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| **Grade 1**  **Unit Overview**  ***Reading Nonfiction*** | |
| **Focus Teaching Points** | * Getting ready to read nonfiction books by previewing the parts of the book * Previewing nonfiction books by looking at text features * Thinking about what the book is mostly about * Learning from each text feature to understand as much as possible about the topic * Working with partners to understand information * Tracking thinking across a text; jotting questions and answers, jotting new ideas, jotting what this information reminds us of * Reacting to information in books * Visualizing, sketching, acting out parts of informational books to understand the information * Using all of our tricky word strategies while reading nonfiction * Learning strategies to figure out *meanings* of tricky words * Comparing and contrasting information on a topic using more than one book * Asking the kinds of questions that help us think more about our topic * Sharing, listening and teaching during nonfiction reading clubs |
| **Key CCSS Standards** | ***Reading Standards for Literature (RL)***   * *5, 10*   ***Reading Standards for Information (RI)***   * *1, 2, 3, 4, 5, 6, 7, 8, 9, 10*   ***Reading Standards: Foundational Skills (RF)***   * *1, 2, 3, 4*   ***Speaking and Listening Standards (SL)***   * *1, 2, 3, 4, 5, 6*   ***Language Standards (L)***   * *1, 2, 3, 4, 5, 6* |
| **Bends in the Road** | * Getting smart on nonfiction topics * Tackling super hard words in order to keep learning * Reading aloud like experts * Reading more than one book about a topic to compare and contrast |
| **Recommended Professional Resource(s) to Guide Instruction** | * *Learning About the World: Reading Nonfiction* from the *Units of Study for Teaching Reading* by Amanda Hartman (2015), including the online resources available at [www.heinemann.com](http://www.heinemann.com) * *A Curricular Plan for the Reading Workshop*, *Grade 1* (e-doc): “Nonfiction Readers Learn About the World,” part 4 (pages 74 – 76 and 82-83) * *The Primary Comprehension Toolkit:* “Activate and Connect,” “Ask Questions,” “Infer and Visualize” |
| **Recommended Anchor/Mentor Texts** | * *Hang On, Monkey!* By Susan B. Neuman (or another text that is slightly above the current benchmark reading level for this time of year; be sure the text has interesting information and engaging photographs) * *Super Storms* by Seymour Simon (for reading aloud) * *Owls* by Mary Dunn (for shared reading) |
| **Tips for the Unit** | * We highly recommend that you read the first section of the unit, “An Orientation to the Unit” on pages vi – xv to understand the goals and expectations for this unit, a sense of the unit as a whole, and the important learning of each bend. * The lessons in the *Primary Comprehension Toolkit* fit nicely into this unit. You may decide to include one lesson each week to complement the work that you are doing in this unit. This will not be the only nonfiction unit in which you can integrate these lessons, so focus on some of the lessons in books 2 – 4. * *Learning About the World* offers teaching points for reading nonfiction texts as independent readers and in partnerships. We suggest *A Curricular Plan for the Reading Workshop*, *Grade 1* (e-doc): “Nonfiction Readers Learn About the World,” part 4 (pages 74 – 76 and 82-83) to support your students in shifting from partnerships into small book clubs for the final bend of the unit. If, on the other hand, the majority of your students are reading at levels J – M, you may want to use the resource “Reading Nonfiction Cover to Cover: Nonfiction Book Clubs” from the *If . . . Then . . . Curriculum: Assessment-Based Instruction* from the *Units of Study for Teaching Reading.* * The unit has a suggested a three-day plan for your read aloud, beginning on page 114. The plan uses *Super Storms*, but can be applied to other texts during subsequent weeks. * The unit also has a suggested plan for your shared reading, beginning on page 123. This five-day plan uses *Owls*, but as with the read aloud plan, it can be applied to other texts during subsequent weeks. In shared reading, students’ foundational reading skills are supported. Both the read aloud and shared reading times are typically separate components from the reading workshop minilesson. See your literacy coach or CTL for support in fitting these balanced literacy components into your daily schedule. * As in prior units, partnerships in this unit play a key role in providing daily purpose and audience for learning more and teaching others. * During Bend I of this unit, children become engaged in the work of learning about the world by “becoming smart” on topics. In this bend, they learn comprehension strategies, such as previewing the text, predicting, noticing text structure, and synthesizing information from multiple sources (the picture, the print, the text boxes, etc.). See pages viii and ix in *Learning About the World* for an overview of this bend. * During Bend II, students continue to develop comprehension skills and reading processes, with a particular focus on learning new vocabulary and decoding unfamiliar words. See pages ix and x of *Learning About the World* for more on this bend. * During Bend III, minilessons focus on building fluency and author’s craft to support new learning on a topic. Taking on the role of “teacher” lends energy to this work. See pages x and xi of *Learning About the World* for more on this bend. * For the final Bend of this unit, refer to the e-doc (pages 74 – 76 and 82 – 83). You will want to support students in growing ideas on a topic of interest with an inquiry group. Since this will be your students’ first time working in a book club, you will set up important foundational norms by teaching the habits and protocols that make for effective membership in a book club. You will teach into the behaviors, as well as the reading. You may want to create reading clubs by putting two partnerships together at the same reading level so that children are matched to books well for this work. There are suggestions about how to form groups and select topics. Many teachers have had success with these inquiry clubs by gathering texts together on a topic, then listing the possible topics on a chart paper (be sure to have enough topics so all children have a choice; i.e. if you have 24 students, you will want to have 7 – 8 possible topics at the very least). See your literacy coach or CTL for support in gathering these resources. |
| **Classroom Library** | * Your classroom library should now include a range of texts in terms of complexity, genre, authors and length to appeal to the diversity of readers in your classroom * Books can be organized by author, genre, text type, as well as by topics for this nonfiction unit * Some portion of the library may be leveled * It is suggested that only a portion of the library is “rolled out” in the beginning; new sections can be made available over time; consider the needs of students during this particular unit of study, taking care to have plenty of fiction, nonfiction, and poetry that students can read |
| **Materials and Resources** | * Nonfiction read-alouds that inspire rich conversations * Anchor charts from earlier in the year to remind students about reading behaviors and active reading strategies * Anchor charts from Kindergarten on reading nonfiction to remind students of prior learning. * [Storia](http://www.storiaschool.com) is an excellent resource for nonfiction titles, for both shared reading and independent reading. |
| **Assessment** | * Benchmark Assessment * Conference notes * Partnership/Book Club conversations |
| **Celebrations** | * You have several options for celebrating the work of this unit. *Learning About the World* suggests a mini-celebration at the end of each bend as a way of celebrating students’ learning (see pages 35, 76, an 108). * You may also decide to follow the celebration suggestion in the e-doc following your book club work. This is a nice complement to the celebration you may be organizing for your writing workshop. Inviting each club to produce a poster or big book display to highlight key information for teaching others on their topic of expertise will fit well into the museum of the writing celebration. |