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| **Grade 1****Unit Overview*****Readers Can Read about Science Topics to Become Experts***  |
| **Focus Teaching Points** | * Building up a base of knowledge on a topic
* Considering how one section of a text is related to the whole topic
* Reading small sections of text and stopping to think about how we will teach our partner about the information
* Determining the main ideas of each part of a text
* Telling the main idea in a phrase rather than a word
* Using background knowledge and experiences to understand reading about a topic
* Using the information we learn from text features to understand the big ideas of a text
* Identifying important ideas to share with partners
* Collecting and using the words we learn when talking about our topic
* Noticing similar and different information across different texts on the same topic
* Sharing evidence for our thinking with book clubs
* Preparing for book clubs by identifying big ideas for discussion
* Noticing when one author’s information contradicts another author’s information
* Wondering and questioning while reading
* Noticing when what we think we know contradicts with what an author is saying
* Bringing different types of questions to book clubs
* Bringing questions for our science inquiry to reading about the topic
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| **Key CCSS Standards** | ***Reading Standards for Information (RI)**** *1, 2, 3, 4, 5, 6, 7, 9, 10*

***Language Standards (L)**** *1, 2, 4, 5, 6*

***Speaking and Listening Standards (SL)**** *1, 2, 3, 4, 5, 6*
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| **Bends in the Road** | * Science readers build up a base of knowledge on a topic by reading deeply about this topic
* Science readers compare and contrast different texts on the same topic
* We learn by asking questions
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| **Recommended Professional Resource(s) to Guide Instruction** | “Readers Can Read about Science Topics to Become Experts” from [*A Curricular Calendar for the Reading Workshop, Grade 1*](http://ppsgrade1.weebly.com/published-curriculum-resources-including-e-docs.html) by Lucy Calkins and the TCRWP staff |
| **Recommended Anchor/Mentor Texts** | * Collect several mentor texts centered on the topic you will be studying in science; refer to titles recommended by Alison Riordan in her curriculum materials for that topic
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| **Tips for the Unit** | * This unit can correlate with your content area teaching and is aligned to the writing unit of study, “Science Information Books.” Although this particular instructional resource focuses on matter as the topic about which students study, the teaching points in the unit can be adapted to any topic. While it is helpful to integrate this reading unit and the accompanying writing unit with a science unit from your curriculum in which students are engaged in investigations, it is not mandatory. These are reading and writing units, so the content is up to you. This is a wonderful opportunity to live like scientists, researchers, and writers.
* This unit will align best with the Science Information Books unit if you start the unit in reading about a week or so before starting the unit in writing. See the tab on the literacy coach website under the writing workshop page, [Science Information Books](http://ppsgrade1.weebly.com/teaching-resources10.html), for a possible trajectory of lessons that align to this reading unit.
* On the [literacy coach website](http://ppsgrade1.weebly.com/teaching-resources1.html), we have included a possible trajectory of minilessons from a planning session with grade 1 teachers at West Elementary, April 2015. Feel free to use/adapt/browse these materials as you see fit for your own teaching. The [Ideas for Science Experiments](http://ppsgrade1.weebly.com/teaching-resources1.html) document was written in consultation with Alison Riordan and correlates with the new science standards. Alison has also created some science unit-specific investigation ideas that can be found on her curriculum page.
* Although it would be ideal for your students to all be able to research the class science topic, it is likely you will not have enough materials. In that case, collect a set of mentor texts focusing on that topic, which you can use to provide students with the content knowledge they will need for science and writing workshops. You will use these for read alouds, shared reading, and reading minilessons to support students in furthering their understanding of reading nonfiction texts.
* For independent reading, you may be able to create collections of books on the topics of the yearlong science curriculum. Additionally, as these alone may not provide enough reading material for independent reading, you will want to add new collections of nonfiction texts (or new titles to existing bins). Now that students are reading at higher text levels than they were during the first nonfiction unit, students can research new topics than those they did earlier in the year.
* For an overview of the unit and its relationship to writing and science, no matter the topic, we suggest you read pages 124 – 126 in the unit.
* To prepare for teaching this unit, you will want to consider how to organize your readers, ways to integrate clips of videos about the scientific concepts you are teaching, how you will help children engage with science content vocabulary and how to move students up levels of text difficulty during this last unit of the year. See pages 127 and 128 for suggestions on these considerations.
* This unit occurs during the Spring Assessment window. Spread your assessments across the entire window (one or two students per day), leaving your most struggling 4 or 5 readers for the last week of the window. You will *not* want to frontload assessments, replacing all reading conferences and small group instruction with assessment conferences to get them done too early at the cost of instruction. Your most struggling readers will need this last unit to support them in reading more complex nonfiction texts, building a strong foundation to sustain their learning through the summer.
* In **Bend I**, students will focus on reading to learn. You will remind them about all of the comprehension strategies from earlier in the year to build up understanding of the topic. You will teach your students to use domain-specific vocabulary when talking with their partner or book club to immerse themselves further in the topic. See page 130 for sentence starters to support the work of this bend.
* In **Bend II,** you will provide plenty of experience for students to compare information across texts in order to understand more about their topic. You will reiterate prior teaching, then add to it. You will show students how to notice questions as they emerge while reading, then think about a question, develop it, think about how to word it in order to bring it to the reading club, then think more about it with the club. See pages 132 – 134 for more specific information and some thought prompts for doing this work.
* In **Bend III,** you will teach students how to take the knowledge they have about the topic and bring it through the scientific process. You will teach them to raise questions by reading across texts, then consider the information they know and create a hypothesis. This work can be done on collaborative club charts to help make the thinking visible and engaging. See pages 134 – 136 for more information on teaching this part of the unit.
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| **Classroom Library** | * Books can be organized by author, genre, text type, as well as by topics for this nonfiction unit
* For this unit, you will want to add any collections that specifically support the different science units in your curriculum, as well as any other general interest nonfiction topics (see above for more information)
* Your classroom library should include a range of texts in terms of complexity, genre, authors, and length to appeal to the diversity of readers in your classroom
* Some portion of the library may be leveled
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| **Materials and Resources** | * Anchor charts from the earlier information unit, such as those found at [Heinemann.com](http://www.heinemann.com/) through the online resources
* Collections of books about grade 1 science topics, as mentioned above
* Chart paper or a manila folder that can be used to create a mini-chart (or “question board”) for each reading club’s collaborative work
* [Storia](http://www.schoolstoria.com/https%3A//www.storiaschool.com/#/students/login) is an excellent resource for nonfiction texts
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| **Assessment** | * Club conversations
* Ongoing running records from small group instruction
* Spring Benchmark Assessment as you conduct them across the unit
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| **Celebration** | * Clubs could present their question boards to each other or to an external audience, such as a neighboring class
* Add the information gained from the reading research to the work of the writing and science workshop celebration (such as the science fair)
* See pages 136 (last two sentences) – 137 for more ideas to celebrate the work of this unit
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