

## SAMPLE Gr. 1 Readers' Workshop Unit of Study: Reading Informational Text

<b>Goals for Student Learning</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Understand the <b>difference between fiction and non-fiction</b>.</li> <li>• Develop <b>enthusiasm and excitement</b> about nonfiction, informational text. They will understand that we read about topics we care about.</li> <li>• Recognize, identify, and <b>use some non-fiction text features</b>.</li> <li>• Understand that there are <b>many different kinds of non-fiction</b> (e.g. "how to," "all about," information books, etc.)</li> <li>• Understand that readers read non-fiction in order <b>to learn something new</b>.</li> </ul>
<b>Mass ELA Standards (incl. CCSS)</b>	<p><b>RI.1.1</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.2</b> Identify the main topic and retell key details of a text.</p> <p><b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>RI.1.5</b> 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><b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>RI.1.8</b> Identify the reasons an author gives to support points in a text.</p> <p><b>RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>RI.1.10</b> With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><b>L1.4</b> 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><b>L.1.4a</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>L.1.4b</b> Use frequently-occurring affixes as a clue to the meaning of a word.</p> <p><b>L.1.4c</b> Identify frequently-occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p> <p><b>L.1.6</b> 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> <p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>SL.1.1a</b> 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).</p> <p><b>SL.1.1b</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p><b>SL.1.1c</b> Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p><b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>

**SAMPLE Gr. 1 Focus Lesson Trajectory: Reading Informational Text, Part 1  
(review of Kindergarten strategies and concepts, if needed)**

<p><b>Immersion</b>—Read NF books and talk about what you notice</p>	<p><b>Immersion</b>—Read NF books and talk about what you notice</p>	<p><b>Immersion</b>—Read NF books and talk about what you notice</p>	<p><b>Immersion</b>—Sorting and classifying our NF collection into baskets</p>
<p><b>Essential Question #1: <i>What is NF and what are the different kinds of NF texts?</i></b> The difference between fiction and nonfiction (We read fiction for entertainment and we read NF to learn things)</p>	<p><b>Essential Question #1: <i>What is NF and what are the different kinds of NF texts?</i></b> The different kinds of nonfiction and what we use them for→ “all about” books, how-to books, reference books, etc.</p>	<p><b>Reading Strategy: Activating Schema before you read NF</b> Before you begin reading a nonfiction book, think about what you already know about the topic--activate your schema for this topic</p>	<p><b>Reading Strategy: Asking Questions before you read NF</b> Before you begin reading a nonfiction book, think about what you want to learn—what are you wondering as you start this book?</p>
<p><b>Essential Question #2: <i>What are the special “conventions” (features) of NF and what do we use them for?</i></b> Good readers use <b>pictures and captions</b> in NF books to learn more about their topic</p>	<p><b>Reading Strategy: Paying close attention to pictures and illustrations</b> Good readers study the pictures carefully to get MORE information and to find answers to their questions.</p>	<p><b>Reading Strategy: Good readers notice and remember when they learn something new.</b> They sometimes say “WOW! I didn’t know that!” as they read.</p>	<p><b>Reading Strategy: Stating your new learning in your own words</b>  Good readers can share what they learned using their own words, so they can remember it and explain it to other people.</p>
<p><b>Essential Question #2: <i>What are the special “conventions” (features) of NF and what do we use them for?</i></b> Good readers use the Table of Contents, or the Index, to <b>find</b> specific information about their topic.</p>	<p><b>Reading Strategy: Good readers search for information and often read only PARTS of the NF book.</b> You do not have to read NF cover to cover most of the time. You can choose to read only a few pages.</p>	<p><b>Reading Strategy: Good readers decide what’s MOST IMPORTANT (the BIG idea, or main idea) when they read NF.</b></p>	<p><b>Essential Question #2: <i>What are the special “conventions” (features) of NF and what do we use them for?</i></b> Good readers use illustrations, diagrams, labels, special fonts (large, bold, italics) <b>to learn important information and key vocabulary.</b></p>