

## Unit 4: Nonfiction: All-About




### Introduction

First grade students can be like sponges when it comes to information. They have spent much of their lives soaking up and interpreting the language, images, and sensations of their world. They also seem to have a knack for “reporting.” They are eager to tell one another and adults about events, people, observations, and discoveries from their lives. In Unit 3, Nonfiction: How-To, students learned one form of nonfiction, instructions. Unit 4 focuses on a different form of nonfiction, that of information, and it capitalizes on children’s interest in “facts,” as well as their emerging ability to both understand and convey information.

During Reading Workshop, students listen to, read, and discuss a variety of informational texts. They learn to use informational text features to “help” themselves gather information authors present in texts. During Writing Workshop, teachers guide students as they write “All About My Family” books, before students write all-about books on their own. Students learn to think about, organize, and convey or “report” information they know about topics. The beginning of “research” for young children is more a “search” and organization of what they already know about topics.

Most first grade students, but especially English language learners, need all-about texts with clear, straightforward language structures and understandable nonfiction features, such as diagrams and captions, that support the running text. Informational books with excellent photos provide a strong bridge to take English language learners from their first language to their second. Provide as many informational books as possible at students’ reading levels and include informational texts in daily read alouds. Sharing informational texts with students builds conceptual knowledge and vocabulary and helps students develop an “ear” for nonfiction.

This all-about unit integrates literacy with the social studies first grade theme of families and provides a wonderful opportunity for students to appreciate their own and each others’ families and value the diversity that exists in the world.

-  Cultural Competency (CC) connection—The lessons throughout this unit are deliberately designed to promote the goals of cultural competency. Strategies and materials that address these goals are identified by this icon.
-  English Language Learner (ELL) connection—These planning guides were written to intentionally integrate transitioning ELLs’ needs. The star symbol indicates a strategy and/or additional support essential for transitioning ELLs and embedded throughout the lessons. These suggestions may also benefit other learners. The Notes column shows details and reminders related to ELL strategies, as well as additional information for teachers working with different student populations.
-  Information Literacy and Technology (ILT) connection—Throughout this unit of study are suggestions for infusing informational literacy and technology into the lessons to provide students with opportunities for 21<sup>st</sup> century learning.

#### Colorado Standards

- Standard 1: Read and understand a variety of materials.
- Standard 2: Write and speak for a variety of purposes and audiences.
- Standard 3: Write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling.
- Standard 4: Apply thinking skills to reading, writing, speaking, listening, and viewing.
- Standard 6: Read and recognize literature as a record of human experience.

#### New Standards

- Reading Standard 2: Getting the Meaning—Comprehension
- Writing Standard 2: Writing Purposes and Resulting Genres—Producing and Responding to Literature; Informing Others: Report or Informational Writing
- Speaking and Listening Standard 1: Habits—Discussing Books

#### Reading Workshop: Big Ideas

- Explore differences between fiction and nonfiction.
- Use organizational structure, text features, and genre language to understand nonfiction and access information.
- Use comprehension strategies for nonfiction: background knowledge, wondering, questioning, visualizing, and determining importance.
- Identify what they learn from reading nonfiction.
- Study nonfiction text features and purposes for which they are used.

#### Writing Workshop: Big Ideas

- Write from own experiences.
- Gather information pertinent to familiar topics, sort into major categories, and write reports.
- Use details, photos, pictures, diagrams, and other graphics to enhance information.
- Revise, edit, publish, and share all-about books.

#### Reading Resources

- *Making Meaning, Grade 1*
- *Fifty Strategies for Teaching English Language Learners, Second*

#### Writing Resources

- *Units of Study for Primary Writing: A Yearlong Curriculum, Unit 6, “Nonfiction Writing: Procedures and Reports,”* by Lucy Calkins

- Edition, by Adrienne Herrell and Michael Jordan ★
- *Mi familia/My Family* by George Ancona ★
- *Sand/La arena* by Margaret Clyne and Rachel Griffiths (big book) ★
- *Going To School/Voy a la escuela* by Melinda Radabaugh ★
- *Dogs/Los perros* by Jennifer Blizin Gillis ★
- *Feeding Time at the Zoo* by Sherry Shahan
- *Animales de circo* by Denise Jordan ★
- *A Kangaroo Joey Grows Up* by Joan Hewitt
- *Como crecen los gatitos* by Millicent Ellis Selsam, Neil Johnson, and Teresa Mlawer ★
- *A Harbor Seal Pup Grows Up* by Joan Hewitt
- *Un bebe caído del cielo* by Colette Helligs ★
- *Throw Your Tooth on the Roof* by Selby B. Beeler ⊕
- *Tu corazón maravilloso* by Cecelia Avalos ★
- *A Look at Teeth* by Allan Fowler
- *Por avión* by Susan Ashley ★
- *Raptors!* by Lisa McCourt
- *La vida secreta de las serpientes* by Lynn M. Stone ★
- Suggested books not included in literacy resources:  
*How My Family Lives in America* by Susan Kuklin ⊕  
*Family/Familia* by Diane Gonzales Bertrand ★

- and Laurie Pessah
- *The Conferring Handbook* by Lucy Calkins
- *Resources for Primary Writing* CD-ROM by Lucy Calkins
- *Using Rubrics to Improve Student Writing, First Grade*, by NCEE
- *Reading and Writing Grade by Grade*, by NCEE
- *Fifty Strategies for Teaching English Language Learners*, Second Edition, by Adrienne Herrell and Michael Jordan ★
- *The Pumpkin Book* by Gail Gibbons
- *Apples* by Gail Gibbons
- *Sand/La arena* by Margaret Clyne and Rachel Griffiths (big book) ★

Lessons 1-5	Reading Workshop	Lesson 1: Introducing Informational Texts—Reading <i>Sand</i> ★ ⊕ 📖	Lesson 2: Introducing Informational Texts—Reading <i>Going to School I</i> ★ ⊕ 📖	Lesson 3: Introducing Informational Texts—Reading <i>Going to School II</i> ★ ⊕ 📖	Lesson 4: Introducing Informational Texts—Reading <i>Dogs I</i> ★ ⊕ 📖	Lesson 5: Introducing Informational Texts—Reading <i>Dogs II</i> ★ 📖
	Writing Workshop	Lesson 1: Introducing All-About Books ★ 📖	Lesson 2: Structuring “All About My Family” Books—Table of Contents ★ 📖	Lesson 3: Planning Each Chapter—Choosing Papers and Structures I ★ 📖	Lesson 4: Writing “All About My Family” Books ★	Lesson 5: Making Labeled Diagrams for “All About My Family” Books ★ 📖
Lessons 6-10	Reading Workshop	Lesson 6: Reading Real-World Nonfiction ★ 📖	Lesson 7: Exploring Nonfiction ★ 📖	Lesson 8: Learning From Nonfiction ★ 📖	Lesson 9: Getting the Most out of Class Meetings ★	Lesson 10: Using Comprehension Strategies to Understand Nonfiction I ★ 📖
	Writing Workshop	Lesson 6: Finishing “All About My Family” Books ★ ⊕ 📖	Lesson 7: Structuring New All-About Books—Topic and Table of Contents ★ 📖	Lesson 8: Structuring All-About Books—Table of Contents ★ 📖	Lesson 9: Planning Each Chapter—Choosing Papers and Structures II ★	Lesson 10: Writing Each Chapter—Choosing Papers and Structures

Lessons 11–15	Reading Workshop	Lesson 11: Using Comprehension Strategies to Understand Nonfiction II ★ 📖	Lesson 12: Responding to a Nonfiction Text— <i>A Kangaroo Joey Grows Up</i> ★	Lesson 13: Using Comprehension Strategies to Understand Nonfiction III ★	Lesson 14: Using Comprehension Strategies to Understand Nonfiction IV ★ 📖	Lesson 15: Constructing a Timeline as a Response to a Nonfiction Text ★ 📖
	Writing Workshop	Lesson 11: Making Labeled Diagrams ★ 📖	Lesson 12: Making Texts That Teach I ★	Lesson 13: Making Texts That Teach II ★	Lesson 14: Making a Question-and-Answer Chapter ★	Lesson 15: Revising—Learning From Each Other’s Writing I ★
Lessons 16–20	Reading Workshop	Lesson 16: Using Comprehension Strategies to Understand Nonfiction V ★ ⊕ 📖	Lesson 17: Exploring a Text Feature—Labeled Diagrams ★ ⊕ 📖	Lesson 18: Using Comprehension Strategies to Understand Nonfiction VI ★	Lesson 19: Using Comprehension Strategies to Understand Nonfiction VII ★ 📖	Lesson 20: Reviewing What We Have Learned About Informational Texts ★ 📖
	Writing Workshop	Lesson 16: Revising—Learning From Each Other’s Writing II ★	Lesson 17: Choosing Chapters and Revising Table of Contents ★	Lesson 18: Revising—Fitting Information Into Writing ★	Lesson 19: Editing—Becoming Resourceful Word Solvers ★	Lesson 20: Editing for Punctuation ★
Lessons 21–24	Reading Workshop	Lesson 21: Using Comprehension Strategies to Understand Nonfiction VIII ★ 📖	Lesson 22: Using Comprehension Strategies to Understand Nonfiction IX ★ 📖	Lesson 23: Responding to a Nonfiction Text— <i>Raptors</i> ★ 📖	Lesson 24: Exploring a Text Feature—Index ★ 📖	
	Writing Workshop	Lesson 21: Using a Simple Rubric to Finish All-About Books ★	Lesson 22: Finishing All-About Books ★ 📖	Lesson 23: Practicing Reading All-About Books ★	Lesson 24: Celebrating All-About Writing	