

2014-2015 Grade K Reading Units of Study

Unit 6: Nonfiction: Spotlight on Monitoring for Meaning (3 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 be immersed in reading nonfiction. Since nonfiction is a favorite genre of primary students this study will help students increase their reading stamina as well as build their background knowledge on a variety of high interest topics. This unit serves as a foundation for the nonfiction units taught later in the year.

**Learning Outcomes**

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

Students will:

- Recognize nonfiction texts and understand reasons for reading nonfiction
- Identify nonfiction text features and understand their purposes
- Use nonfiction text features to gain meaning
- Read for meaning
- Share learning gained from reading nonfiction

**Minilessons/Notes/Tips**

*What minilessons will lead to student learning outcomes?*

Possible Minilessons:

- Identifying different forms of expository writing: magazines, newspapers, books, articles, menus, signs, etc.
- Identifying purpose(s) of nonfiction texts
- Reading to learn about an interest, learn more about something, answer questions about an interest
- Identifying and charting (with visual) nonfiction text features
  - Photographs or realistic illustrations
  - Labels
  - Captions
  - Diagrams
  - Bold words
  - Table of contents
- Identifying the purposes of nonfiction features
- Stopping and thinking after reading each page and asking
  - What have I learned?
  - What was interesting?
  - Did this make me think of a new question – something else I want to find out about?
  - Did this make me have a wondering?
- Acting out parts of the text read to help visualize and monitor for meaning (e.g., how does a frog catch his prey, how do penguins move)
- Making a sketch or illustration of new learning
- Sharing thinking about texts read with a partner
  - What do I know about a topic?
  - What do I wonder about the topic?
  - What opinion do I have about the topic?
  - What do I find interesting about the topic?

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- Marking (with a Post-it) an interesting page read during independent reading to share with a partner
- Sharing opinions about topics read and giving reasons for thinking
- 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 just right books for a **minimum** of 5 min. and reading nonfiction just right books with a partner for 5 min. Then students will independently read fiction just right books for 5 min.
- Use daily read aloud also as an opportunity to model and have students practice turning and talking.
- Shared reading, guided reading and independent reading are essential daily components of the kindergarten instructional schedule, providing daily opportunities for teachers to model print and comprehension strategies across genres (e.g., fiction, nonfiction) and for students to practices and transfer these strategies to texts read independently.
- Make sure to read aloud both fiction and nonfiction texts during read aloud and shared reading as a way to expose students to a range of genres.
- Have students bring in different types of nonfiction materials they find. Collect materials in a basket and share them with the class as part of reading and writing about nonfiction.
- Create sets of paired texts (fiction text, nonfiction text on similar topic such as *Frog and Toad Are Friends* by Arnold Lobel and *From Tadpole to Frog* by Sally Morgan) as a way to introduce to have students to nonfiction and compare/contrast fiction and nonfiction.
- Organize baskets of nonfiction books by topics and display in the classroom library. Introduce baskets to students over time. Show students the books in a basket and read aloud several of the texts as a way to interest and show them the texts available for independent reading.
- Book baggies include nonfiction just right books, fiction just right books, and familiar guided reading texts.
- Any class charts created to support the work of reading workshop should be read and reread multiple times during shared reading so that students are familiar with the resources and able to use them independently as needed.
- **To view Grade K archived artifacts for the unit please visit the Grade K reading/writing page. Select “Resources” from the top nav bar. To access the units of study website use the link [http://ww3mamkschools.org/units\\_of\\_study/](http://ww3mamkschools.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/kindergarten>,

**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 Kindergarten Reading Curriculum Calendar 2010–2011*
- *Growing Readers* by Kathy Collins (Chapter 7, pp.197– 226)
- *The Complete Year in Reading and Writing Grade K* by Karen McNally and Pam Allyn (Chapter 5, pp.146– 160)
- *Is That a Fact?* by Tony Stead
- *Make It Real* by Linda Hoyt
- *The Primary Comprehension Toolkit* by Stephanie Harvey and Anne Goudvis
- *The Primary Comprehension Toolkit Keep Reading! A Source Book of Short Texts* by Stephanie Harvey and Anne Goudvis
- *Toolkit Texts for Grades Pre-K-1: Short Nonfiction for Guided and Independent Practice* by Stephanie Harvey and Anne Goudvis
- *Perspectives on Shared Reading: Planning and Practice* by Bobbi Fisher
- *Read It Again!: Revisiting Shared Reading* by Brenda Parkes
- *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson