



**Unit 04 Nonfiction Readers Learn About the World** (Week 17, 5 Weeks)  

**Unit Rationale**

**Essential Questions**

How can I learn about our world by looking at and exploring many different books, reading them for understanding, learning new things and asking myself " what else can I learn? And asking myself "what can I do with the learning?"

**Guiding Questions**

1. How can I help readers understand their nonfiction text and learn how to explore for further information?
2. How do I teach readers to monitor for meaning and how to problem solve when they come across tricky parts in the reading?
3. How do I teach readers how to compare and contrast different books to get a greater understanding about the same topic?

**Common Core Standards and Indicators**

**NY: CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, NY: 1st Grade , Reading: Informational Text**

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- 1. Ask and answer questions about key details in a text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- 2. Identify the main topic and retell key details of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- 7. Use the illustrations and details in a text to describe its key ideas.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**NY: CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, NY: 1st Grade , Reading: Foundational Skills**

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.

**NY: CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, NY: 1st Grade , Speaking and Listening**

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- 1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- 1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- 1c. Ask questions to clear up any confusion about the topics and texts under discussion.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**NY: CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, NY: 1st Grade , Language**

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
  - 4a. Use sentence-level context as a clue to the meaning of a word or phrase.
  - 4b. Use frequently occurring affixes as a clue to the meaning of a word.
  - 4c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- 5. Demonstrate understanding of word relationships and nuances in word meanings.
  - 5b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
  - 5d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

## **Content**

### **Skills**

NOTE: Two set of skills were generated. Both are below.

#### **Novice**

- Elicit information from pictures
- Notice and point out connections between text and pictures
- Recalls few details from text

#### **Intermediate**

- Uses illustrations, photographs, or words to gain information
- Notices text features
- Recalls details
- Can recall details and with prompting can determine the main idea of the text

#### **Proficient Readers**

- Use different text features to preview and predict what will be important in the text
- Use text features to determine the organizational structure of their books in order to locate key details and learn new information
- Determine what information in the text is important by thinking about what the book is mostly about
- Ask themselves: "What is it mostly about? How does the information over the next few pages go together, how it is important?"
- Can synthesize a text they have read and put it in their own words
- Accumulate information on topics (across pages, books and chunks of texts)

or

#### **Novice**

- With prompting and support, reader may ask and answer questions about key details in a text.
- Reader retells key details and or main topic with prompting and support.
- With prompting and support, reader may identify basic similarities in and differences

between two texts on the same topic.

### **Intermediate**

- Reader can answer some questions about key details in a text.
- Reader can retell key details from the text but may not identify main topic.
- Reader can identify some basic similarities in and differences between two texts on the same topic.

### **Proficient**

- Reader can ask and answer questions about key details in a text.
- Reader can identify the main topic and retell key details of a text.
- Reader can identify basic similarities in and differences between two texts on the same topic.

### **Above Proficient**

- Reader can ask, answer and explain questions about key details in a text.
- Reader determines the main idea of the text, synthesizes information, and makes connections between key details and the main idea.
- Reader can identify the most important similarities in and differences between two texts on the same topic.

## **Key Terms/Vocabulary**

- Non-Fiction
- Information
- Photograph
- Diagram
- Meaning
- Glossary
- Description
- Compare/Contrast
- Table of Content
- Facts
- Text Features
- Bolded Words
- Italics

## **Sequenced Learning Plans/Mini Lessons**

### **Bend 1:**

-readers will tap into their prior knowledge to better understand the text  
- readers can get ready to read by previewing the book- title, cover, picture walk and saying "this book is probably

## **Assessments**

### **In Book**

#### **Summative: DOK 2 Basic Application: Performance: Skill Demonstration**

Conduct in book with student to determine their reading level and prior knowledge. Use a proficiency rubric for the three major

going to teach..."

-readers can figure out how the info is laid out on the pages ( what the text features are) before we start reading

- readers can use text features (photos, labels,headings) to better understand the meaning

- readers read NF differently than fiction. We use the voice of a teacher to emphasize what is important. We pop out important info- what is bolded or repeated

-readers find meaning chunks over a few pages and say "this is mostly about..."

- readers can help their partner understand them to identify the big idea in a chunk or book

### **Bend 2:**

- readers use post its to jot down questions they have about the topic they are reading

-readers can anticipate what they will learn by asking questions

-readers will make connections on the information they have just read to a personal experience

-readers can express interest/excitement feelings towards a specific topic

-readers can create mental images as they read nonfiction topic to find meaning

-readers will bring to life some facts they have read in their nonfiction text to better understand the concepts (to make them meaningful)

### **Bend 3:**

-readers use prior knowledge about a topic to determine meaning of an unknown word

-readers can use the main idea to figure out tricky words

-readers use the beginning and end of words to figure out if we already know a tricky word

- readers use pictures and labels to help solve tricky words

-readers can break up words to help figure them out

-readers read around an unknown word to figure out it's meaning

-readers use a glossary to understand the meaning of unknown or tricky words

-readers post it unknown words that they will figure out later

-readers use blends and digraphs to help determine an unknown word

reading skills in this unit for pre and post assessment.

### **Summative Assessment**

#### **Summative: DOK 2 Basic Application:**

#### **Other: Quiz**

Assess students based on, teacher student conferences, partnership conversations, and oral presentation, Performance assessments based on student's reading clubs; such as, oral presentation, and series of diagrams that answer questions posed. Students assume the role of teachers and use their explaining voice.

### **Intermediate Assessment**

#### **Formative: DOK 3 Strategic Thinking:**

#### **Performance: Skill Demonstration**

Evaluate student post-its, quality of student partnership talk, and how students share information together.

#### **Performance: Authentic Task**

Pre-Assessment- -Can readers form categories of books to organize our thinking- by author, subject, level, and genre?

**Bend 4:**

- readers will be good partners when they focus on who is talking and what they are saying so they can respond
- readers can compare and contrast info in books by saying, "on this page, ...but on this page..."
- readers ask questions to think deeply about books. Questions that lead to deep talk start with, "how do..." "why do..." "how come..."
- readers make a plan for their reading by choosing one part to explore, and collecting info about that part

**Resources****Differentiated Instructions: Small Group**

[<< Previous Year](#)

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