

Unit 8: Nonfiction: Spotlight on Questioning and Determining Importance (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 choose a topic of interest to study and engage in a pursuit of acquiring knowledge about the topic. As students follow their passion (i.e., read and learn about their topic) they will apply the nonfiction strategies learned in Unit 5. Students will use their research to compose a Specialist Book as part of the parallel writing unit.

Learning Outcomes

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

Students will:

- Select a topic of interest to research
- Generate questions and collect information about a topic
- Read a variety of nonfiction texts in order to accumulate information on a topic
- Determine importance when reading about a topic
- Synthesize information from a text and share with others
- Develop opinions about topics read and supply reasons for the opinion

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Reviewing the features of nonfiction and their purposes (Unit 5)
- Activating prior knowledge to identify what you know or think you know about a topic
- Generating questions about what you want to learn about a topic
- Stopping to question before, during and after reading a text to notice new information learned
- Asking questions for a variety of purposes such as to
 - Clarify meaning
 - Speculate about remainder of text still to be read
 - Focus attention on specific components of the text
 - Monitor for meaning
 - Assess understanding
 - Locate a specific answer in the text
- Reviewing and extending class coding system for tracking thinking (Unit 5)
- Keeping track of thinking while reading by multiple means
 - Jotting
 - Sketching
 - Teaching partner
 - Acting out
- Pausing when new information is learned and restating in own words
 - Read chunk, pause, close book, say aloud what that part of the text was about
- Noticing and remembering new information learned by taking notes (e.g., Post-its, graphic organizers)

2014-2015 Grade 1 Reading Units of Study

- Retelling orally to summarize information learned
- Paraphrasing to summarize information read
- Accumulate information about a topic by exploring a variety of sources (e.g., online sources, books, artifacts, videos)
- Comparing and contrasting information about a topic across sources
- Separating important information from interesting details
- Synthesizing information learned about a topic as new sources are read
- Celebrating the end of the unit. Possibilities may include but are not limited to the following:
 - Gather students in small groups. Have each student “teach” the others about the topic he/she studied. Students are encouraged to ask questions of one another. (Another way for individual students to share their learning is with a reading buddy.)
 - Have students create a poster of the topic studied. Posters should include illustrations as well as text. Features such as a diagram, photo/illustration with caption, fun fact pop up boxes might be included on the posters.

Notes/Tips:

- Each day students will spend time independently reading for a *minimum* of 40 min. and reading with a partner for 15 min.
- Choose a topic for a whole class study. Model reading and researching the topic during read aloud, shared reading and reading workshop minilessons.
- Model for students how author’s perspective may effect the way a topic is presented (books on spiders and sharks are often great to show how different authors have different opinions about these subjects).
- Create baskets of books/test sets based on interests of students and to support their book shopping.
- Have students each choose a topic to study and begin to create texts sets for each student. Students can be part of this work by bringing in books from home, library, etc. Text sets can include articles as well as well. In addition to nonfiction texts from the classroom library other resources include nonfiction articles. Recommended resources for gathering articles includes: *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. Online databases available through our district licenses also offer appropriate articles - Pebble Go and Searchasaurus are highly recommended. To access these databases and others login to eChalk, select My Account, click on Applications. There are also nonfiction articles (e.g., Time for Kids) archived on eChalk. To access login to eChalk, select My Account, click on Applications.
- Stephanie Harvey talks about expanding the concept of *text sets* to *source sets* when students are studying nonfiction. Source sets include but are not limited to the following: books, articles, figures/models (if appropriate), primary documents (if appropriate), visual images (e.g., painting, ad, video clips).
- Support the vocabulary development of students by having them keep track of specialist words related to their topic.
- Think about how students will collect, record and categorize their notes and create templates accordingly. Model using these templates as part of the whole class study.
- Consider using video cameras to record students sharing what they’ve learned.
- **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 6, pp. 151-188)
- *The Primary Comprehension Toolkit* by Stephanie Harvey and Ann 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
- *Comprehension and Collaboration* by Stephanie Harvey and Harvey Daniels
- *Strategies That Work Second Edition* by Stephanie Harvey (Chapter 11)
- *Nonfiction Matters* by Stephanie Harvey
- *The Complete Year in Reading and Writing: Grade 1* by Jaime Margolies and Pam Allyn (Chapter 4, pp. 107-138)
- *Reading with Meaning* by Debbie Miller (Chapters 9-11)
- *First Grade Readers* by Stephanie Parsons (Chapter 5)
- *Is That a Fact?* by Tony Stead
- *Make It Real* by Linda Hoyt
- *The Café Book* by Gail Boushey and Joan Moser
- *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson