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| **Unit of Study: Elements of Informational Text**  Grade Level: 1st Grade  Dates: April (about 2 weeks) | |
| Common Core State Standards  (CCSS)  What standards are addressed in this unit? | [RI.1.2](http://www.corestandards.org/ELA-Literacy/RI/1/2/) Identify the main topic and retell key details of a text.  [RI.1.5](http://www.corestandards.org/ELA-Literacy/RI/1/5/) Know and use various text features (e.g., headings, tables of contents, glossaries, electronic [menus](http://www.corestandards.org/ELA-Literacy/RI/1), icons) to locate key facts or information in a text.  [RI.1.6](http://www.corestandards.org/ELA-Literacy/RI/1/6/) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
| Goals  Write in student friendly language: I can, I will, The teacher will, etc. Should be at least 4-6. | 1. I can find and use the different parts of a text—like the table of contents, titles and headings, and glossary.  2. I will observe font changes to discover important information.  3. I can use illustrations to help me better understand a text.  4. I will use a combination of the elements of informational texts to provide a better understanding. |
| Bends in the Road  What are the bends that need to be taught to meet the goals? What are the foundational skills that need to be in place in order to meet the goals? | 1. Readers use and know where to find other print strategies to clarify understanding.  2. Readers use text features to determine what is important.  3. Readers will use illustrations to add to their understanding. |
| Mini Lessons  What are the specific lessons that need to be taught for those foundational skills (bends)? | Bend 1  1. Readers know the table of contents tells what chapter or on which page a specific topic can be found, and it is usually at the beginning of the text.  2. Readers know titles and section headings tell us what the text or portion of text is about and are usually on the opening page or right above the text they refer to.  3. Readers know the glossary defines special terms or words about the text and is usually found at the end of the text.  Bend 2  1. Readers know words in bold or italics are more important. Sometimes these words will be found in the glossary.  2. Readers know authors use a larger font when they want to draw attention to a word or words.  3. Readers know words are highlighted or colored differently when the author wants to bring attention to them.  Bend 3  1. Readers know that graphs, maps, and pictures are used to help with understanding and are found throughout the text.  2. Readers know that graphs, maps, and pictures are used to show the reader something, rather than tell them.  3. Readers know the best understanding comes when we combine the illustrations we see with the words we read. |
| Classroom Library  What does the classroom library have to have for this unit? | The classroom library needs to have many different kinds of informative texts. Between them, there needs to be texts with a table of contents, glossary, headings, titles, font size change, font color change, bold and/or italicized words, and illustrations (graphs, maps, pictures). |
| Materials and Resources | -Specific books for each mini-lesson which can show the print strategies  -Large paper to write the bends as they are learned  -Printed articles which students may write on |
| Workshop Structure | 1. Mini-lesson  2. Guided Instruction/Independent Work Time  3. Sharing Time (whole group and partner sharing) |
| Other Literacy Components | Some informational texts will be used during whole-group read aloud. |
| Work Students are Doing  What are student expectations? What reading behaviors or habits are expected? | -Students choose some texts based on personal interest.  -Students read privately or with partners.  -Students mark (when possible) elements of informational texts. |
| Support for Struggling Readers  How will you support ALL learners (UDL)? | -Early assessment to identify what challenges they have already or are going to meet  -Frequent independent conferencing  -More time in guided instruction than individually |
| Support for Strong Readers  How will you support ALL learners (UDL)? | -Teach strategies for learning topic-based vocabulary during individual conference  -More challenging informational texts  -Have a focus more of what the main idea is in an informational text, rather than how to find it |
| Home/School  What can be done to foster the connection between home and school? | -Students will be allowed to bring in an informational text from home. There will be time towards the end of the unit for students to go through the text and look for some of the elements of an informational text. (Texts will be provided for students who are not able to bring in their own.)  -Letter to invite parents to be reading partners |
| Assessments  Formative? Summative? | -Teacher will do quick assessments during guided instruction  -Teacher will assess student markings on informational articles |
| Celebrations  How will you celebrate with students? Is there a way to involve parents? Is there a way to share your celebration with the school? | -Hallway presentation of what has been learned  -Parents as reading partners so students may show their strategies |