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| **Unit Overview** | | | | |
| **Content Area:** English Language Arts | | | | |
| **Unit Title:**Unit 3 Nonfiction | | | | |
| **Grade Level:**1 | | | | |
| **Duration:**Trimester 2 | | | | |
| **Description:**  In this unit, students will be introduced to nonfiction texts. Students will read to learn using comprehension strategies, previewing the text, predicting, noticing text structure, and synthesizing information from multiple sources. This unit will also put an emphasis on comprehension, basic reading processes, vocabulary, and fluency. | | | | |
| **Enduring Understanding** | | | | |
| **Concepts / Reading Skills:**   * Previewing * Envisioning * Tackling tricky words * Fluency * Rereading * Retelling * Reading with the main idea in mind * Reading to learn * Text features   **Understandings:**   * Readers will read to learn about a new topic. * Readers will recall information from their books. * Readers will use more than one strategy to figure out new words. * Readers will reread a text for comprehension and fluency. * Readers will navigate nonfiction text features. | | | | |
| **Learning Targets** | | | | |
| *New Jersey Student Learning Standards &Practices*   * RF 1.1Demonstrate understanding of the organization and basic features of print. * RF 1.1aRecognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). * RF 1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). * RF 1.2aDistinguish long from short vowel sounds in spoken single-syllable words. * RF 1.2bOrally produce single-syllable words by blending sounds (phonemes), including consonant blends. * RF 1.2cIsolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. * RF 1.2dSegment spoken single-syllable words into their complete sequence of individual sounds (phonemes). * RF 1.3Know and apply grade-level phonics and word analysis skills in decoding words. * RF 1.3aKnow the spelling-sound correspondences for common consonant digraphs. * RF 1.3bDecode regularly spelled one-syllable words.  * [RI.1.1](http://www.corestandards.org/ELA-Literacy/RI/1/1/) Ask and answer questions about key details in a text.  * [RI.1.2](http://www.corestandards.org/ELA-Literacy/RI/1/2/) Identify the main topic and retell key details of a text.  * [RI.1.3](http://www.corestandards.org/ELA-Literacy/RI/1/3/) Describe the connection between two individuals, events, ideas, or pieces of information in a text. * [RI.1.4](http://www.corestandards.org/ELA-Literacy/RI/1/4/) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  * [RI.1.5](http://www.corestandards.org/ELA-Literacy/RI/1/5/) Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.  * [RI.1.6](http://www.corestandards.org/ELA-Literacy/RI/1/6/) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  * [RI.1.7](http://www.corestandards.org/ELA-Literacy/RI/1/7/) Use the illustrations and details in a text to describe its key ideas.  * [RI.1.8](http://www.corestandards.org/ELA-Literacy/RI/1/8/) Identify the reasons an author gives to support points in a text.  * [RI.1.9](http://www.corestandards.org/ELA-Literacy/RI/1/9/) Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  * [RI.1.10](http://www.corestandards.org/ELA-Literacy/RI/1/10/) With prompting and support, read informational texts appropriately complex for grade 1  * [SL.1.1](http://www.corestandards.org/ELA-Literacy/SL/1/1/) Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.  * [SL.1.1.A](http://www.corestandards.org/ELA-Literacy/SL/1/1/a/) 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).  * [SL.1.1.B](http://www.corestandards.org/ELA-Literacy/SL/1/1/b/) Build on others' talk in conversations by responding to the comments of others through multiple exchanges. * SL [1.1.C](http://www.corestandards.org/ELA-Literacy/SL/1/1/c/) Ask questions to clear up any confusion about the topics and texts under discussion. * SL1.2Ask and answer questions about key details in a text read aloud or information presented orally or through other media. * SL1.3Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. * SL1.4Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. * SL 1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings  * [W.1.2](http://www.corestandards.org/ELA-Literacy/W/1/2/) Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  * [W.1.8](http://www.corestandards.org/ELA-Literacy/W/1/8/) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. * [W.1.5](http://www.corestandards.org/ELA-Literacy/W/1/5/) With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. * [W.1.7](http://www.corestandards.org/ELA-Literacy/W/1/7/) Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). | | *Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies*  *World Language:*   * 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. * 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.   *Social Studies:*   * 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. * 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. (Diversity) * 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. Holocaust/Amistad/Pacific Islanders   *Science:*   * 1-LS1-2: From Molecules to Organisms: Structures and Processes: Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. * K-2-ETS1-1:Engineering Design Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.   ***Career Readiness Practices:***   * Act as a responsible and contributing community members and employee * Model integrity, ethical leadership, and effective management * Use technology to enhance productivity increase collaboration and communicate effectively   **Social Emotional Learning**   * Social Awareness * Responsible Decision Making * Relationship Skills * Self-Awareness   **Computer Science: Impacts of Computing**   * 8.1.2.CS.1 Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally   **Computer Science: Engineering Design**   * 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.   **Life Literacies and Key Skills: Technology Literacy**        • 9.4.2.TL.2: Create a document using a word processing  application.  **Life Literacies and Key Skills: Digital Citizenship**   * 9.4.2.DC.7: Describe actions peers can take to positively impact climate change | | |
| **Essential Questions** | | | | |
| * What is nonfiction? * How do readers read to learn? * How do readers nonfiction texts and distinguish between nonfiction and fiction texts? * How do readers use the text features to find the main idea? * How do readers tackle unknown words while reading informational text? * How do reading partners talk about what they have learned? | | | | |
| **Student Learning Objectives** | | | | |
| ***Students will …***   * Take a sneak peak of the pictures / text to help them learn about a new topic * Recall information from their books * Use more than one strategy to figure out new words * Reread a text for comprehension and fluency * Navigate nonfiction text features | | | | |
| **Suggested Activities** | | | | |
| ***The following activities can be incorporated into the daily lessons:***  **Suggested Mini Lessons:**   * **Readers read to learn about the world.**   - Introduce the class to the nonfiction topic baskets and how they teach us about something.   * **Readers of nonfiction immerse themselves in the reading of nonfiction texts.**   - Conduct an inquiry to see what they notice about nonfiction books.   * **What is nonfiction?**   - Explain the text features of nonfiction text: captions, glossary, graphics, illustrations / photographs, maps, index, labels, etc. (Reading Nonfiction, pgs. 2-7)   * **Readers read nonfiction books.**   - Demonstrate how readers read nonfiction books during nonfiction reading time, and just right books during just right reading time.   * **Readers take a sneak peek before reading a nonfiction book.**   - Model how readers preview a book by looking at the cover and the title to figure out what they are learning about. (Reading Nonfiction, pgs. 2-7)   * **Readers use everything they know to get ready to read nonfiction books.**   - Model how readers do a picture walk, get their minds ready, and think about what they already know about a topic.   * **Readers read and talk about their nonfiction texts with reading partners.**   - Readers share what they have learned about their topics with a partner. (Reading Nonfiction, pg. 15-21).   * **Readers ask themselves, “What have I learned about this topic?”**   - Model how readers look back at the text to remember what they have learned (Reading Nonfiction, pgs. 22-24)   * **Readers gather information about a topic by looking closely at the pictures.**   – Model how readers look at the teaching pictures and ask themselves, "What is this page teaching me?"   * **Readers help their partners understand what they are reading.**   - Demonstrate with reading partners how they ask questions to help each other to find out more about the topics and discuss what they learned.   * **Readers use strategies to figure out tricky words in nonfiction books by getting their mouths ready.**   - Model how readers look closely at a tricky word, get their mouths ready, and read across the word. (Reading Nonfiction, pg. 42-48)   * **Readers use strategies to figure out tricky words in nonfiction books by making a good guess.**   - Model how readers look at the first part of a word and make a good guess at what the word could be, even if they haven't seen it before. (Reading Nonfiction, pg. 49-55)   * **Readers use strategies to figure out tricky words in nonfiction books by thinking about what they are learning about and using the pictures.**   - Model how readers use pictures to help figure out tricky words and keep in mind what the page is mostly about when they try to read a tricky word.   * **Readers use the text features (glossary, labels, captions, etc.) to help them read tricky words.**   - Demonstrate how readers use text features to help them figure out tricky words   * **Readers use high frequency words as they read nonfiction books.**   – Model how readers practice the high-frequency words they are learning and create word rings of high frequency words. (Reading Nonfiction, pg. 26).   * **Readers celebrate all they have learned about nonfiction books.**   – Create a class chart about what they learned about nonfiction  ***Strategies for Differentiated Instruction:***  **English Language Learner (ELL):**   * Provide students with any necessary print strategies and sight words. * Explain that the pictures in non-fiction texts can teach us something. * Provide students with nonfiction to compare to fiction books.   **Special Education:**   * Provide students with any necessary print strategies and sight words. * Explain that the text features in non-fiction texts can teach us something. * Practice using text features in just right books and articles. * Provide both nonfiction and fiction books for students to compare.   **At-risk:**   * Provide students with any necessary print strategies and sight words. * Explain how the pictures can teach us something as well as text features. * Practice using text features in just right books and articles.   **G & T:**   * Provide students who are above level with the appropriate books and activities that can challenge their thinking. * Reinforce comprehension and fluency reading harder texts. * Become an author by creating a non-fiction book for another student to read. | | | | |
| **Materials** | | | | |
| **Materials:**   * Reading Nonfiction * Level library * Nonfiction topic baskets * Book bags / boxes * Chart paper * Markers * Anchor Chart post-its * Flexible seating options * Smart Board activities * CD for audio books * Read Works   **Mentor Texts:**   * Super Storms by Seymour Simon * Owls by Mary R. Dunn * Hang On, Monkey by Susan B. Neuman * Our Class is a Family by Shannon Olsen (Diversity) * What is Climate Change? by Gail Herman (Climate change) * Just Us Women by Jeanette Caines (Amistad) * I Am Anne Frank by Brad Meltzer (Holocaust) * Grandfather’s Journey by Allen Say (Asian American/Pacific Islanders) | | | | |
| **Assessments** | | | | |
| Formative:   * Skills checklists * Rubrics * Teacher observations * Teacher created tests * Read Works Comprehension Assessment * District created assessments   Summative:   * Teacher’s College Independent Reading Level Assessment (IRLA) as needed * Teacher’s College High Frequency Word Assessment * Fundations Unit Assessment * Fluency assessment | | | | |
| **Modifications** | | | | |
| **English Language Learners**   * + Charts with pictures   + Scaffolding   + Word walls   + Sentence frames   + Bilingual translation   + Think aloud   + Read aloud   + Highlight key vocabulary   + Turn-and-talk   + Anchor charts   + Graphic organizers   + Modeling   + Audio books   + Working with partners   + Small group work (strategy lessons based upon skill/need, guided reading groups)   + Pre-teach vocabulary   + Retell parts of your favorite story by pictures, written responses, or both   + Provide students with pictures from the story and have them put the pictures in the correct order   + Raz Kids / Storia | **Special Education**   * Word walls * Anchor charts with pictures * Graphic organizers * Leveled readers * Extended time * Highlighter * Answer eliminator * Small group work (strategy lessons based upon skill/need, guided reading groups) * Working with partners * Audio books * Modeling * Flexible/preferential seating * Retell parts of your favorite story by pictures, written responses, or both * Provide students with pictures from the story and have them put the pictures in the correct order * Raz Kids/ Storia * Partner reading | | **At Risk**   * Teachers tutoring * Peer tutoring * Anchor charts / graphic organizer * Extended time * Parent communication * Modified assignments * Counseling * Preferential seating * Working with partners * Modeling * Word walls * Leveled readers * Small group work (strategy lessons based upon skill/need, guided reading groups) * Retell parts of your favorite story by pictures, written responses, or both * Provide students with pictures from the story and have them put the pictures in the correct sequence | **Gifted & Talented**   * Challenge assignments * Enrichment activities * Tiered activities * Independent research / inquiry * Collaborative team work * Higher level questioning * Critical/Analytical thinking tasks * Self-directed activities * Leveled readers * Above grade level texts * Extended reading time |
| **504 Modifications** | | | | |
| * Environmental Strategies:   + Provide a structured learning environment.   + Make separate “space” for different types of tasks   + Possible adapting of non-academic times such as lunch, recess, and physical education   + Change student seating   + Utilize a study carrel   + Alter location or personal or classroom supplies for easier access or to minimize distraction   + Provide sensory breaks   + Provide a written or picture schedule   + Allow extra time in between classes   + Avoid allergy-causing substances   + Adapt physical education curriculum   + Provide book caddie   + Implement movement to avoid stiffness   + Provide seating accommodations * Organizational Strategies:   + Model and reinforce organizational systems   + Write out homework assignments, check student’s recording of assignments   + Tailor homework assignments toward student strengths   + Set time expectations for assignments   + Provide clues such as clock face indicating beginning and ending times   + Teach study/organizational skills   + Schedule before or after school tutoring/homework assistance   + Behavioral Strategies:   + Use behavioral management techniques consistently within a classroom and across classes   + Implement behavioral/academic contracts   + Utilize positive verbal and/or nonverbal reinforcements   + Utilize logical consequences   + Confer with the student’s parents and student as appropriate   + Establish a home/school communication system for behavior monitoring   + Post rules, procedures, and consequences for classroom behavior   + Put student on a daily/weekly progress report/contract   + Reinforce self-monitoring and self-recording of behaviors   “Section 504: Sample Accommodations and Modifications” Warmline Family Resource Center. http://www.warmlinefrc.org/uploads/5/9/5/8/5958794/section\_504\_accomodations.pdf | | | | |