

Unit 5: Nonfiction: Spotlight on Building Background Knowledge (4 weeks)**Rationale**

Why is this unit important and appropriate for this grade level and at this time of the year?

During this unit, students will learn about the text features of nonfiction and how they help readers gain information about topics. This unit will also help students deepen their comprehension about texts read as well as serve as the foundation for later nonfiction units.

Learning Outcomes

What do we expect students to know and be able to do at the end of the unit?

Students will:

- Use the structure and features of nonfiction texts to gain meaning
- Generate questions and collect information about topics
- Develop opinions about topics read and supply reasons for the opinion
- Share new learning gained from reading nonfiction

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Charting a variety of nonfiction features (e.g., table of contents, index, captions, photographs, illustrations, diagrams, maps, glossary, headings)
- Identifying the purpose(s) of nonfiction features
- Marking the different nonfiction features with a Post-it
- Using nonfiction features to locate information in a text
- Noticing different types of print (e.g., bold, italics, underlined, size) as a way to build vocabulary about a topic
- Getting ready to read nonfiction text by activating prior knowledge about a topic to anticipate vocabulary and concepts in nonfiction texts
 - Thinking about what is already known about a topic
 - Determining what the reader wants to learn (more) about a topic
- Getting ready to read nonfiction text by deciding how to read a nonfiction text
 - Deciding will you read the book cover to cover or read it by dipping in and out?
 - Using the index to find information
 - Using the table to contents to choose a section to read
 - Deciding where to start reading on a nonfiction page – the text? The diagram? Captions?
- Visualizing to understand new information
 - Nonfiction readers read short section, pause, visualize as a way to monitor
 - Sketching as a way to visualize new concepts, new vocabulary
 - Acting out as a way to visualize
- Rereading to understand new or confusing information
- Stopping and thinking after reading chunks of information
 - What was that part teaching me?
 - What was new learning?
 - What part confirmed what I thought I already knew?
 - What do I have questions about?
 - What do I still want/need to find out?

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- Developing a class coding system for tracking thinking (see Notes/Tips section)
 - Q= question
 - L= new learning
 - V= visualizing
- Recognizing and remembering new information
 - Jotting, sketching, sharing new learning as strategies for holding onto new learning
- Celebrating the end of the unit. Possibilities may include but are not limited to the following:
 - Share bookmarks and/or ring of cards of nonfiction features (include visual and purpose). Have students use their bookmarks to spark conversation when reading with partner, reading buddy, etc.
 - Create a class book about a topic studied in science/social studies. Compose text as part of shared writing. Partner/group students add features to the class book (TOC, diagram, captions, index, fun facts, glossary, etc.).

Notes/Tips:

- Each day students will spend time independently reading nonfiction for a **minimum** of 20 min., reading nonfiction with a partner for 10 min. and independently reading fiction for 10 min.
- Students should have a combination of nonfiction and fiction just right texts in their book baggies. Nonfiction articles can be included in book baggies and/or used as guided reading texts. See professional resources below for the suggested Stephanie Harvey and Anne Goudvis resources. Nonfiction articles include a variety of nonfiction features. Nonfiction articles (Time for Kids) are archived on eChalk. To access login to eChalk, select Grade 1 ELA Resources, select folders from Resources. Articles can also be located on the district online databases (e.g., Pebble Go, World Book Online). To access databases login to eChalk, select My Account, click on Applications.
- Recommended publishers for nonfiction include the following: National Geographic, Benchmark, Capstone Press (Pebble Books), Rigby (On Deck Libraries), Newbridge (Go Facts Books which start at Level F), Scholastic (Science Vocabulary Readers), QEB (Life Cycles). Other great resources include the articles compiled by Stephanie Harvey and Anne Goudvis (toolkit guide and supplementary guides listed below).
- During read aloud model how readers activate and build background knowledge (schema) and visualize when reading any genre.
- Use read aloud and shared reading across the year to demonstrate strategies for reading nonfiction as well as during this unit.
- Create anchor chart including feature name, visual (example copied from familiar text), purpose, etc.
- Have students visualizing and building their background knowledge while reading fiction as well as nonfiction.
- Suggested coding system based on work of Stephanie Harvey (*Strategies That Work*) is located in grade level literacy binder.
- During reading buddies have partners read nonfiction books together and identify features and structures of various texts read.
- **To view Grade 1 archived artifacts for the unit please visit the Grade 1 reading/writing page. Select "Resources" from the top nav bar. To access the units of study website use the link http://ww3.mamkschools.org/units_of_study/.**
- Chart Chums is a great online resource for creating interactive, clear and visually rich anchor charts. To view use the link <http://chartchums.wordpress.com/>.
- Additional resources of sample anchor charts for reading and writing units of study include the following: <http://readingandwritingproject.com/resources/classroom-charts/first-grade.html>.

Professional Resources

What professional resources will be helpful in planning the unit?

- *The Common Core Lesson Book K-5* by Gretchen Owocki
- *The RTI Daily Planning Book* by Gretchen Owocki
- *Teachers College Reading and Writing Project 1st Grade Reading Curricular Calendar 2010-2011*
- *Growing Readers* by Kathy Collins (Chapter 7, pp. 202-225)
- *Reading with Meaning* by Debbie Miller
- *Is That a Fact?* by Tony Stead
- *Make It Real* by Linda Hoyt
- *The Complete Year in Reading and Writing: Grade 1* by Jaime Margolies and Pam Allyn (Chapter 4, p. 102)
- *First Grade Readers* by Stephanie Parsons (Chapter 5)
- *The Primary Comprehension Toolkit* by Stephanie Harvey and Anne Goudvis (Strategy Guide 3 Ask Questions, Strategy Guide 5 Determine Importance)
- *The Primary Comprehension Toolkit Keep Reading! A Source Book of Short Texts* by Stephanie Harvey and Ann Goudvis
- *Toolkit Texts for Grades Pre-K-1: Short Nonfiction for Guided and Independent Practice* by Stephanie Harvey and Anne Goudvis
- *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson