Grade 1

Navigating Nonfiction: Elements and Features of Informational Text

- Introduction
- Common Core State Standards Alignment
- Essential Skill Lenses
- Core Questions
- Ready to Get Started?
- Lesson Set Goals
- Choosing Core Texts
- Teacher’s Notes
- Core Message to Students
- Building Academic Language
- Recognition
- Assessment
- Core Support for Diverse Learners
- Complementary Core Methods
- Core Connections at Home

Reading Lessons
Writing Lessons
Language Companion Lesson
Introduction

First graders love to pour over informational texts, taking in the photographs, drawings, and text and picking up interesting new trivia along the way. They love to be experts about something and to share wild and wacky facts that will wow their friends and family. The Common Core State Standards call for an equal balance of fiction and informational texts in our classrooms. This lesson set highlights the fun and benefits of reading informational texts.

Why This Lesson Set?

In this lesson set, students will:

- Name and define a variety of informational text features
- Use text features to read and navigate a variety of informational texts
- Read closely to determine the main idea of a text
- Build research skills as they learn how to take notes from a source
- Work in collaborative groups to research a topic of interest and create an informational text

In support of the reading standards, students are introduced to and practice using key informational text features to navigate both print and digital texts. Students will have multiple opportunities, both individually and in small groups, to utilize various text features to help them identify new information related to a topic of interest. By focusing on a genre and topic of high interest, students will develop important reading and writing habits while learning about something they love or are curious about.
Common Core State Standards Alignment

**Reading**

RL.1.1 Ask and answer questions about key details in a text.

RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

**Writing**

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Speaking and Listening**

SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL.1.6 Produce complete sentences when appropriate to clarify ideas, thoughts, and feelings.

**Language**

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

L.1.6 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., because).
Essential Skill Lenses (PARCC Framework)

The Partnership for Assessment of Readiness for College and Careers (PARCC) is a coalition of more than twenty states that has come together with “a shared commitment to develop an assessment system aligned to the Common Core State Standards that is anchored in college and career readiness” (http://www.parconline.org). As part of its proposal to the U.S. Department of Education, PARCC has developed model content frameworks for English Language Arts to serve as a bridge between the Common Core State Standards and the PARCC assessments in development at the time of this publication. At the time of publication, PARCC has provided guidelines for grades 3 to 11. At the K to 2 grade levels, however, we expect students to engage in reading and writing through eight PARCC specified skill lenses in order to build a foundation for future grades. The table below details how each skill lens is addressed across the lesson set (PARCC Model, 2012).

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cite Evidence</td>
<td>Students work in research groups, writing both collaboratively and individually throughout this lesson set. Research groups actively reread and revise their writing continuously, citing evidence from their written text as an explanation or reason for a suggested change.</td>
</tr>
<tr>
<td>Analyze Content</td>
<td>Each student within a research group analyzes the content of at least one informational text source, taking notes on that source to incorporate into the group’s research project.</td>
</tr>
<tr>
<td>Study and Apply Grammar</td>
<td>Research groups work collaboratively not only to improve their own grammar in writing, but also to note the grammar and usage of mentor authors of Core Texts as they study closely the craft of drafting an intriguing introduction to an informational piece of work.</td>
</tr>
<tr>
<td>Study and Apply Vocabulary</td>
<td>Research groups identify key vocabulary for their chosen topic, crafting original definitions for each of these terms.</td>
</tr>
<tr>
<td>Conduct Discussions</td>
<td>Research groups work collaboratively to discuss their topics and make decisions about their final presentations.</td>
</tr>
<tr>
<td>Report Findings</td>
<td>Students share their final presentations with each other as well as a wider audience. In addition, throughout the lesson set, students report back to Research groups as well as to the whole class about their process.</td>
</tr>
<tr>
<td>Phonics and Word Recognition</td>
<td>There are opportunities for shorter, more focused pieces of individual and shared writing in combination with a larger focus on a long-term research project. This balance gives students an opportunity to grow their attention span and writing stamina.</td>
</tr>
<tr>
<td>Fluency</td>
<td>Fluency and stamina are emphasized throughout the lesson set. By focusing on the elements of informational text and how they help readers engage with a topic, students engage with texts in new ways, providing them with a new focus for their reading and thereby improving their attention span and stamina.</td>
</tr>
</tbody>
</table>
Core Questions

● Why do we read informational text?
● Where can we find informational text?
● What are the features of informational text?
● How do the features of informational text help us as readers?
● How do we collect information for writing?
● How do we use information from more than one source?
● How can we best present information we want to share with others?

Ready to Get Started?

Lesson Set Goals

Within this lesson set, there are many goals we as teachers want to help our students reach.

Lesson Set Goals Reading

● Build and demonstrate understanding of the elements of informational text through close reading of text, citing textual evidence to support thinking and ideas. (RI.1.1, RL.1.1, RI.1.5, RI.1.10, RL.1.10, W.1.8, SL.1.1a, SL.1.1b, SL.1.1c, SL.1.4, SL.1.5, SL.1.6, L.1.1, L.1.6)
● Use elements of informational text to identify the main topic and retell key details. (RI.1.1, RI.1.2, RI.1.5, RI.1.10, SL.1.1a, SL.1.1b, SL.1.1c, SL.1.6, L.1.5, L.1.6)
● Determine and clarify the meaning of unknown words and phrases. (RI.1.4, L.1.1, L.1.4, L.1.6)
● Identify and describe the ways in which illustrations support and enhance informational texts (RI.1.1, RI.1.6, RI.1.7, RI.1.10, SL.1.1a, SL.1.1b, SL.1.1c, SL.1.6, L.1.1 L.1.6)
● Compare and contrast two texts on the same topic. (RI.1.1, RI.1.2, RI.1.9, RI.1.10, SL.1.1a, SL.1.1b, SL.1.1c, SL.1.2, SL.1.6, L.1.1, L.1.6)

Lesson Set Goals Writing

● Participate in a shared research project, making both shared and individual contributions to the writing. (RI.1.1, RI.1.2, RI.1.5, RI.1.10, W.1.7, W.1.8, SL.1.1a, SL.1.1b, SL.1.1c, SL.1.2, SL.1.6, L.1.1, L.1.2, L.1.6)
● Create and publish a piece of informational text on a topic of choice with a clear topic, facts about the topic, and a sense of closure. (W.1.2, W.1.5, W.1.6, SL.1.1a, SL.1.1b, SL.1.1c, SL.1.4, SL.1.5, SL.1.6, L.1.1, L.1.2, L.1.6)
● Ask and answer questions about key details in a text. (RI.1.1)
● With prompting and support, read informational texts of appropriate complexity for grade 1. (RI.1.10)
● Write informative/explanatory text in which he/she names a topic, supplies some facts about the topic, and provides some sense of closure. (W.1.2)
● With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5)
● With guidance and support from adults and peers, share writing with others in meaningful ways. (W.1.6)
In collaborative discussions, exhibit responsibility to the rules and roles and purpose of conversation. (SL.1.1a, SL.1.1b)
In collaborative discussions, ask questions in a manner that enhances understanding of topic. (SL.1.1c)
Speak in complete sentences when appropriate. (SL.1.6)
Demonstrate knowledge of standard English and its conventions. (L.1.1, L.1.2)
Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (L.1.6)

Choosing Core Texts

Getting to know your students as readers—their interests, their likes, their dislikes, their goals and passions—is an important first step to teaching this lesson set and will help guide you as you choose read-alouds, shared reading texts, guided reading texts, and independent reading selections for your students. Conducting a student interest inventory is a great way to quickly get some input from your students but we believe in the power of one-on-one conferencing with students as an essential way of establishing relationships with each of your students and an ethic of care in your classroom. Jumping into the reading of informational texts often breathes new life into your classroom library and your students themselves as readers. Selecting informational texts about areas of student interest will only serve to maintain this high level of interest and enthusiasm.

In advance of teaching this lesson set, you will need to gather a wide range of informational texts at a variety of independent reading levels. While not all texts will contain strong examples of the elements of informational text we study in this lesson set (diagrams, illustrations, headings, table of contents, and glossary), be sure that examples are available in a majority of texts. Organize your books by subject matter so students can easily find what they are looking for. Also, include a wide variety of text types, thinking beyond conventional print books. Collect and share informational articles as well as student-friendly informational websites and videos.

The following texts are used as examples in this lesson set:

- Amazing Whales! by Sarah L. Thomson
- Amos and Boris by William Steig
- Bats by Gail Gibbons
- Diving Dolphins by Karen Wallace
- The Honey Makers by Gail Gibbons
- The Life Cycle of a Butterfly by Lisa Trumbauer
- The Life Cycle of Honeybees by Bobbie Kalman
- Surprising Sharks by Nicola Davies

Suggested trivia books to use as models (we recommend choosing one or more):

- Cows Sweat Through Their Noses and Other Freaky Facts About Animal Habits, Characteristics, and Homes by Barbara Seuling
- National Geographic Kids Ultimate Weird but True: 1,000 Wild and Wacky Facts & Photos
- National Geographic Kids Almanac 2013
- Time for Kids Big Book of How
- 5,000 Awesome Facts (About Everything!)

Additional Core Texts geared toward trivia and fun facts:

- Every Day on Earth: Fun Facts That Happen Every 24 Hours by Steve Murrie, Matthew Murrie, and Tom Bloom
- First Dinosaur Encyclopedia by DK Publishing
- National Geographic Little Kids: First Big Book of Animals by Catherine D. Hughes
- National Geographic Little Kids: First Big Book of Dinosaurs by Catherine D. Hughes
- National Geographic Little Kids: First Big Book of Why by Amy Shields
- National Geographic Kids Everything Dogs: All the Canine Facts, Photos, and Fun You Can Get Your Paws On! by Becky Baines
- A Rainforest Habitat by Bobbie Kalman

Navigating Nonfiction: Elements and Features of Informational Text
A Note about Addressing Reading Standard 10: Range of Reading and Level of Text Complexity

This lesson set provides all students with opportunities to work with texts deemed appropriate for their grade level as well as texts at their specific reading level. Through shared experiences and focused instruction, all students engage with and comprehend a wide range of texts within their grade-level complexity band. We suggest a variety of high-quality complex text to use within the whole-group lessons and recommend a variety of additional titles under Choosing Core Texts to extend and enrich instruction. During practice and in small-group collaborations, however, research strongly suggests that all students need to work with texts they can read with a high level of accuracy and comprehension (i.e., at their developmentally appropriate reading level) in order to significantly improve their reading (Allington, 2012; Ehri, Dreyer, Flugman, & Gross, 2007). Depending on individual needs and skills, a student’s reading level may be above, within, or below his or her grade-level band. It should also be noted that at times students can and should most certainly engage with complex texts above their levels when reading independently if they have been taught skills to grapple with texts and if they are confident in working with them.
Teacher’s Notes

Often, we have referred to books in our classroom libraries as falling into the categories of fiction or nonfiction. Nonfiction has traditionally been used to describe texts written with the purpose of teaching, informing, or explaining a particular topic. In the Common Core State Standards, the preferred term is informational texts.

In many classrooms, the balance of fiction to informational text reading is skewed. Many of us are more apt to choose a piece of fiction when selecting a read-aloud. However, take a moment to reflect on your own reading life and the reading lives of those adults close to you. What do they read? When do they seek out information? How do they read it?

The reality is that many of us read informational text on a regular basis and for very specific purposes—perhaps we are gathering information to make a decision, researching an area of interest, or reading to stay informed. We want to be sure that we prepare our students for reading with these purposes in mind as well as teaching them how to seek out and navigate a variety of informational texts both in print and online.

As you prepare to teach this lesson set, spend some time thinking about how to best organize your students. During this lesson set, your students will work in collaborative research groups, writing both individual and shared pieces, taking notes, collecting images, and formulating definitions. How will they preserve these documents from day to day? What level of technology will you employ? Consider using folders, either two-pocket folders or folders on the desktop of a computer, to keep the materials of each research group safe and within your reach for easy informal assessment.

Core Message to Students

Did you know that an elephant can hear a mouse’s footsteps? Or that cows give more milk when they listen to music?

Have you ever wanted to feel like an expert about something or to find out more about your favorite animal, place, or sport?

In this lesson set, we’ll be reading all kinds of informational texts together. Informational texts are written to teach you about a topic. Together we are going to gather all sorts of facts to dazzle our friends. Get ready to feel like the most knowledgeable kid on the playground!

See Appendix 1.1 for an enlarged version to reproduce and share with students.

Questions for Close Reading

The Core Ready lessons include many rich opportunities to engage students in close reading of text that require them to ask and answer questions, draw conclusions, and use specific text evidence to support their thinking. These opportunities are marked with a close reading icon. You may wish to extend these experiences using our recommended Core Texts or with texts of your choosing. Use the following questions as a resource to guide students through close reading experiences in informational texts, with a focus on the specific elements included in each text:

- What is this informational text mostly about?
- What is this section of informational text mostly about?
- What can we predict we will learn based on this heading?
- What text feature helps us figure out what this text (section of text) is mainly about?
- Is this a good heading for this section? Why or why not?
- What text features do you see?
- What can we learn from this text feature?
- How does this text feature help a reader?
- What can we learn by studying this illustration (photo, diagram, chart, etc.)?
- How does the illustration (photo, diagram, chart, etc.) help us to better understand the information provided in the words?
- Why do you think the author included this particular illustration (photo, diagram, chart, etc.) here?
Building Academic Language

To the right is a list of academic language to build your students’ comprehension of the focus of this lesson set and facilitate their ability to talk and write about what they learn. There are words and phrases listed in the charts. Rather than introduce all the words at once, slowly add them to a learning wall as your teaching unfolds. See the glossary at the end of this chapter for definitions of the words. Also listed are sentence frames that may be included on a sentence wall (Carrier & Tatum, 2006), a research-proven strategy for English language learners (Lewis, 1993; Nattinger, 1980) or as a handout to scaffold student use of the content words. Some students, especially English language learners, may need explicit practice in using the sentence frames. Encourage all students to regularly use these words and phrases in their conversations and writing.

Recognition

At the end of this lesson set, it is important to recognize the hard work your students have put into their learning and the way they have thought about themselves and others. In reading, celebrate your students’ abilities as readers and users of informational text. The end of the writing lesson set offers the perfect opportunity for student research groups to share the pieces of informational text they have created around topics of their interest. Reading informational text and gathering interesting information about a topic of high interest are powerful for young readers who have not yet had the experience of reading to learn. There is
an abundance of fun and exciting ways to allow your students’ newly acquired knowledge to shine, including:

- Creating a knowledge fair to display student-created informational texts and inviting other classes, faculty, and family to walk through and talk with each research group.
- Sharing student work with families via the Internet.
- Donating your book of trivia to the school library.

Assessment

Assessment in this lesson set is both ongoing and culminating. As teachers, we are constantly “kidwatching” and observing how students are making meaning and interpreting new material. Throughout this lesson set, look for performance-based assessments, called Milestone Performance Assessments, each marked with an assessment icon. Milestone Performance Assessments are opportunities to notice and record data on standards-aligned indicators during the course of the lesson set. Use the results of these assessments to determine how well students are progressing toward the goals of the lesson set. Adjust the pace of your teaching and plan instructional support as needed.

Also, we encourage you to use the Reading and Writing Rubrics, also marked with an assessment icon, with each lesson set to evaluate overall student performance on the standards-aligned lesson set goals. In this lesson set, the individual and shared pieces students write will be an essential piece of evidence when you assess student performance that can be analyzed and placed in portfolios of student work.

In addition, we have provided a Speaking and Listening Checklist (Appendix 1.11) that provides observable Common Core State Standards–aligned indicators to assess student performance as speakers and listeners. There are multiple opportunities in every Core Ready lesson set to make such observations. Use the checklist in its entirety to gather performance data over time, or choose appropriate indicators to create a customized checklist to match a specific learning experience.

Core Support for Diverse Learners

This lesson set was created with the needs of a wide variety of learners in mind. Throughout the day-by-day lessons, you’ll find examples of visual supports, graphic organizers, highlighted speaking and listening opportunities, and research-driven English language learner supports aimed at scaffolding instruction for all learners. However, we urge you to consider the following more specific challenges with which your students may need guided support. The following sections are written to spotlight important considerations as you move through the lesson sets.

Reading

Choosing texts that are at students’ reading levels is essential for their reading success and reading identity. When finding texts, make sure you have various levels represented in your classroom library. Also, aim to include texts about topics of high interest for your students to encourage and motivate those readers who may be more reluctant to engage with this genre. Your students or some of your students may benefit from repeated exposure to a lesson’s teaching objective over several days. This can be accomplished with the whole class or in small-group settings.

Closely monitor your students who are reading below grade level to determine if they are reading with accuracy and fluency to support comprehension. Encourage students to use context to confirm or self-correct word recognition and understanding and to reread when necessary. Refer to the Common Core Foundational Skills Standards both at the grade 1 level as well as kindergarten level for direct, explicit foundational skills support that your students reading below grade level may need.

As students dig into increasingly more difficult text, they will encounter a growing number of multisyllabic words that will require teacher support to decode. Informational texts typically use topic-specific vocabulary that may be unfamiliar to some of your students. In addition, the terms and phrases used to discuss informational text as a genre may be new to your students as well. Expose your students to a wide variety of informational text read-alouds, with opportunities to focus on new vocabulary and practice strategies for...
determining the meaning of these new words and phrases. Also, refer to our Core Words guide for vocabulary that you may want to frontload with small groups of students. Be cognizant of unfamiliar language embedded within the text selections you choose for both whole-class teaching as well as independent reading, and preview the texts you provide to students reading below grade level.

As you continue your work with students, use observational notes and reading assessment data to create two to three specific short-term goals for your students with diverse needs. For example, as stated previously, these goals may be related to increasing word accuracy, building vocabulary, improving fluency, or enhancing comprehension. Throughout this lesson set, tailor your individualized and small-group instruction set so it addresses and evaluates student progress toward these goals.

**Writing**

Inspired writers are motivated writers. Allowing students to choose the topic of their research is critical for their ultimate success and their positive development of identity as a writer. When immersing your students in a new genre, form, or purpose for writing, be sure to emphasize the meaning and function this particular type of writing will have in their own lives. Many of your students will also benefit from exposure to strong mentor texts and examples of your own writing as well as the experience of sharing their own work—both the final product and a work in process.

Many of your students will significantly benefit from the opportunity to sketch their thinking prior to writing. For example, some students will require extra support in writing and need to move from drawing to writing or to move from labeling to sentences. This is especially helpful for visual learners and students who need to “sketch to stretch.” Even your most proficient writers can benefit from this step, but many of your resistant writers will feel more comfortable with getting their ideas on paper through drawing first.

As your students move from determining ideas for their research to collecting and sharing information through their writing, provide them with a variety of paper choices that are first grade appropriate. For students with fine motor control issues, access to a variety of paper choices that have handwriting lines with a dotted line in the middle can offer support as letter formation may require significant energy for some writers. Also consider having some students type and electronically publish their stories rather than handwrite them if that is a medium more conducive to their writing success.

We want our first graders to communicate information to an audience. Supporting them as developing writers is essential. In addition to providing students with topic choice and the opportunity to draw prior to writing, we can provide further scaffolding by having students orally rehearse the information they would like to share with a peer. For some students, the oral rehearsal will provide a springboard to writing. Others will have greater success dictating their ideas and information to you.

As with the reading lessons, your students may benefit from several days on a single lesson’s teaching objective. This can be done with the whole class or in small-group settings.

**English Language Learners**

While it is always our goal as teachers to get to know all of our students deeply both in and out of the classroom setting, this work is perhaps more critical when considering our English language learners. Honoring families’ cultural traditions and experiences is important to getting to know, understand, and work with your students in meaningful ways.

We also encourage you to use your ELLs’ home languages as a resource. Researchers on second language acquisition are nearly unanimous on this point: using the home language enhances learning—both content development and English language and literacy acquisition. Even if you don’t speak your students’ home languages, look for every opportunity to have them leverage what they already know as you teach new information. Multilingual practices, like asking students how to say something in their home language, or encouraging students to discuss texts bilingually, also send welcoming messages that school is a place for people of all linguistic backgrounds.

English language learners are learning about the elements of informational text alongside native English speakers in your classroom, but they are also simultaneously learning English. For our English language learners, it is essential to simultaneously develop their ability to easily hold conversations about their reading and writing and build their academic language base. Goldenberg (2008) defines “academic English” as the more abstract, complex, and challenging language that permits students to participate successfully in mainstream classroom instruction. English language learners will over time be responsible
for understanding and producing academic English both orally and in writing. However, language acquisition is a process, and English language learners range in their development. We urge you to consider your students along a spectrum of language acquisition from students new to this country to those who are proficient conversationally to those who have native-like proficiency.

Refer to the English language learner icons throughout this lesson set for ways to shelter instruction for English language learners. These elements will help English language learners participate successfully in the whole-group lesson and support the development of their language skills. Although these moments during instruction are designed to support English language learners, many schools are adding a separate English Language Development (ELD) block targeted at oral English language development to further support their students in language acquisition.

Students with growing English proficiency will also benefit from repeated exposure to a wide variety of informational text to build topic-specific vocabulary. A sentence word wall (refer to our Core Phrases for ideas) provides another layer of support through sentence starters to help with conversation. Some students may benefit from having their own personalized copies of these words to keep in their reading or writing notebooks for quick reference. Visual aids will further support students and give them a reference to what words are important to this study and what they mean.

Some students will benefit from several days on the same teaching objective. You may consider gathering small groups of readers or writers for repeated instruction or using one-on-one conferences as an opportunity to revisit teaching objectives.

Complementary Core Methods

Read-Aloud

Take the opportunity to share a wide variety of informational texts during your ritual read-aloud time. Make sure to select a variety of text types including articles (both print and online), books, and visual presentations (such as slideshows or videos found online). Make sure when reading aloud that you model stopping to actively notice and use the elements of informational text as well as to accumulate new information. This will help support your students’ understanding and successful use of these elements. Use your knowledge of students’ interests to select texts that will inspire and excite your class. When appropriate, use your read-aloud as another chance for students to practice one or two of the following skills:

- Identifying the main topic of a text
- Differentiating between the main topic and key details in a text
- Naming and identifying the features of informational text used in a particular text
- Comparing and contrasting the information from two sources on the same topic
- Conducting a close reading of a particular section of informational text
- Using the visual support provided to gather additional information
- Determining the meaning of new and/or key vocabulary

Shared Reading

Shared reading provides a wonderful opportunity to look closely at excerpts from grade-level-appropriate read-alouds for close reading. Use shared reading to reinforce the idea of reading to learn (versus learning to read). Below are some prompts you may want to use in your conversations about these texts:

- What questions do we have about this topic? How can we make a plan for our reading?
- What new vocabulary did we take away from this text? How can we use this new vocabulary?
- Let’s summarize what we just learned about the topic in our own words . . .
- What can we learn from the picture or diagram on this page?

Shared Writing

Shared writing provides an opportunity for guided practice with the more difficult writing strategies. Use this time to:

- Conduct a class research project about an area of high interest.
- Craft questions for future research endeavors.
Core Connections at Home

Ask students to interview their families to determine the types of informational text read at home. In the cases of low-literacy households, encourage students to interview their families to find out topics of interest for possible investigation. What would their families like to learn more about?

Invite family members in to the class to orally share their expertise in an area about which they are passionate. These topics can range from cooking in a particular style to gardening to fixing car engines. If possible, encourage families to bring in visual aids to augment their presentations. What can students learn from information presented orally?

Have research groups share their final projects with their families during a special recognition. Ask families to write a letter or share a few words, detailing what they learned from their presentations. Display these letters or snippets from their conversations alongside students’ final presentations.
Reading Lessons

The Core I.D.E.A. / Daily Reading Instruction at a Glance table highlights the teaching objectives and standards alignment for all 10 lessons across the four stages of the lesson set (Introduce, Define, Extend, and Assess). It also indicates which lessons contain special features to support English language learners, technology, speaking and listening, close reading opportunities and formative (“Milestone”) assessments.

The following CORE READY READING RUBRIC is designed to help you record each student’s overall understanding across four levels of achievement as it relates to the lesson set goals. We recommend that you use this rubric at the end of the lesson set as a performance-based assessment tool. Use the Milestone Performance Assessments as tools to help you gauge student progress toward these goals. Reteach and differentiate instruction as needed. See the foundational book, Be Core Ready: Powerful, Effective Steps to Implementing and Achieving the Common Core State Standards, for more information about the Core Ready Reading and Writing Rubrics.
The Core I.D.E.A. / Daily Reading Instruction at a Glance

### Grade 1

**Navigating Nonfiction: Elements and Features of Informational Text**

<table>
<thead>
<tr>
<th>Instructional Stage</th>
<th>Lesson</th>
<th>Teaching Objective</th>
<th>Core Standards</th>
<th>Special Features</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduce:</strong> notice, explore, collect, note, immerse, surround, record, share</td>
<td>1</td>
<td>Informational texts help us learn about the world.</td>
<td>RI.1.1 • RL.1.1 • RI.1.2 • RL.1.5 • RI.1.10 • RL.1.10 • SL.1.1a • SL.1.1b • SL.1.1c • SL.1.2 • SL.1.4 • SL.1.6 • L.1.1 • L.1.5 • L.1.6</td>
<td>ELL Close Reading Opportunity</td>
</tr>
<tr>
<td>2</td>
<td>Readers can identify a book’s content by looking at the cover, table of contents, and illustrations.</td>
<td>RI.1.1 • RI.1.2 • RI.1.5 • RI.1.6 • RI.1.7 • RI.1.10 • SL.1.1a • SL.1.1b • SL.1.1c • SL.1.2 • SL.1.4 • SL.1.6 • L.1.1 • L.1.6</td>
<td>ELL S&amp;L Close Reading Opportunity</td>
<td></td>
</tr>
<tr>
<td><strong>Define:</strong> name, identify, outline, clarify, select, plan</td>
<td>3</td>
<td>Readers notice and use informational text features in printed texts.</td>
<td>RI.1.1 • RI.1.2 • RI.1.5 • RI.1.10 • W.1.8 • SL.1.1a • SL.1.1b • SL.1.1c • SL.1.2 • SL.1.4 • SL.1.6 • L.1.1 • L.1.6</td>
<td>ELL Close Reading Opportunity</td>
</tr>
<tr>
<td>4</td>
<td>Readers notice and use informational text features in online texts.</td>
<td>RI.1.1 • RI.1.2 • RI.1.5 • RI.1.10 • W.1.8 • SL.1.1a • SL.1.1b • SL.1.1c • SL.1.2 • SL.1.4 • SL.K.6 • L.1.1 • L.1.6</td>
<td>ELL Tech Close Reading Opportunity</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Readers determine and clarify the meaning of unknown words and phrases.</td>
<td>RI.1.1 • RI.1.4 • RI.1.10 • W.1.8 • SL.1.1a • SL.1.1b • SL.1.1c • SL.1.2 • SL.1.6 • L.1.1 • L.1.4 • L.1.6</td>
<td>ELL Milestone Assessment Close Reading Opportunity</td>
<td></td>
</tr>
<tr>
<td><strong>Extend:</strong> try, experiment, attempt, approximate, practice, explain, revise, refine</td>
<td>6</td>
<td>Readers compare two texts on the same topic.</td>
<td>RI.1.1 • RI.1.2 • RI.1.9 • RI.1.10 • W.1.8 • SL.1.1a • SL.1.1b • SL.1.1c • SL.1.2 • SL.1.4 • SL.1.6 • L.1.1 • L.1.6</td>
<td>ELL Tech Close Reading Opportunity</td>
</tr>
<tr>
<td>7</td>
<td>Readers pay close attention to the visual features of informational text such as captions and diagrams.</td>
<td>RI.1.1 • RI.1.5 • RI.1.6 • RI.1.7 • RI.1.10 • W.1.8 • SL.1.1a • SL.1.1b • SL.1.1c • SL.1.2 • SL.1.4 • SL.1.6 • L.1.1 • L.1.6</td>
<td>ELL S&amp;L Close Reading Opportunity</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Readers recognize the relationship between the text and the pictures.</td>
<td>RI.1.1 • RI.1.5 • RI.1.6 • RI.1.7 • RI.1.10 • W.1.8 • SL.1.1a • SL.1.1b • SL.1.1c • SL.1.2 • SL.1.4 • SL.1.6 • L.1.1 • L.1.6</td>
<td>ELL S&amp;L Close Reading Opportunity</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Readers sort their discoveries into logical categories.</td>
<td>RI.1.1 • RI.1.2 • RI.1.10 • SL.1.1a • SL.1.1b • SL.1.1c • SL.1.2 • SL.1.4 • SL.1.5 • SL.1.6 • L.1.1 • L.1.5 • L.1.6</td>
<td>ELL Tech S&amp;L Close Reading Opportunity</td>
<td></td>
</tr>
<tr>
<td><strong>Assess:</strong> reflect, conclude, connect, share, recognize, respond</td>
<td>10</td>
<td>Readers reflect on their learning and consider the Core Questions.</td>
<td>RI.1.1 • RI.1.5 • RI.1.10 • W.1.8 • SL.1.1a • SL.1.1b • SL.1.1c • SL.1.4 • SL.1.5 • SL.1.6 • L.1.1 • L.1.2 • L.1.6</td>
<td>ELL S&amp;L Close Reading Opportunity</td>
</tr>
</tbody>
</table>
# Core Ready Reading Rubric

## Grade 1  
**Navigating Nonfiction: Elements and Features of Informational Text**

<table>
<thead>
<tr>
<th>Lesson Set Goal</th>
<th>Emerging</th>
<th>Approaching</th>
<th>Achieving</th>
<th>Exceeding</th>
<th>Standards Alignment</th>
</tr>
</thead>
</table>
| Build and demonstrate understanding of the elements of informational text through close reading of text, citing textual evidence to support thinking and ideas. | Student is unable to identify or explain the elements of informational text effectively. Consistently draws inaccurate or irrelevant conclusions. Little or no textual evidence to support thinking. | Student attempts to identify and explain the elements of informational text. Some inaccuracies and irrelevant explanations may be present. May provide insufficient textual evidence to support thinking. | Student is able to identify and explain the elements of informational text. Usually draws accurate and relevant conclusions. Provides sufficient textual evidence to support thinking. | Student effectively and insightfully identifies and explains the elements of informational text. Provides detailed and thoughtful textual evidence to support thinking. | RI.1.1  
SL.1.a  
SL.1.b  
SL.1.c  
SL.1.1b  
SL.1.4  
SL.1.5  
SL.1.6  
L.1.1  
L.1.6 |
| Use elements of informational text to identify the main topic and retell key details. | Student does not use the elements of informational text to identify the main topic and retell key details. | Student attempts to use elements of an informational text to identify the main topic and retell key details. May not be able to clearly demonstrate his/her understanding of the main topic or retell key details (e.g., speaking or writing). | Student uses elements of an informational text to identify the main topic and retell key details. Demonstrates his/her understanding in a variety of ways (e.g., speaking or writing). | Student accurately and consistently uses elements of an informational text to identify the main topic and retell key details. Demonstrates a deep and thorough understanding in a variety of ways (e.g., speaking or writing). | RI.1.1  
RI.1.2  
RI.1.5  
RI.1.10  
SL.1.1a  
SL.1.1b  
SL.1.1c  
SL.1.2  
SL.1.4  
SL.1.6  
L.K.1  
L.K.6 |
| Determine and clarify the meaning of unknown words and phrases. | Student shows little or no evidence of using strategies (checking the glossary, rereading the sentence, continuing to read, reading, looking at the word parts and at the drawings or photographs, and/or checking online resource) to determine and clarify the meaning of unknown words and phrases. | Student shows little or no evidence of using strategies (checking the glossary, rereading the sentence, continuing to read, reading, looking at the word parts and at the drawings or photographs, and/or checking online resource) to determine and clarify the meaning of unknown words and phrases. May not accurately determine or clarify the meaning of unknown words and phrases. | Student shows solid evidence of using strategies (checking the glossary, rereading the sentence, continuing to read, reading, looking at the word parts and at the drawings or photographs, and/or checking online resource) to determine and clarify the meaning of unknown words and phrases. May have some errors. | Student shows solid evidence of consistently and accurately using strategies (checking the glossary, rereading the sentence, continuing to read, reading, looking at the word parts and at the drawings or photographs, and/or checking online resource) to determine and clarify the meaning of unknown words. Vocabulary mastery may exceed grade level expectations. | RI.1.4  
L.1.1  
L.1.4  
L.1.6 |
<table>
<thead>
<tr>
<th>Lesson Set Goal</th>
<th>Emerging</th>
<th>Approaching</th>
<th>Achieving</th>
<th>Exceeding</th>
<th>Standards Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and describe the ways in which illustrations support and enhance informational texts.</td>
<td>Student is unable to effectively identify and/or describe the ways in which illustrations support and enhance informational texts. Little or no evidence to support thinking.</td>
<td>Student attempts to identify and describe the ways in which illustrations support and enhance informational texts. Inaccuracies may be present. May provide insufficient textual evidence to support thinking.</td>
<td>Student identifies and describes the ways in which illustrations support and enhance informational texts. Provides sufficient textual evidence to support thinking. Some components may be more developed than others.</td>
<td>Student accurately and consistently identifies and describes the ways in which illustrations support and enhance informational texts. Provides detailed and thoughtful textual evidence to support thinking. May also notice subtle details or make inferences.</td>
<td>RI.1.1, RI.1.6, RI.1.7, RI.1.10, SL.1.1a, SL.1.1b, SL.1.1c, SL.1.6, L.1.1, L.1.6</td>
</tr>
<tr>
<td>Compare and contrast two texts on the same topic.</td>
<td>Student shows little or no evidence of being able to compare and contrast two texts on the same topic.</td>
<td>Student attempts to compare and contrast two texts on the same topic. Some inaccuracies or lack of textual evidence may be present.</td>
<td>Student is able to compare and contrast two texts on the same topic. Provides sufficient textual evidence to support thinking.</td>
<td>Student is able to clearly and articulately compare and contrast two texts on the same topic. Provides detailed and thoughtful textual evidence to support thinking.</td>
<td>RI.1.1, RI.1.2, RI.1.9, RI.1.10, SL.1.1a, SL.1.1b, SL.1.1c, SL.1.2, SL.1.6, L.1.1, L.1.6</td>
</tr>
<tr>
<td>Ask and answer questions about key details in a text.</td>
<td>Student demonstrates little or no evidence of understanding of key details in the text through asking and/or answering questions about the text.</td>
<td>Student demonstrates some evidence of understanding of key details in the text through asking and answering questions about the text.</td>
<td>Student shows solid evidence of understanding key details in the text through asking and answering questions about the text.</td>
<td>Student consistently shows solid evidence of understanding key details in the text through asking and answering high-level questions about the text and providing solid textual evidence to support thinking.</td>
<td>RI.1.1, RL.1.1</td>
</tr>
<tr>
<td>With prompting and support, read informational texts of appropriate complexity for grade 1.</td>
<td>Student shows little or no evidence of reading informational texts appropriate for the grade 1 text complexity band at this point of the school year with prompting and support.</td>
<td>Student shows inconsistent evidence of reading informational texts appropriate for the grade 1 text complexity band at this point of the school year with prompting and support.</td>
<td>Student shows solid evidence of reading informational texts appropriate for the grade 1 text complexity band at this point of the school year with prompting and support.</td>
<td>Student shows solid evidence of reading informational texts above the grade 1 text complexity band at this point of the school year with prompting and support.</td>
<td>RI.1.10</td>
</tr>
<tr>
<td>With prompting and support, reads prose and poetry of appropriate complexity for grade 1.</td>
<td>Student shows little or no evidence of reading prose and poetry appropriate for the grade 1 text complexity band, with prompting and support, at this point of the school year.</td>
<td>Student shows inconsistent evidence of reading prose and poetry appropriate for the grade 1 text complexity band, with prompting and support, at this point of the school year.</td>
<td>Student shows solid evidence of reading prose and poetry appropriate for the grade 1 text complexity band, with prompting and support, at this point of the school year.</td>
<td>Student shows solid evidence of reading prose and poetry above the grade 1 text complexity band, with prompting and support, at this point of the school year.</td>
<td>RI.1.10</td>
</tr>
<tr>
<td>Lesson Set Goal</td>
<td>Emerging</td>
<td>Approaching</td>
<td>Achieving</td>
<td>Exceeding</td>
<td>Standards Alignment</td>
</tr>
<tr>
<td>----------------</td>
<td>----------</td>
<td>-------------</td>
<td>-----------</td>
<td>-----------</td>
<td>---------------------</td>
</tr>
<tr>
<td>In collaborative discussions, exhibit responsibility to the rules and roles and purpose of conversation.</td>
<td>Student makes little or no attempt to participate in collaborative discussions and build on the talk of others with multiple exchanges. Often disregards the rules and roles of conversation even with prompting.</td>
<td>Student inconsistently participates in collaborative discussions and builds on the talk of others with multiple exchanges. Student observes the rules and roles of conversation but needs frequent prompting.</td>
<td>Student usually participates in collaborative discussions and builds on the talk of others with multiple exchanges. Student observes the rules and roles of conversation. May need some prompting.</td>
<td>Student consistently participates in collaborative discussions and builds on the talk of others with multiple exchanges. Student observes the rules and roles of conversation with little or no prompting.</td>
<td>SL.1.1a SL.1.1b</td>
</tr>
<tr>
<td>In collaborative discussions, ask questions in a manner that enhances understanding of topic.</td>
<td>Student makes little or no attempt to ask questions that enhance understanding of the topic.</td>
<td>Student occasionally asks questions to clarify or build understanding of the topic or text under discussion but usually requires support or prompting.</td>
<td>Student asks questions that effectively clarify or build understanding of the topic or text under discussion. May need occasional support or prompting.</td>
<td>Student often asks effective and focused questions to clarify or build understanding of the topic or text under discussion. Proactively uses this strategy to support own learning.</td>
<td>SL.1.1c</td>
</tr>
<tr>
<td>Speak in complete sentences when appropriate.</td>
<td>Student shows little or no evidence of speaking in complete sentences when appropriate.</td>
<td>Student shows some evidence of attempting to speak in complete sentences when appropriate.</td>
<td>Student shows solid evidence of speaking in complete sentences when appropriate.</td>
<td>Student shows exceptional evidence of speaking in complete sentences when appropriate.</td>
<td>SL.1.6</td>
</tr>
<tr>
<td>Demonstrate knowledge of standard English and its conventions.</td>
<td>Student demonstrates little or no knowledge of standard English and its conventions.</td>
<td>Student demonstrates some evidence of knowledge of standard English and its conventions.</td>
<td>Student consistently demonstrates knowledge of standard English and its conventions.</td>
<td>Student demonstrates an exceptional understanding of standard English and its conventions. Use of conventions is sophisticated for grade level and accurate.</td>
<td>L.1.1 L.1.2</td>
</tr>
<tr>
<td>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</td>
<td>Student shows little or no evidence of the acquisition and/or use of grade-appropriate words and phrases.</td>
<td>Student shows some evidence of acquiring and using grade-appropriate words and phrases.</td>
<td>Student shows solid evidence of acquiring and using grade-appropriate words and phrases.</td>
<td>Student shows a high level of sophistication and precision when using grade-appropriate words and phrases.</td>
<td>L.1.6</td>
</tr>
</tbody>
</table>

Note: See the Core Ready Rubrics chart in the Walkthrough at the beginning of the book for descriptions of category headers.
**Reading Lesson 1**

**Teaching Objective**
Informational texts help us learn about the world.

**Standards Alignment**
RI.1.1, RL.1.1, RI.1.2, RL.1.5, RI.1.10, RL.1.10, SL.1.1a, SL.1.1b, SL.1.1c, SL.1.2, SL.1.4, SL.1.6, L.1.1, L.1.5, L.1.6

**Materials**
- *Amazing Whales* by Sarah L. Thomson
- *Amos and Boris* by William Steig
- Mix of fiction and nonfiction texts in various baskets
- Several enlarged copies of the Fun Fact Exit Slip (Appendix 1.2)
- Method for students to mark a particular page in a text (e.g., paper or digital bookmark, paper or digital sticky note, paper clip, etc.)

**To the Teacher**
This lesson set asks you to introduce a book of trivia or fun facts to your class. Your students will have this model in mind as they go about collecting interesting bits of information about a broad topic of your choice, such as animals, food, sports, or different places around the world. (Note: Let your knowledge of your students’ interests as well as the resources readily available to you guide your ultimate choice.) As students progress through the lessons in the reading and writing lesson sets, they will work to research and write a shared class book of trivia. In Reading Lesson 9, students will work together to sort, organize, lay out, and create a book of trivia using the facts they have collected during the course of their reading work.

We suggest choosing a topic for your class book of trivia by examining informational books from your classroom or local library. What broad topics do these books cover? Books of fun facts are exciting for first graders; reading aloud one fun fact a day to spark students’ excitement is an excellent idea. However, sharing amazing facts from this text with your class does not have to become a laborious exercise. Select several intriguing facts and then create a new time to share them, such as during line-up, during dismissal, or at the beginning of a morning gathering time. Like most of us, first graders love to possess interesting tidbits and feel like experts about a topic. Be ready for how far that fact will travel—it may make its way across the playground in no time!

Here are a few titles of trivia books to consider using as a model during this lesson set:
- *Cows Sweat Through Their Noses and Other Freaky Facts About Animal Habits, Characteristics, and Homes*
- *National Geographic Kids Ultimate Weird but True: 1,000 Wild and Wacky Facts & Photos*
- *National Geographic Kids Almanac 2013*
- *Time for Kids Big Book of How*
- *5,000 Awesome Facts (About Everything!)*

Also, please see the Core Texts section on page 88 for fun, online fact collections for students to consider as well.

**Procedure**

**Warm Up** Gather the class to set the stage for today’s learning

Introduce your class to a book of trivia or any collection of fun and intriguing facts. For the purposes of this lesson set, we have chosen to use a book of facts about animals, *Cows Sweat Through Their Noses and Other Freaky Facts About Animal Habits, Characteristics, and Homes*, although you can choose to use any text about a topic of high interest to your class.

Explain what makes a book of trivia. Be sure that students understand how to define a fact as well. A fact can be defined as something that actually exists or is certainly true. Differentiate a fact from an opinion. Opinions are personal beliefs or judgments. Give examples of both facts and opinions for your class to identify.
Take a look at this book of facts. This author went out and collected all sorts of facts about animals—how animals look, where they live, what they eat—and put them all together in this book. Remember that this book is a collection of facts the author found, not her opinions. In this book, we are going to find information about animals that is absolutely true, not opinions the author holds about different animals. I want to stop for a minute and think about the difference between a fact and an opinion. Page 6 in this book lists a group of interesting facts about sharks. Before I read one, who can share an opinion about sharks?

Allow several students to share examples of opinions about sharks. Discuss exactly what makes these statements opinions. Then share two or three facts about sharks from page 6. Think aloud about how these two types of statements are different from one another.

Now, flip through several pages, showing students how the book is organized graphically. Point out the bold photographs and/or illustrations as well as the way in which information is presented.

Show the class two texts that appear to be on the same topic, though one is narrative fiction and the other informational text. For the purposes of this lesson set, we have chosen to use *Amazing Whales* and *Amos and Boris*, both of which are about whales. Ask the class to determine which book is meant to tell a story and which aims to teach them facts.

Read the title of each book aloud to the class and flip through a few pages from each book.

Friends, we have two books about whales here. They look pretty similar, but they have two very different purposes. One book mainly wants to tell an entertaining story about a whale. The other book mainly wants to teach you facts about whales. Which is which? How do you know?

Lead the class in a discussion of these two texts. As students articulate which book they believe intends to teach them facts, push your students to give specific evidence to support their thinking. For example, students might notice the mouse riding on a whale’s back in *Amos and Boris* and decide that, because this is an impossible relationship, this book intends to tell the reader an entertaining story.

Now, take a closer look at the informational text. Tell the class that you are on the lookout for a really interesting fact to share. Read aloud the first few pages from the text until you come upon an exciting piece of information. For example, you might pause after reading the first page on which we learn some staggering facts about whales. Model marking this page in the text to help you share your discovery with others later.

Try Guide students to quickly rehearse what they need to learn and do in preparation for practice

Arrange your class into small groups or partnerships (based on the number of baskets of mixed texts you have available).
spend a few minutes examining the texts in their basket. Their job is to begin to divide the books in their basket into two piles: fiction and nonfiction (or books that were written primarily to entertain and books that were written to inform or teach).

Take a look at the books in the basket in front of you. Some of the books in that basket tell stories that are written mostly to entertain you. Other books in that basket give you information about a certain topic. Your job is to begin to divide the books into two piles: books that are just for entertainment and books that give us information about a topic.

Circulate as students begin this task. Stop and chat with several students. Ask them to identify a book that gives information about a topic. How do they know this book intends to give information? Information about what? Push your students to give evidence from the text to support their decision. ELL Identify and Communicate Content and Language Objectives—Check for Understanding. Talk to your ELLs to make sure they are on the right track. If they seem confused, listen carefully to determine the source of their challenge: Do they not understand the difference between informational text and stories? Or did they misunderstand the language of your lesson, so they don’t realize how they’re supposed to be sorting? Or are they sorting correctly but struggling to articulate their reasoning? Each requires a different kind of support from you.

Gather the class’s attention after several minutes, and share a few examples from both categories of text. Be sure to have students identify how they know a particular book intends to entertain or give information.

**Clarify** Briefly restate today’s teaching objective and explain the practice task(s)

Today you will continue to divide your books into two piles: books that are only meant to entertain and books that give us factual information about a topic. Once your books are sorted, you can dive right into the books that give us information. At the end of our reading time today, I’ll be looking for a few volunteers to share some of the great facts or information that they learned today.

**Practice** Students work independently and/or in small groups to apply today’s teaching objective

Students work in partnerships or small groups to sort texts into two groups: fiction and informational texts. ELL Enable Language Production—Increasing

**Interaction** Group work can be a good way for ELLs to gain entry to the lesson. If they are still unsure of what is expected of them, their peers can help. Then students read independently from the informational text books. Students focus on finding an interesting fact or piece of information to share with the class.

**Wrap Up** Check understanding as you guide students to briefly share what they have learned and produced today

Cut out and use to assess student learning.

<table>
<thead>
<tr>
<th>Task</th>
<th>Today I learned:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ELL Identify and Communicate Content and Language Objectives—Check for Understanding. Talk to your ELLs to make sure they are on the right track. If they seem confused, listen carefully to determine the source of their challenge: Do they not understand the difference between informational text and stories? Or did they misunderstand the language of your lesson, so they don’t realize how they’re supposed to be sorting? Or are they sorting correctly but struggling to articulate their reasoning? Each requires a different kind of support from you.
Gather the class, asking each child to have handy one informational text they found particularly interesting. Have students share their text with a partner. Use the following questions to guide their conversation:

- How did you know this book was written to give us information about a topic?
- Give an example of something you learned from this book.
- What did you love about this book?
- What fun fact or interesting piece of information did you learn?

Have several volunteers share their thinking with the entire class. As students share a fun fact or interesting piece of information, jot their learning down on a Fun Fact Exit Slip as a quick shared writing activity.

**Reading Lesson 2**

**Teaching Objective**

Readers can identify a book’s content by looking at the cover, table of contents, and illustrations.

**Standards Alignment**

RL.1.1, RL.1.2, RL.1.5, RI.1.6, RI.1.7, RI.1.10, SL.1.1a, SL.1.1b, SL.1.1c, SL.1.2, SL.1.4, SL.1.6, L.1.1, L.1.6

**Materials**

- *The Life Cycle of a Butterfly* by Lisa Trumbauer
- *The Life Cycle of a Honeybee* by Bobbie Kalman
- Several enlarged copies of the Fun Fact Exit Slip (Appendix 1.2)
- Method for students to mark a particular page in a text (e.g. bookmark, sticky note, paper clip, etc.)

**Procedure**

**Warm Up**

Gather the class to set the stage for today’s learning

Display a piece of informational text. Select any informational text from your classroom literature collection. Ask volunteers to identify the front cover, back cover, and title page of the book.

Turn your attention to the cover of the book. Ask: What do you see on the cover of this book?

**Teach**

Model what students need to learn and do

Explain to the class that the cover of the book actually contains a lot of important information and is often what attracts us to read a particular book more deeply. Model looking through several informational texts, thinking aloud about which looks the most interesting to you based on what is on the cover. **ELL** Provide Comprehensible Input—Models. As you think aloud while physically referring to the book, you make your teaching point more clear to your ELLs than words alone would. Select a book to look at more deeply and to use for the remainder of your teaching. For the purposes of this lesson set, we have chosen to use *The Life Cycle of a Butterfly*, but you can substitute this text with another appropriate informational text of your choice that includes a detailed cover photo and clear title.

Friends, while we don’t want to judge a book completely by its cover, the cover is often what draws us to a particular book. Maybe there’s a really amazing photograph or beautiful drawing on the cover, or maybe the book just has a very interesting title. Whatever it is, sometimes we do judge a book by its cover. However, the cover is more than just a lovely invitation to take a look at a certain book. The cover is also full of important information that can help us get a better idea of what the book is really all about.

Indicate the location of the title and cover illustration (usually either a drawing or photograph) on the cover. Take a moment to be sure that all students are familiar with and can define these terms. **ELL** Identify and Communicate Content and Language Objectives—Key Content Vocabulary. Explicitly defining these core terms will help your ELLs expand their academic vocabulary. Provide them with visuals whenever possible.