




<h2>Unit 5: Nonfiction Reading and Writing</h2>

Introduction

“Immersing children in nonfiction writing is crucial for them to be able to communicate the truth as they see it about their world. It is crucial too for them to write in these genres in order for them to be able to understand what they read in these genres.”
(Lucy Calkins, Nonfiction Writing: Procedures and Reports)

While connecting Reading and Writing Workshops is important throughout the year, this unit of study around nonfiction texts is a time when both you and your students can easily make connections between reading and writing and consistently build upon the knowledge they are gathering across the literacy block. In this unit, students are immersed in a wide variety of expository texts both in print and on the Internet, while simultaneously approximating and writing their own expository texts. The main genres students focus on include all-about books and how-to books, which students explore through read-aloud selections, shared reading, guided reading, and independent reading. Students also see modeled writing examples and participate in both shared and interactive writing. They ultimately write, revise, edit, and publish their work independently. Consider publishing one piece of students’ writing as an electronic book, using one of the several multimedia software programs available. Using class-created rubrics scaffolds the process for students as will the many chances to confer with you, either individually or in a small group setting.

By the end of this unit, students should better understand how to recognize and read nonfiction texts and create their own nonfiction texts.

-  Cultural Competency (CC) connection—The lessons throughout this unit are deliberately designed to promote the goals of cultural competency. This icon identifies strategies and materials that address these goals.
-  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 to infuse informational literacy and technology into the lessons to provide students with opportunities for 21st century learning.
































































Standards	New Standards
<ul style="list-style-type: none"> • 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 5: Read to locate, select, evaluate, and use relevant information from a variety of media, reference, and technological sources. • Standard 6: Read and recognize literature as a record of human experience. 	<ul style="list-style-type: none"> • Speaking and Listening Standard 1: Habits—Talking a Lot, Discussing Books • Writing Standard 2: Writing Purposes and Resulting Genres—Sharing Events, Telling Stories: Narrative Writing
Reading Workshop: Big Ideas	Writing Workshop: Big Ideas
<ul style="list-style-type: none"> • Develop and use understanding of print concepts. • Use beginning comprehension strategies to understand text, such as wondering and retelling. • Recognize and discuss features of nonfiction texts that represent diverse cultures. • Make text-to-self, text-to-text, and text-to-world connections based on individual cultures and experiences. • Build oral language and vocabulary. 	<ul style="list-style-type: none"> • Tell, draw, and write as best they can nonfiction texts that draw from their experiences and observations in their families, communities, and diverse cultural backgrounds. • View themselves and perform as authors in a diverse and respectful community of writers. • Use specific nonfiction writing strategies. • Explore genres of how-to and all-about nonfiction writing. • Build oral language and vocabulary.

Reading Resources

- *Making Meaning Teacher's Guide, Kindergarten*
- *Fifty Strategies for Teaching English Language Learners*, Second Edition, by Adrienne Herrell and Michael Jordan ★
- Book tubs with a variety of nonfiction texts
- How-to texts, including big book selections and recipe or craft books with step-by-step directions:
 - *The Piñata Maker/El piñatero* by George Ancona ★
 - *The Pumpkin Book* by Gail Gibbons
 - *Juguemos con papel* by Ivan Bulloch ★
 - *Máscaras* by Violaine Lamerand ★
 - *Elena hace tortillas* by Clare Bowes ★
- Books in ELA-E students' home languages and Spanish language books in a variety of genres ★
- Books in book tubs from various cultures to extend sociolinguistic and cultural competence ⊕
- *A Day With a Doctor* by Jan Kottke
- *Quiero ser médico* by Dan Liebman ★
- *A Day With a Mail Carrier* by Jan Kottke
- *Quiero ser maestro* by Dan Liebman ★
- Big book: *Guide to Growing/Guía del crecimiento* by Sue Graves ★
- *Working Dogs* by Sherry Shahan
- *Boomer va a la escuela* by Constance McGeorge ★
- *I Want to Be a Vet/Quiero ser veterinario* by Dan Liebman ★
- *Homes Around the World/Hogares por todo el mundo* by Maureen Dockendorf and Sharon Jeroski ★
- *Trees and Leaves/Arboles y hojas* by Jane Manners ★
- *A Tiger Cub Grows Up* by Joan Hewett
- *Las gallinas no son las únicas* by Ruth Heller ★
- *What Is It?/¿Qué es esto?* by Leslie Kimmelman ★
- Optional books for ELA-S classrooms:
 - *Los elefantes* by Joann Early Macken ★
 - *Quiero ser bombero* by Dan Liebman ★
 - *Mi barrio* by George Ancona ★
 - *Quiero ser guardián de zoológico* by Dan Liebman ★

Writing Resources

- Unit 6, "Nonfiction Writing: Procedures and Reports," from *Units of Study for Primary Writing: A Yearlong Curriculum*, by Lucy Calkins and Laurie Pessah
- *Fifty Strategies for Teaching English Language Learners*, Second Edition, by Adrienne Herrell and Michael Jordan ★
- *Using Rubrics to Improve Student Writing, Kindergarten*, by NCEE
- *Reading and Writing Grade by Grade* by NCEE
- Lucy Calkins' "Resources for Primary Writing" CD-ROM
- All-about books:
 - *A Day With a Doctor* by Jan Kottke
 - *Quiero ser médico* by Dan Liebman
 - *The Pumpkin Book* by Gail Gibbons
 - *Trees and Leaves/Arboles y hojas* by Jane Manners
 - *Guide to Growing/Guía del crecimiento* by Sue Graves
 - *What Is It?/¿Qué es esto?* by Leslie Kimmelman
- Many how-to text samples, such as memos, game instructions, and recipes, in print and on the Internet
- Books in ELA-E students' home languages and Spanish language books in a variety of genres ★
- How-to books that draw on a variety of cultures to extend sociolinguistic and cultural competence ⊕

Lessons 1-5	Reading Workshop	Lesson 1: Exploring Features of Nonfiction (MM)   	Lesson 2: Identifying What You Have Learned From Nonfiction (MM)  	Lesson 3: Shared Reading—Exploring Table of Contents and Chapters  	Lesson 4: Shared Reading—Noticing Labeled Diagrams  	Lesson 5: Shared Reading—Noticing Facts and Details  
	Writing Workshop	Lesson 1: Introducing All-About Books (LC)   	Lesson 2: Structuring All-About Books—Table of Contents (LC)  	Lesson 3: Planning Each Chapter—Choosing Papers and Structures (LC)  	Lesson 4: Making Labeled Diagrams (LC)  	Lesson 5: Making Texts That Teach (LC)   
Lessons 6-10	Reading Workshop	Lesson 6: Using Wondering to Understand a Nonfiction Book I (MM) 	Lesson 7: Using Wondering to Understand a Nonfiction Book II (MM) 	Lesson 8: Using Wondering to Understand a Nonfiction Book III (MM)  	Lesson 9: Shared Reading—Text Features of All-About Books: Captions  	Lesson 10: Shared Reading—Text Features of All-About Books  
	Writing Workshop	Lesson 6: Making a Class Rubric for All-About Writing  	Lesson 7: Revising—Learning From Each Other's Writing I (LC)  	Lesson 8: Revising—Learning From Each Other's Writing II (LC)  	Lesson 9: Revising—Fitting Information Into Writing I (LC) 	Lesson 10: Revising—Fitting Information Into Writing II (LC) 
Lessons 11-15	Reading Workshop	Lesson 11: Using Retelling and Wondering to Understand a Nonfiction Book I (MM)  	Lesson 12: Using Retelling and Wondering to Understand a Nonfiction Book II (MM)  	Lesson 13: Exploring Features of How-To Books   	Lesson 14: Shared Reading—How-To Text Features I 	Lesson 15: Shared Reading—How-To Text Features II  
	Writing Workshop	Lesson 11: Using the Class Rubric to Evaluate All-About Writing  	Lesson 12: Celebrating Nonfiction Writing (LC)   	Lesson 13: Introducing How-To Books (LC)   	Lesson 14: Checking for Clarity in How-To Books (LC)  	Lesson 15: Making a Class Rubric for How-To Writing  
Lessons 16-20	Reading Workshop	Lesson 16: Shared Reading—How-To Text Features III  	Lesson 17: Shared Reading—How-To Text Features IV  	Lesson 18: Shared Reading—How-To Text Features V 	Lesson 19: Shared Reading—How-To Text Features VI 	Lesson 20: Celebrating and Reading Many Types of Nonfiction Texts   
	Writing Workshop	Lesson 16: Revising Words and Pictures (LC)  	Lesson 17: Incorporating Features of How-To Writing (LC)  	Lesson 18: Revising—Learning from a Variety of How-To Writing (LC)  	Lesson 19: Using the Class Rubric to Evaluate How-To Writing  	Lesson 20: Celebrating Nonfiction Writing (LC) 