explore interesting topics, learn new things about their world, enhance their curiosity, and discover answers to their questions when they read nonfiction texts. Students will be introduced to a new genre study by examining the different types, looks, and structures of nonfiction texts. Common Core State Standards: RI.K.5, RI.K.10, SL.K.1, SL.K.2, SL.K.6, L.K.6 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: What We Think We Know . . . What We Want to Learn uses Glow: Animals with Their Own Night-Lights by W. H. Beck. Rationale: Readers use what they think they know along with titles, photos, and content to help them confirm their understandings, clear up misconceptions, and learn new information. They also develop questions about topics as they learn. Students will use their background knowledge and questions they have in order to enhance their understanding of topics found in nonfiction texts. Common Core State Standards: RI.K.1, RI.K.5, RI.K.7, RI.K.10, SL.K.1, SL.K.2, SL.K.3, SL.K.6, L.K.6Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Features That Help Us uses An Animal Community by Bobbie Kalman. Rationale: Readers use graphic sources and text features to help them understand and locate important information about the topic. Students will be exposed to and explore the Table of Contents, bold print, headings, a Words to know section, realistic illustrations, photographs, and labels in texts in order to enhance their understanding of the information and topics that are presented in nonfiction texts. Common Core State Standards: RI.K.5, RI.K.10, SL.K.1, SL.K.2, SL.K.6, L.K.6 Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Engaging in Discussion/Collaborating

Lesson 4: Photos and Words Work Together uses Glow: Animals with Their Own Night-Lights by W. H. Beck. Rationale: Readers can learn a lot of new information by paying close attention to how the photos in the nonfiction books they read complement the ideas presented in the text. Students will discover how the details found in photos support the information that is presented in the text. Common Core State Standards: RI.K.7, RI.K.2, RI.K.10, SL.K.1, SL.K.2, SL.K.6, L.K.6 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: Getting to Know You uses Me . . . Jane by Patrick McDonnell. Rationale: Readers read biographies in order to learn important events, dates, and information about a person’s life. Students will explore and

discover how the nonfiction genre of biography shares a story that includes important information and events in a person's life. Common Core State Standards: RI.K.1, RI.K.5, RI.K.10, SL.K.1, SL.K.2, SL.K.6, L.K.6 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Questions and Answers uses I See a Kookaburra! Discovering Animal Habitats Around the World by Steve Jenkins and Robin Page. Rationale: Readers ask questions to help clarify and deepen their understanding of text. Students will generate questions as they read nonfiction and use their background knowledge and information from the text to help them discover possible answers. Common Core State Standards: RI.K.1, RI.K.8, RI.K.10, SL.K.1, SL.K.2, SL.K.3, SL.K.6, L.K.6 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Engaging in Discussion/Collaborating

Lesson 7: Let's Learn New Words uses An Animal Community by Bobbie Kalman. Rationale: Readers use fix-up strategies to assist them when they come upon unfamiliar words. Students will learn how to use illustrations, think about the topic they are reading about, use print conventions, and visualize in order to understand the meaning of unfamiliar words. Common Core State Standards: L.K.4, RI.K.4, RI.K.7, RI.K.10, SL.K.1, SL.K.2, SL.K.6, L.K.6 Skills and Strategies: Text and Genre Features/Structure, Visualizing, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Engaging in Discussion/Collaborating

Lesson 8: What's the Big Idea? uses Healthy Habits by Rebecca Weber. Rationale: Readers can identify and share key details of a text when they have determined the main topic. Students will listen to a nonfiction text in order to identify and share key details that support the big idea. Common Core State Standards: RI.K.1, RI.K.2, RI.K.8, RI.K.10, SL.K.1, SL.K.2, SL.K.3, SL.K.6, L.K.6 Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance, Synthesizing, Listening and Responding, Engaging in Discussion/Collaborating

Mini-Lessons

Lesson 1: Getting Ready for Reading Nonfiction uses An Animal Community by Bobbie Kalman and What We Wear: Dressing Up Around the World by Maya Ajmera, Elise Hofer Derstine, and Cynthia Pon. Rationale: Readers get ready to read nonfiction by activating their background knowledge and thinking about the topics that appear in the books they read. Students will learn how to preview a book in order to help them recall what they already know and make predictions about what they will read and learn. Common Core State Standards: RI.K.1, RI.K.7, RI.K.10, SL.K.1, SL.K.2, SL.K.6, L.K.1, L.K.2, L.K.6, W.K.2, W.K.8 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Engaging in Discussion/Collaborating

Lesson 2: Making Connections uses What We Wear: Dressing Up Around the World by Maya Ajmera, Elise Hofer Derstine, and Cynthia Pon. Rationale: Readers use their background knowledge to help them make connections with the information they read in their nonfiction texts. Students will gain a deeper understanding of the information they listen to and read by making connections to the topics they explore. Common Core State Standards: RI.K.2, RI.K.1, RI.K.10, SL.K.1, SL.K.2, SL.K.6, L.K.1, L.K.2, L.K.6, W.K.2, W.K.8 Skills

and Strategies: Using Schema, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Making Pictures Come to Life uses An Animal Community by Bobbie Kalman and "From Tail to Trunk" from Zootles: Elephants from the Nonfiction Shared Texts. Rationale: Nonfiction readers create visual images as they read to help deepen their understanding of their new topics. Students will use their background knowledge and five senses, along with the illustrations and words from their books, to help them visualize as they read. Common Core State Standards: RI.K.7, RI.K.10, SL.K.1, SL.K.2, SL.K.6, L.K.1, L.K.2, L.K.6, W.K.2, W.K.8 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Visualizing, Engaging in Discussion/Collaborating

Lesson 4: Stop . . . Think . . . React uses An Animal Community by Bobbie Kalman. Rationale: Readers of nonfiction stop, think, and react in order to remember and share new information. Students will activate their background knowledge in order to confirm the facts they already know and then identify and share the facts that are new. Common Core State Standards: RI.K.8, RI.K.10, SL.K.1, SL.K.2, SL.K.6, L.K.1, L.K.2, L.K.6, W.K.2, W.K.8 Skills and Strategies: Using Schema, Determining Importance, Synthesizing, Engaging in Discussion/Collaborating

Lesson 5: Oops! I Used to Think . . . But Now I Know . . . uses Healthy Habits by Rebecca Weber. Rationale: Readers revise their thinking about the topics they read about in order to enhance their schema and clear up any confusion or misconceptions. Students will read and discover new information that adds to what they already know and changes the way they think about a topic. Common Core State Standards: RI.K.4, RI.K.1, RI.K.10, SL.K.1, SL.K.2, SL.K.3, SL.K.6, L.K.1, L.K.2, L.K.6, RF.K.4, W.K.2, W.K.8 Skills and Strategies: Using Schema, Questioning, Monitoring and Repairing Comprehension, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Discovering the Meaning of Words uses Glow: Animals with Their Own Night-Lights by W. H. Beck and An Animal Community by Bobbie Kalman. Rationale: Readers figure out the meaning of content-specific vocabulary by using context clues. Students will discover the meaning of new words in their nonfiction books by using text features such as large font, Words to know sections, Glossaries, and photographs, as well as the words that surround unfamiliar terms. Common Core State Standards: RI.K.4, L.K.4, RI.K.1, RI.K.10, SL.K.1, SL.K.2, SL.K.6, L.K.1, L.K.2, L.K.6, RF.K.4, W.K.2, W.K.8 Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Finding Word Meaning (Vocabulary), Listening and Responding

Lesson 7: Searching for Information uses An Animal Community by Bobbie Kalman and Healthy Habits by Rebecca Weber. Rationale: Readers use text features to help them locate specific or important information in nonfiction books. Students will learn to use the Table of Contents and Index to help them locate specific information in the nonfiction books they read. Common Core State Standards: RI.K.2, RI.K.1, RI.K.10, SL.K.1, SL.K.2, SL.K.6, L.K.1, L.K.2, L.K.6, RF.K.4, W.K.2, W.K.8 Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Engaging in Discussion/Collaborating

Lesson 8: Learning as Much as We Can uses I See a Kookaburra! Discovering Animal Habitats Around the World by Steve Jenkins and Robin Page, Healthy Habits by Rebecca Weber, and What We Wear: Dressing Up Around the World by Maya Ajmera, Elise Hofer Derstine, and Cynthia Pon. Rationale: Readers of nonfiction use additional information found in the back of their nonfiction books to further explore the topic(s) they are reading about. Students will discover how maps, references, and additional resources help guide readers as they continue to learn about a topic. Common Core State Standards: RI.K.1, RI.K.10, SL.K.1, SL.K.2, SL.K.6, L.K.1, L.K.2, L.K.6, RF.K.4, W.K.2, W.K.8 Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Engaging in Discussion/ Collaborating

Lesson 9: The "Fun" in Fun Facts uses Healthy Habits by Rebecca Weber, I See a Kookaburra! Discovering Animal Habitats Around the World by Steve Jenkins and Robin Page, and "How Big Is a Giraffe?" from Zootles: Giraffes from the Nonfiction Shared Texts. Rationale: Readers use fun facts in order to expand their knowledge and understanding about different topics. Students will explore the different ways nonfiction writers provide fun facts and how these facts help them better understand the topics they read about. Common Core State Standards: RI.K.2, RI.K.8, RI.K.10, SL.K.1, SL.K.2, SL.K.6, L.K.1, L.K.2, L.K.6, RF.K.4, W.K.2, W.K.8 Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Synthesizing, Engaging in Discussion/Collaborating

Lesson 10: Stories Can Share Facts, Too! uses "Kari's First Day" by Charnan Simon from Zootles: Dolphins from the Nonfiction Shared Texts. Rationale: Readers learn how nonfiction writers can combine elements of a story with important facts in order to convey information about their topics. Students will be exposed to the genre of literary nonfiction and learn new facts and information while being engaged and entertained by the literary language that is included in a story. Common Core State Standards: RI.K.2, RI.K.10, SL.K.1, SL.K.2, SL.K.6, L.K.1, L.K.2, L.K.6, RF.K.4, W.K.2 Skills and Strategies: Text and Genre Features/Structure, Visualizing, Determining Importance, Listening and Responding, Engaging in Discussion/Collaborating

Integration of career readiness, life literacies and key skills

	Different types of jobs require different knowledge and skills.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
	Income is received from work in different ways including regular payments, tips, commissions, and benefits.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

	Individuals from different cultures may have different points of view and experiences.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
	A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.
9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

Technology and Design Integration

Students will interact with the lesson using the Smartboard.

Utilize programs on the IPad.

Observe and engage with SchoolTube videos.

Use of books on tape and listening center.

Use of Shutterfly Share Site.

Creation and publication of class created books.

	Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.CS.2	Explain the functions of common software and hardware components of computing systems.
8.1.2.CS.3	Describe basic hardware and software problems using accurate terminology.

Interdisciplinary Connections

Students will experience texts in science, engineering and social studies and use them to gather information.

Students will research and analyze information about animals and create a non-fiction book.

Students will compare various texts to gather information.

1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
	Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.
1.5.2.Pr4a	Select artwork for display, and explain why some work, objects and artifacts are valued

	over others. Categorize artwork based on a theme or concept for an exhibit.
	Understanding the past helps to make sense of the present.
6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
	Two or more individuals can have a different understanding of the same event.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Leveled texts will be offered to students based on ability and interests.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

DRA

Aimsweb

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussion

Worksheets

Teacher observation

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to

great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Unit assessments

Instructional Materials

Schoolwide, Inc. Nonfiction Unit instructional materials

Mentor Texts

An Animal Community by Bobbie Kalman Glow: Animals with Their Own Night-Lights by W. H. Beck Healthy Habits by Rebecca Weber I See a Kookaburra! Discovering Animal Habitats Around the World by Steve Jenkins and Robin Page Me . . . Jane by Patrick McDonnell What We Wear: Dressing Up Around the World by Maya Ajmera, Elise Hofer Derstine, and Cynthia Pon Nonfiction Shared Texts “From Tail to Trunk” from Zootles: Elephants “How Big Is a Giraffe?” from Zootles: Giraffes “Kari’s First Day” by Charnan Simon from Zootles: Dolphins

Leveled classroom Library for differentiated reading choices.

Standards

LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
LA.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
LA.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LA.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
LA.RI.K.10	Actively engage in group reading activities with purpose and understanding.
LA.RF.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
LA.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

LA.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LA.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LA.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LA.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
LA.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
LA.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.