Feb. SW: Gr. 1 READING: Non-Fiction

Content Area: **English**
Course(s):
Time Period: **February**
Length: **8-10 Weeks**
Status: **Published**

Unit Overview

Nonfiction is a rich, engaging genre offering a variety of topics that will entice any reader. Reading non-fiction is empowering, as it opens student's eyes to new worlds and different points of view. 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.

Enduring Understandings

Students will understand the structures and features of nonfiction texts, strategies to use during reading, and how to ask questions, decipher vocabulary and identify big ideas within texts.

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 does a reader successfully approach and read a nonfiction text to understand and synthesize the information within the text?

Instructional Strategies & Learning Activities

Nonfiction Grade 1

Interactive Read-Aloud Lessons

Lesson 1: Exploring Nonfiction
uses Are You a Butterfly? by Judy Allen, Grow Your Own Sandwich by John Malam, and Dr. Seuss by Charlotte Guillain.
Rationale: Readers learn new information about interesting subjects and topics by reading and studying nonfiction texts. They also know that we read nonfiction texts differently than we read fiction texts. Students will be introduced to the genre of nonfiction through discussion and exploration of the three types of unit mentor texts (reference, literary nonfiction, and biography).
Common Core State Standards: RI.1.5, SL.1.1, SL.1.2, RI.1.10, SL.1.6, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: Focusing on Features
uses Life in the Rain Forest by Sarah Levete.
Rationale: Readers use the text features of nonfiction as clues to help them learn and understand new information and topics. Students will be introduced to nonfiction text features and will learn how to use these features to locate, understand, and analyze information.
Common Core State Standards: RI.1.5, SL.1.1, RI.1.2, RI.1.6, RI.1.10, SL.1.2, SL.1.6, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Notable Noticings
uses Grow Your Own Sandwich by John Malam.
Rationale: Readers need to slow down and take time to notice the features, details, information, and new words in nonfiction texts in order to create meaning. Students will discover that nonfiction reading takes patience and time and that they need to stop, read, reread, and notice the key details and new ideas that nonfiction writers include in their books.
Common Core State Standards: RI.1.5, RI.1.7, SL.1.1, RI.1.2, RI.1.8, RI.1.10, SL.1.2, SL.1.6, L.1.4, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Determining Importance, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 4: Structures Support Readers
uses Is It Living or Nonliving? by Rebecca Rissman.

Rationale: Readers of nonfiction begin to familiarize themselves with the structures that writers use in order to present their information in a way that makes sense. Students will learn how nonfiction text structures can help readers find answers to questions and compare, contrast, and summarize key ideas..
Common Core State Standards: RI.1.1, SL.1.1, SL.1.2, RI.1.2, RI.1.4, RI.1.10, SL.1.6, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Questioning, Synthesizing, Speaking to Communicate,
Listening and Responding, Engaging in Discussion/Collaborating
Lesson 5: Important People, Places, and Things
uses Dr. Seuss by Charlotte Guillain.
Rationale: Readers use dates, time lines, and key ideas that are organized chronologically to help them learn about
history and important people. Students will recognize the use of chronological structure when reading biographies
in order to help them learn relevant information about an important person.
Common Core State Standards: RI.1.2, SL.1.2, RI.1.5, RI.1.6, RI.1.10, SL.1.6, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Determining Importance, Synthesizing,
Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: I Don't Know This Word . . .
uses Life in the Rain Forest by Sarah Levete.
Rationale: Readers stop and use "fix-up" strategies when they come upon unfamiliar words or phrases, or when
something does not make sense. Students will monitor for meaning and use fix-up strategies while reading nonfiction texts in order to ensure understanding and improve comprehension.
Common Core State Standards: RI.1.4, SL.1.1, L.1.4, RI.1.10, SL.1.2, SL.1.6, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 7: Purposeful Purpose
uses Are You a Butterfly? by Judy Allen.
Rationale: Readers know that it is important to determine why a writer wrote his or her text. When they discover
this, they recognize the writer's purpose. Students will identify important information and details in literary nonfiction
texts in order to determine point of view, perspective, and purpose.
Common Core State Standards: RI.1.2, RI.1.8, SL.1.1, RI.1.10, SL.1.2, SL.1.6, L.1.6

Skills and Strategies: Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: The Helpful W's

uses Abraham Lincoln by Marion Dane Bauer.
Rationale: Readers determine the messages behind the topics and subjects they read about by asking questions and paying attention to the evidence and examples writers include in their books. Students will enhance their understanding of the big ideas found in nonfiction texts by asking questions in order to identify important information and determine the writer's message.
Common Core State Standards: RI.1.1, RI.1.2, RI.1.8, SL.1.1, SL.1.2, RI.1.3, RI.1.10, SL.1.6, L.1.6

Skills and Strategies: Questioning, Making Inferences, Determining Importance, Synthesizing, Listening and Responding, Engaging in Discussion/Collaborating
Mini-Lessons
Lesson 1: How the Table of Contents Helps Us
uses Is It Living or Nonliving? by Rebecca Rissman.
Rationale: Readers use a Table of Contents to find out where information is located in the nonfiction texts they read. Students will discover how a Table of Contents helps organize information and guide them to the section or
page number where they can locate and read information.
Common Core State Standards: RI.1.5, RI.1.10, SL.1.1, SL.1.2, SL.1.6, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Speaking to Communicate, Listening and Responding,
Engaging in Discussion/Collaborating

Lesson 2: Captions and Labels
uses Grow Your Own Sandwich by John Malam.
Rationale: Readers use captions and labels to help them identify the visual information that is represented in illustrations and photos. They also recognize that writers use different fonts with captions and that they use lines
and arrows to join labels to pictures. Students will discover how captions and labels provide valuable information to
help them better understand the nonfiction books they are reading.
Common Core State Standards: RI.1.5, RI.1.6, RI.1.7, RI.1.2, RI.1.10, SL.1.1, SL.1.2, SL.1.6, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Visualizing, Determining Importance, Listening and Responding

Lesson 3: We Can Figure It Out!
uses Grow Your Own Sandwich by John Malam.
Rationale: Readers can determine the meaning of unknown words by using fix-up strategies, background knowledge, and context clues to help them. Students will determine the meaning of unfamiliar, content-specific
vocabulary by using fix-up strategies, background knowledge, and context clues.
Common Core State Standards: RI.1.4, L.1.4, RI.1.10, SL.1.1, SL.1.2, SL.1.6, L.1.6

Skills and Strategies: Using Schema, Making Inferences, Monitoring and Repairing Comprehension, Finding Word
Meaning (Vocabulary), Listening and Responding

Lesson 4: Making Connections
uses Are You a Butterfly? by Judy Allen.
Rationale: Readers can better understand the nonfiction texts they read when they activate their prior knowledge
and make connections. Students will gain a deeper understanding of the topics they explore in their books by making personal and textual connections before, during, and after reading.
Common Core State Standards: RI.1.2, RI.1.10, SL.1.1, SL.1.2, SL.1.6, L.1.6

Skills and Strategies: Using Schema, Listening and Responding, Engaging in Discussion/Collaborating
Lesson 5: Curious Questions

uses Life in the Rain Forest by Sarah Levete.
Rationale: Readers ask questions in order to find answers to things they wonder about, to learn new information,
and to satisfy their curiosity. Students will use "who," "what," "when," "where," "why," and "how" questions to help
them clarify and understand information they encounter in the nonfiction books they listen to and/or read.
Common Core State Standards: RI.1.1, RI.1.2, RI.1.8, RI.1.10, SL.1.1, SL.1.2, SL.1.6, L.1.2, L.1.6, W.1.2, W.1.5

Skills and Strategies: Questioning, Determining Importance, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Let's Take Another Look at Literary Nonfiction
uses Are You a Butterfly? by Judy Allen and "Mari's Journey" by Charnan Simon from Zootles: Butterflies from the
Nonfiction Shared Texts.
Rationale: Readers learn how the genre of literary nonfiction presents real information by using literary language
and a story structure. Students will be exposed to two different literary nonfiction selections in order to compare
and contrast the presentation of information, the word choices, the use of literary language, and the story being shared.
Common Core State Standards: RI.1.9, RI.1.2, RI.1.8, RI.1.10, SL.1.1, SL.1.2, SL.1.6, L.1.2, L.1.6, W.1.2, W.1.5

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: The Circle of Life
uses "From Egg to Frog" from Zootles: Frogs from the Nonfiction Shared Texts.
Rationale: Readers recognize how sequential structures help them understand order and procedures in the nonfiction texts they read. Students will better understand the information they read by recognizing and understanding the sequential structures of nonfiction.
Common Core State Standards: RI.1.2, RI.1.10, SL.1.1, SL.1.2, SL.1.6, L.1.2, L.1.6, W.1.2, W.1.5

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: Time Lines Talk and Tell
uses Dr. Seuss by Charlotte Guillain.
Rationale: Readers use time lines to help gain additional information about the topics they are reading and learning
about. Students will use time lines in order to learn more about the topics they are reading about as well as enhance their knowledge and understanding of the important dates and special events that are included in the nonfiction books they read.
Common Core State Standards: RI.1.5, RI.1.2, RI.1.10, SL.1.1, SL.1.2, SL.1.6, L.1.2, L.1.6, W.1.2, W.1.5

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 9: Check It Out!
uses Dr. Seuss by Charlotte Guillain, Is It Living or Nonliving? by Rebecca Rissman, and Life in the Rain Forest by
Sarah Levete.
Rationale: Readers use additional resources found in the back of nonfiction books in order to learn more information about the topics they are reading about. Students will discover how nonfiction writers include additional
interesting facts and information in the back of their books in order to enhance their readers' understanding and
learning.
Common Core State Standards: RI.1.2, RI.1.5, RI.1.10, SL.1.1, SL.1.2, SL.1.6, L.1.2, L.1.6, W.1.2, W.1.5

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 10: I Get It!
uses Is It Living or Nonliving? by Rebecca Rissman.
Rationale: Readers synthesize information to help them demonstrate and better understand what they have learned. Students will discover and discuss an author's message and what was important in their reading in order
to synthesize the presented information and demonstrate understanding of a text.
Common Core State Standards: RI.1.2, RI.1.8, RI.1.10, SL.1.1, SL.1.2, SL.1.6, L.1.2, L.1.6, W.1.2, W.1.5, W.1.8

Skills and Strategies: Determining Importance, Synthesizing, Listening and Responding

Integration of Career Readiness, Life Literacies, and Key Skills

Students will establish and follow rules, routines, and responsibilities throughout the year.

Students will learn about a variety of careers through reading nonfiction texts, selected through choice.

9.1.2.CAP	Career Awareness and Planning
9.4.2.CI	Creativity and Innovation
	Different types of jobs require different knowledge and skills.
	Brainstorming can create new, innovative ideas.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
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).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
P.4	Demonstrate creativity and innovation.
9.4.2.CT	Critical Thinking and Problem-solving
P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
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).
9.4.2.GCA	Global and Cultural Awareness
	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).
	Digital tools and media resources provide access to vast stores of information that can be searched.
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
	A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.
9.4.2.TL	Technology Literacy
	Digital tools have a purpose.
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
9.4.2.TL.2	Create a document using a word processing application.
9.4.2.TL.3	Enter information into a spreadsheet and sort the information.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

Technology and Design Integration

Students will interact with the Smartboard throughout the lessons. Students will explore and read texts on the Ipads through reading centers.

TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., games, museums).
TECH.8.1.2.A.CS2	Select and use applications effectively and productively.

Interdisciplinary Connections

Non-fiction reading will make interdisciplinary connections with math, science, social studies technology and the arts through the topic in the mentor texts, as well as personal choice reading books.

SCI.K-2.5.3.2.C.1	Describe the ways in which organisms interact with each other and their habitats in order to meet basic needs.
SCI.K-2.5.3.2.C.3	Communicate ways that humans protect habitats and/or improve conditions for the growth of the plants and animals that live there, or ways that humans might harm habitats.
SCI.K-2.5.3.2.C.c	Humans can change natural habitats in ways that can be helpful or harmful for the plants and animals that live there.
SCI.K-2.5.3.2.D	Organisms reproduce, develop, and have predictable life cycles. Organisms contain genetic information that influences their traits, and they pass this on to their offspring during reproduction.
SCI.K-2.5.3.2.D.2	Determine the characteristic changes that occur during the life cycle of plants and animals by examining a variety of species, and distinguish between growth and development.
SCI.K-2.5.3.2.D.a	Plants and animals often resemble their parents.

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:

Student Strengths and weaknesses will be assessed and monitored, and individualized/differentiated learning and readers will be assigned as appropriate.

Leveled reading Classroom Library.

Ipad apps that address students strengths and weaknesses in centers.

Modifications & Accommodations

IEP accommodations, and modifications will be in place, and teacher assigned modifications and accommodations will be assigned, assessed, and monitored.

Follow IEP accommodations and differentiate materials, project requirements as needed.

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

Additional Modifications and Accommodations used in this unit:

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

Anecdotal notes

Assigned homework

Student participation

Independent group work/projects

Appendix

Benchmark Assessments

DRA's

Aimsweb assessments three times a year

Linkit testing 3 times a year.

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:

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:

Schoolwide, Inc. recommended assessments and rubrics

Guided Reading Groups

Running records

Fundation Assessments

Instructional Materials

Extensive Schoolwide leveled readers classroom library for choice reading.

Schoolwide Inc. "READING: Nonfiction" teacher instructional unit

Mentor texts as listed above

student choice leveled books for choice

Smartboard applications to teach nonfiction and note and notice

Mentor Texts
Are You a Butterfly?
by Judy Allen
Atlantic
by G. Brian Karas
Dr. Seuss
by Charlotte Guillain
Grow Your Own Sandwich
by John Malam
Is It Living or Nonliving?
by Rebecca Rissman
Life in the Rain Forest
by Sarah Levete
Nonfiction Shared Texts
“A Butterfly’s Body”
From Zootles: Butterflies
(Lexile Level: 820L)
“Frog or Toad”
From Zootles: Frogs (Lexile
Level: 690L)
“From Egg to Frog”
From Zootles: Frogs (Lexile
Level: 630L)
“Hibernation”
From Tye Books (Lexile Level:
790L)
“Mari’s Journey”
by Charnan Simon from
Zootles: Butterflies (Lexile
Level: 640L)

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.1.6	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.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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.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.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.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.1.1.E	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
LA.L.1.1.F	Use frequently occurring adjectives.

LA.L.1.1.G	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
LA.L.1.1.I	Use frequently occurring prepositions (e.g., during, beyond, toward).
LA.L.1.1.J	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.