

Unit Overview

This unit is designed to introduce students to non-fiction texts, to be able to read about and learn about things in our world. The children will learn how to slow down their reading and take the time to envision the information and infer so they can learn more from the text. They will understand that when they read with fluency and expression, it will help them to understand and recall information from their books. Children will tackle difficult words in their books to keep on learning. They will share what they have learned about a topic and use the key words to help them.

For additional information regarding the unit please see TCRWP User's Guide and The Units of Study in Teaching Reading Grade 1 book 2.

Overarching Standards Aligning with Grade 1 Unit 3, *Learning About the World*

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.1.2, W.1.8	RI.1.1, RI.1.2, RI.1.3, RI.1.5, RI.1.6, RI.1.7, RI.1.10 , RF.1.3, RF.1.4	SL.1.1, SL.1.4, SL.1.6	L.1.1, L.1.4
2	W.1.2, W.1.8	RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7 , RI.1.10	SL.1.1, SL.1.2	L.1.1, L.1.6
3	W.1.2, W.1.8	RI.1.1, RI.1.2, RI.1.3 , RI.1.6, RI.1.7 , RF.1.4	SL.1.1, SL.1.2, SL.1.4 , SL.1.6	L.1.1
4	W.1.2, W.1.8	RI.1.1, RI.1.2, RI.1.3, RI.1.5 , RI.1.6, RI.1.7 , RF.1.2, RF.1.3	SL.1.1, SL.1.2, SL.1.3, SL.1.4 , SL.1.6	L.1.1
5	W.1.2, W.1.8	RI.1.1, RI.1.2, RI.1.3, RF.1.1, RF.1.2, RF.1.3, RF.1.4	SL.1.1, SL.1.4, SL.1.6	L.1.1
6	W.1.2, W.1.8	RI.1.1, RI.1.2, RI.1.3 , RI.1.6, RI.1.7, RI.1.0	SL.1.1, SL.1.3, SL.1.4, SL.1.6	L.1.1
7	W.1.2, W.1.8	RI.1.1, RI.1.2, RI.1.3, RI.1.7 , RI.1.0, RF.1.2, RF.1.3, RF.1.4	SL.1.1	L.1.1, L.1.4
8	W.1.2, W.1.8	RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.7, RF.1.2, RF.1.3 , RF.1.4	SL.1.1, SL.1.6	L.1.1, L.1.4
9	W.1.2	RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.7 , RI.1.10, RF.1.2, RF.1.3 , RF.1.4	SL.1.1, SL.1.6	L.1.1, L.1.4 , L.1.6
10	W.1.2	RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.7 , RI.1.10	SL.1.1, SL.1.6	L.1.1, L.1.4, L.1.6
11	W.1.2, W.1.8	RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.9	SL.1.1, SL.1.4 , SL.1.6	L.1.1, L.1.4, L.1.6
12	W.1.2	RI.1.1, RI.1.2, RI.1.3, RI.1.10, RF.1.4	SL.1.1, SL.1.4, SL.1.6	L.1.1, L.1.6
13	W.1.2, W.1.8	RI.1.1, RI.1.2, RI.1.3 , RI.1.6, RI.1.7, RI.1.10	SL.1.1, SL.1.3, SL.1.4 , SL.1.6	L.1.1, L.1.6
14	W.1.2	RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.10 , RF.1.2, RF.1.3, RF.1.4	SL.1.1, SL.1.4, SL.1.6	L.1.1, L.1.4, L.1.6
15	W.1.2, W.1.5	RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7 , RF.1.4	SL.1.1, SL.1.4	L.1.1, L.1.2, L.1.6
16	W.1.2	RI.1.1, RI.1.2, RI.1.3, RI.1.4	SL.1.1, SL.1.3, SL.1.4	L.1.1, L.1.4, L.1.6
17	W.1.2	RI.1.1, RI.1.2, RI.1.3, RI.1.10, RF.1.4	SL.1.1, SL.1.4, SL.1.6	L.1.1, L.1.6
Read-Aloud	W.1.2, W.1.8	RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7 , RI.1.8, RI.1.10	SL.1.1, SL.1.2 , SL.1.3, SL.1.4, SL.1.6	L.1.1, L.1.4, L.1.6
Shared Reading	W.1.2, W.1.7, W.1.8	RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.9, RF.1.2, RF.1.3, RF.1.4	SL.1.1, SL.1.2 , SL.1.4, SL.1.6	L.1.1, L.1.2, L.1.4, L.1.5, L.1.6

*Bold indicates Priority Standards that are a major emphasis.

Overarching Standards Aligning with Grade 1 Unit 3, *Learning About the World*

Session	Reading Standards	Speaking & Listening Standards	Language Standards
1	<p>RI.1.1 Ask and answer questions about key details in a text</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>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.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>		
2	<p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p>		
3	<p>RI.1.1 Ask and answer questions about key details in a text</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p>	<p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	
4	<p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>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.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p>	<p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	
5	<p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when</p>

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		SL.1.6 Produce complete sentences when appropriate to task and situation.	writing or speaking.
6	<p>RI.1.1 Ask and answer questions about key details in a text</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p>	
7	<p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p>		L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.
8	<p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	SL.1.6 Produce complete sentences when appropriate to task and situation.	L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.
9	<p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>		L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.
10	<p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>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.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p>		<p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>L.1.6 Use words and phrases</p>

			acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).
11	<p>RI.1.1 Ask and answer questions about key details in a text</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>
12	<p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p>	<p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>
13	<p>RI.1.1 Ask and answer questions about key details in a text</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	
14	<p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive</p>		

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	readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
15	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 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text RI.1.7 Use the illustrations and details in a text to describe its key ideas.	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	
16	RI.1.1 Ask and answer questions about key details in a text RI.1.2 Identify the main topic and retell key details of a text. RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).
17	RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.6 Produce complete sentences when appropriate to task and situation.	
Read-Aloud	RI.1.1 Ask and answer questions about key details in a text RI.1.2 Identify the main topic and retell key details of a text. RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 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 Distinguish between information provided by pictures or other illustrations and	SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	

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	<p>information provided by the words in a text</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p>		
Shared Reading	<p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>

Enduring Understandings	Essential Questions	Performance Expectations
<ul style="list-style-type: none"> • Nonfiction readers have ways to deal with tricky words as they read. • Nonfiction readers read to become smarter about our world. • Nonfiction readers think about what they read. • Readers can read more than one book about a topic to compare and contrast. 	<ul style="list-style-type: none"> • Why do people read non-fiction texts? • How do I use everything I know about reading to read books that teach me information about different topics? • How do I read differently when I read non-fiction ? 	<ul style="list-style-type: none"> • Ask and answer questions about key details in a text. • Describe the connection between two individuals, events, ideas, or pieces of information. • Identify the main topic and retell key details of a text. • Slow down their reading and take time to envision information and infer so they can learn more from the text. • Use strategies to figure out difficult words.
Suggested Strategies	Suggested Differentiation Methods	Suggested Materials/Resources
<ul style="list-style-type: none"> • Create and refer to anchor charts. • Provide and present mentor texts as models. • Teach the <i>Work of Readers</i> Charts. • Model (Talk Aloud) the strategies good readers use. • Study book pictures • Practice creating mental movies as you read. • Investigate figurative language and descriptive vocabulary and how authors use them. 	<p><i>The design of reading workshop allows for individualized instruction and independent growth for every child.</i></p> <ul style="list-style-type: none"> • provide leveled books appropriate for all reading levels • provide support as needed through conferencing • provide support as needed through strategy groups • provide support as needed through guided reading groups 	<p>Mentor Text and Read Aloud</p> <ul style="list-style-type: none"> • Wind and Storms; Fred Biddulph • Rain; Sheryl Sloan • That Sky, That Rain; Carolyn Otto • Why Do Worms Come Up When It Rains? Betty Erikson • It's Raining, It's Pouring; Kin Eagle • Trucktown series; Jon Scieszka • Truck; Donald Crew • "Monster Trucks;" Mark Todd (poem) • "Dig Dig Digging;" Margaret Mayo (poem) • The Carrot Seed; Ruth Krauss

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<ul style="list-style-type: none">● Turn and Talk the dialogue in a story to bring the characters' feelings alive.● Set mini-reading goals for engagement, print work, fluency, comprehension, and/or conversation.● Provide checklists and reading progressions to assess and develop on-going reading goals.● Practice alternating the speed a text is read to reflect tone and mood.● Plan to celebrate the conclusion of classroom reading projects.● Use technology in the reading classroom; for example, use storytelling videos.	<ul style="list-style-type: none">● provide individualized copies of teaching charts● provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning● scaffold or stretch learning through the use of various strategies● provide appropriate reading partners	<ul style="list-style-type: none">● Koala Lou; Mem Fox● Hooray for Snail! John Stadler● Subway Sparrow; Leyla Torres● Super Storms; Seymour Simon● Owls; Mary R. Dunn● Eagle-flight; Georgia Heard● Migration; Georgia Heard
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Assessments

Assessment in this unit takes three forms: diagnostic, formative, and summative. There are downloadable, digital versions of the assessment tools available through the online resources at; www.readingandwritingproject.org/resources.

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one- to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

Suggested Assessment Methods		
Diagnostic Assessments	Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Running Records ● Spelling Inventory ● Conferring 	<ul style="list-style-type: none"> ● Teacher-student conferences including: individual, small group, strategy group, and guided reading ● Daily observation of students' participation during the active engagement segment of each mini-lesson. Students' conversation with partners during Turn and Talk segment of mini-lessons. ● Reading logs ● Writing About Reading evidence (Post-its) 	<ul style="list-style-type: none"> ● Teacher-student conferences ● Running Records ● Spelling Assessments ● Reading logs ● and other evidence of students improving skills

Scope and Sequence of Teaching Points

The following teaching points and activities are adapted from Units of Study for Teaching Reading Grade K (Calkins et al., 2016) and serve as a loose framework for teachers, who will add and/or emphasize based on their students' needs.