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| **Kindergarten****Unit Overview****Nonfiction Reading: Growing Expertise in Little Books** |
| **Focus Teaching Points** | * Reading to learn about topics
* Asking questions to learn more about a topic
* Using the strategies readers already know from reading fiction books to read nonfiction books
* Reading each page closely to learn more about a topic: the words, the pictures, the entire page
* Teaching partners what we’ve learned
* Considering how one part of a book fits with the other parts of the book
* Learning more about a topic by collecting expert words on a topic
* Using the pattern in the book to read
* Thinking about the big ideas in the book
* Using the illustrations *and* the text to understand information
* Working with partners to understand information
* Reading more than one book on a topic
* Noticing similarities and differences across books about the same topic
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| **Key CCSS Standards** | ***Reading Standards for Literature (RL)**** *10*

***Reading Standards for Informational Text (RI)**** *1, 2, 3, 4, 5, 6, 7, 8, 9, 10*

***Reading Standards: Foundational Skills (RF)**** *1a-d, 2, 2d, 3, 3a, 3c, 4*

***Speaking and Listening Standards (SL)**** *1, 2, 3, 4, 5, 6*

***Language Standards (L)**** *1, 2, 3, 4, 5, 6*
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| **Bends in the Road** | * Readers become experts on topics by reading books, asking questions, and talking with others
* Readers learn about words inside their books, too!
* Readers can think about what’s the same and what’s different in – and across- books
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| **Recommended Professional Resource to Guide Instruction** | * “Growing Expertise in Little Books: Nonfiction Reading” from *If . . . Then . . . Curriculum: Assessment-Based Instruction, Grades K – 2* from *Units of Study for Teaching Reading*
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| **Suggested Mentor Texts** | *This unit will rely on both informational picture books and shared reading texts to teach students as readers. Select your best, most beautiful information books to explicitly teach students the work of the unit. In Bend II, you will need a fresh informational big book (or enlarged under the document camera) that contains domain-specific vocabulary. The unit suggests Zoo Looking by Mem Fox, or a book that is specifically tied to your science or social studies curriculum. See pages 7 and 8 under “Gather informational texts to share during read-aloud and shared reading.”* |
| **Tips for the Unit** | * This unit builds on the work of *Bigger Books, Bigger Reading Muscles* from last month. Students will have the opportunity to apply the foundational skills they worked hard to develop in that unit.
* Students in your classrooms are most likely reading books in the range of A – G. The goal of this unit is to encourage students to read their books and then to ask and answer questions after reading, such as: *What was this book about? What did it teach me? What can I teach someone else about this book?*
* Partnerships continue to play an important role in the work of this unit. The partner provides an authentic audience to whom the reader can teach new information, is the collaborator in word solving, and a thinking partner with whom to process all of this new information. For this unit, you may want to have students work with their partners right after the minilesson, then shift to private reading time. Partnerships will also have an opportunity to work with other partnerships during Bend III, so you may want to consider how your partnerships are seated. See page 6 in the *If . . .Then* book for more suggestions on partnerships during this unit.
* The shared reading and read aloud components of the day remain crucial to teaching your kindergartners the concepts they will need during this unit. Gather informational texts for teaching at these times. See pages 7 and 8 for a few suggestions.

***Bend I:**** Invite readers into the world of nonfiction, teaching them that each new book they read helps them to become experts on a topic. You will remind them to use the whole repertoire of strategies they have developed across the previous units, to talk about the information they learn in any book they read, and to teach each other new information, especially the main ideas and key details in their books. Teach students to wonder and raise questions about the information in their books and how to study pictures and photographs to get more information about the topic in a book. See pages 8 – 12 for more information about this Bend and pages 20 – 22 for possible teaching points.

***Bend II:**** In this Bend, you will teach students to use the word-solving skills they have been learning all year *along with* paying attention to parts of their books or words that seem important to the topic. You will teach students how to learn and think about domain-specific vocabulary “expert words” they come across in their books. You will also teach them to synthesize information across pictures and words. See pages 12 – 17 for more information about this Bend and pages 22 and 23 for possible teaching points.

***Bend III:**** Bend III invites students to think and talk about a topic across books. You will probably want to gather two or more texts (perhaps a basket) about the same topic and model finding and noticing things that are in both books and thinking about those things that are *not* in both books – similarities and differences. See pages 17 – 20 for more information about this Bend and pages 23 and 24 for possible teaching points.
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| **Classroom Library** | * Prepare your classroom library for nonfiction reading: see pages 5 (“Prepare your classroom library . . .” and “Band together books . . .”) and 6 (“Teach students how to select . . .” and “Make a plan for helping kids get to know the books . . .”) for more information
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| **Materials and Resources** | * Read-alouds that inspire rich conversations about the topic presented in the text
* Enlarged poems, songs, or books for shared reading (informational texts)
* Book bins/bags for each partnership (see pages 5 – 8 for more on the texts that should be available for students during this unit)
* Charts related to routines and expectations for Reading Workshop, particularly expectations related to independent reading and partner conversations, from previous units
* Charts related to reading words/texts from previous units (e.g. Super Powers chart)
* See anchor charts specific to this unit under the If . . Then unit on [heinemann.com](http://www.heinemann.com)
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| **Assessment** | * Record notes about students’ thinking.
* Note students’ reading behaviors on checklists/anecdotal record keeping sheets.
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| **Celebrations** | *Invite students to share all they have learned by creating a reading bulletin board in the hallway of the most interesting things they have learned from their books:** Invite students to select one or two books they love and write a statement (on sentence strips) about something they learned from reading, and store it in the book as a way to prepare for the celebration.
* During Interactive Writing, create a heading with the class for the outside bulletin board, allowing students to help compose the title (such as, We Are Experts on Many Topics!)
* Ask each child to come up and share their book and the interesting piece of information they want to share, followed by their statement getting pinned to the board.
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