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| **Unit Overview** | | | | |
| **Content Area:** English Language Arts | | | | |
| **Unit Title:**Unit 6 Nonfiction | | | | |
| **Grade Level:**1 | | | | |
| **Duration:**Trimester 3 | | | | |
| **Description:**  This unit builds on the students’ repertoire of nonfiction informational reading strategies, while providing opportunities for students to study different topics.  During reading workshop, students will read texts on a particular topic independently and with reading partners. This will allow students to continue their informational reading skills, deepen their knowledge about the topics studied, and introduce students to beginning research skills.  Students will share what have learned about their topics with reading partners. | | | | |
| **Enduring Understandings** | | | | |
| **Concepts / Reading Skills:**   * Reading to learn * Print strategies * Navigating nonfiction text features * Comparing and contrasting information. * Reading with a main idea * Envisioning * Print strategies * Note-taking * Fluency   **Understandings:**   * Readers will read to learn about a topic. * Readers will read with the main idea. * Readers will use more than one strategy to figure out new words. * Readers will begin to learn how to take notes. * Readers will navigate nonfiction text features. * Readers will practice reading nonfiction books with fluency. * Readers will teach others about what they have learned. | | | | |
| **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.  * [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.1.7](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).  * [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. | | *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.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time. * 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history. * 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives. * 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event * 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture. * 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 (K-2)   *Science:*   * K-2 ETS1-1: Engineering Design: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. (Climate Change) * 1-PS4-2: Waves and Their Applications in Technologies for Information Transfer: Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated. * Engineering, Technology, and Applications of Science- * K-2 ETS1-1: Engineering Design: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. * K-2 ETS1-3: Engineering Design: Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.   *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: Computing Systems**   * 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: Interaction of Technology and Humans**   * 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.   **Life Literacies and Key Skills: Technology Literacy**   * 9.4.2.TL.2: Create a document using a word processing   application.   * 9.4.2.TL.5: Describe the difference between real and virtual experiences   **Life Literacies and Key Skills: Global and Cultural Awareness**   * 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals. | | |
| **Essential Questions** | | | | |
| * How do readers read to learn about a topic? * How do readers build a knowledge base about a topic? * How do readers tackle unknown words while reading informational text? * How do reading partners talk about what they have learned? * How do readers begin to research and acquire new vocabulary? * How do readers teach others about what they have learned? | | | | |
| **Student Learning Objectives** | | | | |
| ***Students will …***   * Read to learn about a topic * Recall information from their books * Use more than one strategy to figure out new words * Read with the main idea in mind * Navigate nonfiction text features * Learn strategies to read nonfiction books with fluency * Talk to their reading partners about what they have learned * Teach others about what they have learned. | | | | |
| **Suggested Activities** | | | | |
| ***The following activities can be incorporated into the daily lessons:***  **Suggested Mini Lessons:**   * Readers of nonfiction think about what they already know about nonfiction books.   - Conduct an inquiry to see what they students already know about nonfiction books from the earlier nonfiction unit of study.   * Readers immerse themselves in different nonfiction topics to study.   - Introduce the students in different nonfiction topic baskets (different topic baskets based on books in the classroom).   * Readers choose a nonfiction topic basket to study with reading partners.   - Have students choose topic baskets based on interest.   * Readers read nonfiction books from their topic baskets during nonfiction reading time, and just right books during just right reading time.   - Model how readers read from nonfiction topic baskets first independently, and then with reading partners.   * Readers study a topic by reading the easiest book in a basket first.   - Model how readers start with the easiest book in a basket first to begin learning about a topic.   * 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 plan their reading with their reading partners.   - Demonstrate how readers read another book from the topic basket when they are done with the first, taking turns to read the books in their topic basket.   * Readers read and talk about their nonfiction texts with reading partners.   - Review how reading partners work together. (Reading Nonfiction, pg. 6).   * Readers ask themselves, “What have I learned about this topic?”   - Review 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 use strategies to figure out tricky words in nonfiction books by getting their mouths ready.   - Review tricky word strategies. (Reading Nonfiction, pg. 44)   * Readers collect new words about their topics on a post-it.   - Model how readers find and think about key words. (Reading Nonfiction, pg. 65)   * Readers find interesting things to share with their reading partners.   - Model how readers use post-its to mark important information to share with their reading partners. (Reading Nonfiction, pg. 78)   * Readers read their nonfiction books with feeling.   - Model how readers read their nonfiction books like experts. (Reading Nonfiction, pg. 85)   * Readers figure out how their nonfiction book is organized.   - Model how readers figure out how their books are organized (story or all about). (Reading Nonfiction, pg. 88)   * Readers teach others everything they have learned about their nonfiction topic.   - Create a poster for each topic basket with facts and important words learned while studying the topic.   * Readers celebrate by teaching others what they have learned about their topics.   - Give students opportunities to teach others what they have learned about their topics.  ***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 * If…Then… Curriculum   **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 (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 | | | | |