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| **Grade 1****Unit Overview*****Reading Across Genres to Learn about a Topic: Informational Books, Stories, Poems*** |
| **Focus Teaching Points** | * Identifying fiction and nonfiction texts
* Finding books that fit together by topic across genres
* Previewing texts and getting ready to read in a variety of genres
* Identifying true information in fiction and poetry
* Keeping track of true information across texts
* Using more than one source to confirm or disprove information
* Growing ideas from information by sketching, talking, and using new vocabulary
* Working with partners to grow ideas about information
* Generating big ideas about a topic
* Developing tricky-word strategies for solving new, topic-specific words
* Using technical vocabulary in partner talk
* Reading with fluency and expression
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| **Key CCSS Standards** | ***Reading Standards for Literature (RL)**** *1, 2, 3, 4, 5, 6, 7, 9, 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*
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| **Bends in the Road** | * Reading to learn: we work with partners to read about topics across fiction and nonfiction
* Growing ideas from information
* Using a repertoire of strategies to cross-check and read smoothly with fluency and expression
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| **Recommended Professional Resource(s) to Guide Instruction** | * *A Curricular Plan for the Reading Workshop*, *Grade 1* (e-doc): “Reading Across Genres to Learn about a Topic: Informational Books, Stories, and Poems”
* *The Primary Comprehension Toolkit:* “Activate and Connect,” “Ask Questions,” “Infer and Visualize,” “Determining Importance”
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| **Recommended Anchor/Mentor Texts** | * A collection of texts, in a variety of genres, on a topic the class can study together through your demonstrations in minilessons; select engaging print and digital fiction, nonfiction, poetry, along with other digital media such as a video clip; this will be a basket of books similar to those your students will be using to do similar work; see the [teaching resources page of this unit](http://ppsgrade1.weebly.com/teaching-resources11.html) for sample collections
* Texts used in *Comprehension Toolkit* lessons
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| **Tips for the Unit** | * In this unit, students build on the work you started with book clubs at the end of the nonfiction unit. They will work together in clubs on topics of interest to learn about a topic across texts in different genres. Not only does this opportunity allow students to use reading strategies flexibly across texts and genres, but it also allows them the opportunity to distinguish between texts and genres. Students will read from same-topic baskets of books with nonfiction, poetry and fiction (or you could use baggies or rubber bands to create sets of books related by topic and vocabulary). See page 100 in the e-doc for more information on organizing your books for this unit.
* It is wise to gather the texts on topics, then list the possible topics from which students will select their “top 3” preferences for study. You can then group students according to interests, with some tweaking according to your knowledge of students and personalities.
* Before beginning the unit, decide:
	+ whether you will pre-organize the book sets/baskets that students will use in this unit or if you will have your students do this work with you
	+ whether you will have students read independently before discussing or if you will have them read collaboratively
	+ which inspiring materials you will add to the writing center, such as a word bank for a topic basket, bookmarks with new vocabulary, etc.
* Be sure to think about your students who are not reading at grade-level expectations. This is a good time to push them a bit by making sure their just-right book bags also have a few copies of slightly harder text (the next level up).
* If you have not engaged your students in nonfiction book clubs, you can begin this unit with some nonfiction book clubs, using pages 74 – 76 and 82 – 83 of the e-doc. On the [teaching resources page](http://ppsgrade1.weebly.com/teaching-resources11.html) of this unit, you will find a possible trajectory of minilessons for this unit. The first week and a half begins with nonfiction book clubs. You may decide to begin this way as well if your students have not had the opportunity to work in book clubs.
* If your students had the opportunity to work in book clubs, you may want to begin with Day 9 on the [possible trajectory of minilessons](http://ppsgrade1.weebly.com/teaching-resources11.html). Please keep in mind this is just one possible way to progress through the unit, and you will want to consider your students’ needs and the ideas in the e-doc before determining if it is appropriate for your particular group.
* In Bend I of the unit, students use all they already know about previewing texts to gather information in this new mixed-genre work. You will teach lessons on finding facts and information in a fictional story, noticing information that is confirmed or disproved with multiple sources. Students will learn that it is best to start with a nonfiction book, then read a fiction one tied to the topic, thinking, *What in this book connects to the nonfiction book I just read?* Teach students to stop and jot when connections are found and to track what the fiction story is teaching the reader. Students should keep this question always in mind: *What information do I already know about this topic that might connect to this story?* (see pages 101 – 103 for more information).
* Teach students that not everything in their books is “truth”!
* In Bend II of the unit, teach students to think about the information they collect and to talk with their partners about information across books. See suggested thinking and talking prompts on p. 103 of the e-doc. Include some of the following teaching points:
	+ Readers think about “what the author left out”
	+ Readers talk about how all the parts of the topic go together across texts
	+ Partners talk about how this topic is similar or different from other topics
* Teach students how to deal with difficult, topic-specific vocabulary
	+ Writing bookmarks with important vocabulary to leave for the next person to know/add to
	+ Creating vocabulary word walls/word banks
	+ Using knowledge of content to predict possibilities for tricky words
	+ Figuring out the meaning of unknown technical vocabulary
	+ Working with word parts rather than each letter/sound
	+ Talking with a partner about tricky words (mark it with a post-it for later collaborative problem-solving)
	+ Illustrating word meanings
* Remember that minilessons are NOT mini-assignments and that these strategies should present options for students to try in their problem-solving. See pages 103 – 105 for more information on Bend II.
* In Bend III, you will teach a variety of strategies for reading with fluency (see page 106) and synthesize learning across texts.
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| **Classroom Library** | * See Tips (second bullet) above and page 100 in the e-doc for more information on organizing your books for this unit
* 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
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| **Materials and Resources** | * Read-alouds that inspire rich conversations (see Mentor Texts section above)
* Shared reading texts that allow you to demonstrate the word solving and language learning strategies in the unit. See page 107 for more information.
* Anchor charts from earlier in the year to remind students about reading behaviors and active reading strategies
* Anchor charts from the nonfiction unit (nonfiction reading strategy charts and partner talk charts)
* Develop new anchor charts to remind students of the learning in this unit. See the [anchor charts page for this unit](http://ppsgrade1.weebly.com/anchor-charts3.html) for examples of such charts.
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| **Assessment** | * Ongoing running records
* Conference/guided reading notes
* Partnership/Book Club conversations
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| **Celebrations** | To celebrate students’ learning about a topic across genres, you may want to build on the celebration from your nonfiction unit by having students present their learning in a “Learning Museum” presentation. Invite clubs to display key books from their baskets across genres while they share the information they learned, so audiences understand their learning came from texts across genres. If students shared their learning with other clubs in the classroom during the last unit, perhaps you will invite other classes to hear the presentations this time. |