Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
1st grade	Reading		Reading Informational Texts

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 days- 20 minutes/day	2nd quarter	Craft and Structure: RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

Unit Description: This unit will happen in small guided reading groups. While students are in the guided reading groups, the rest of the students will be working in centers. Students will be exploring the body systems within the human body through nonfiction read alouds. During language arts, students will listen with purpose and recognize that both illustrations and text provide information and distinguish which source information is from.

Standards: See instructions on page 15.	Craft and Structure RI.1.6 Students will distinguish between information provided by pictures or other illustrations and information provided by words in a text.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	The students will be assessed by giving them a list of facts from a book. The students will mark an 'I' if a fact is from the illustrations or a 'T' if the fact is from the text.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	The students will be given 10 facts. Students will get one point for every correct fact/source match. Each possible match is worth 1 point, for a total of 10 points. Students will demonstrate mastery if they get 7 out of 10 correct.
Materials/Resources Needed *Include all items for the entire unit.*	Easy reader- All Kinds of Farms, "Making Pizza", paper for the teacher, guided reading table

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5

Instruction and Timeline	Teacher directed small group Objective: Students will list information provided by text. Anticipatory Set: Let's take a vote…Which part of a story is your favorite? – words or the pictures? Thumbs up if you think the words are the best part of a story. Thumbs up if you think that the pictures are the best part. Instructional Input/Modeling: Explain that both the words and the illustrations are important. They both have a role in learning. Explain that in a nonfiction book, the words tell us facts about a subject while the pictures show us what the information looks like. Let's read this nonfiction book about the skeletal system. I want you to listen to the text, (the words) for the facts you learn about the skeletal system. Read a page	Teacher directed small group Objective: Students will list information provided by pictures or other illustrations. Anticipatory Set: Show a map. What is this? What does a map do? Yes, a map shows how to get somewhere. It is a picture that shows what the land looks like. Instructional Input /Modeling: Just like the map is a picture that shows what the land looks like, illustrations or pictures in a nonfiction book show us information. Illustrations let us see what a skeleton looks like so that we have a picture to match the word we read. Let's review the information that we learned yesterday about skeletons from the words in our book. Guided Practice: Students will look for information they gain from looking at the	Teacher directed small group Objective: Students will distinguish between information provided by pictures or other illustrations and information provided by words in a text. Anticipatory Set Show a picture of a person, from a book. What do you know about this person? (physical description Instruction/Modeling: Explain that just like we gain some info about how a person looks in a picture, we don't get other important info about the person. For example, we don't know what they like to do for fun, what their family is like or about their attitude from a picture. Explain that we would need to get more information about them from reading the text Model listing info gained from the picture of the person. Read the text and model listing information gained from reading the text.	Teacher directed small group Objective: Students will distinguish between information provided by pictures or other illustrations and information provided by words in a text. Anticipatory Set: Show a picture of a person. What are some things that we don't know about this person just based on the picture? Instructional Input/Modeling: Review pizza book. Brainstorm a list of 12-13 facts. Model putting the fact into the chart for illustrations vs text. Guided Practice: Students put the rest of their 10 facts into the chart. Independent Practice: Students make up three more facts from the book and add them to their chart. Closure: Students share one of their facts they added to their chart.	Teacher directed small group Objective: Students will distinguish between information provided by pictures or other illustrations and information provided by words in a text. Anticipatory Set: Give students the sentence: The girl had brown hair, light skin, and blue eyes. What is some information that a picture would give us that this description couldn't give? Instructional Input/Modeling: Read an easy reader "all Kinds of Farms" book to the group. Assessment: Give a list of facts from the text and the pictures. They are going to mark each fact with a I- illustrations or a T for text. Closure: What is a fact you remember from the book? Is it from the illustrations or text?

	from the book aloud. (do not show pictures) Active Participation: Hold up your funny bone (elbow) when you hear a fact about skeletons from the text or words. Guided Practice: After reading the book, make a list of facts learned from the text. Independent Practice: Students take turns reading, “Making Pizza” by Rebecca Sandies with pictures covered. Students will list information gained from reading text. Teacher will record information. Closure: Ask students what role or purpose the text/words have in this book. Do they tell or show? Whisper to your partner.	illustrations and pictures of the skeletal system. Display laminated copy of skeletal illustration. Students will work together to carefully observe illustration of skeletal system. Explain that students should find new /different learning from the text facts recorded on the chart. Give students time to discuss and observe. Teacher should spend time discussing information to guide and redirect as needed. Teacher will record facts. Independent Practice: Students examine pictures in, “Making Pizza” by Rebecca Sandies (Reading A-Z website). Students will list information gained from examining pictures. Teachers will record. Closure: Ask students to tell a partner why they think the illustrations were important for learning about making pizza?	Guided Practice: Explain that we will play a game to practice determining whether info came from words or pictures. Remind each student of the sign language t and i. Explain that the sign language ‘t’ stands for text and the sign language ‘I’ stands for illustrations. When Teacher reads a fact from the list. Students, with teacher direction, decide where the info came from and show the appropriate symbol. Independent Practice: Students will read and review pictures in the book, “Making Pizza” Distinguish facts about the book that come from pictures or from text using the sign language I or t. Closure: Students tell a partner the difference between text and illustrations using sign language for ‘t’ and ‘I’.		

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**

Student Activities and Timeline	Students vote: Which part of a story is your favorite? –words or the pictures? Thumbs up if you think the words are the best part of a story. Thumbs up if you think that the pictures are the best part. Students listen to a book about the skeletal system. Students hold up funny bone (elbow) when they hear a fact about skeletons from the text or words. Students make a list of facts learned from the text. Students take turns reading, “Making Pizza” by Rebecca Sandies with pictures covered. Students will list information gained from reading text. Students discuss what role or purpose the text/words have in this book. Do they tell or show? Whisper to your partner.	Students discuss a map: What is this? What does a map do? Students review information about skeletons from the words in the book. Students will look for information they gain from looking at the illustrations and pictures of the skeletal system. Students will work together to carefully observe illustration of skeletal system. Students should find new /different learning from the text facts recorded on the chart. Give students time to discuss and observe. Students examine pictures in, “Making Pizza” by Rebecca Sandies (Reading A-Z website). Students will list information gained from examining pictures. Teachers will record. Students tell a partner why they think the illustrations were important for learning about making pizza?	Students look at a picture of a person, from a book. Students answer: what do you know about this person? (physical description Students will play a game to practice determining whether info came from words or pictures. Students will hold up a sign language ‘t’ for text and the sign language ‘I’ for illustrations. Teacher reads a fact from the list. Students, with teacher direction, decide where the info came from and show the appropriate symbol. Students will read and review pictures in the book, “Making Pizza” Distinguish facts about the book that come from pictures or from text using the sign language I or t. Students tell a partner the difference between text and illustrations using sign language for ‘t’ and ‘I’.	Students look at a picture of a person. Students discuss: what are some things that we don’t know about this person just based on the picture? Students review pizza book. Students put the rest of their 10 facts into the chart. Students make up three more facts from the book and add them to their chart. Students share one of their facts they added to their chart.	Students discuss What is some information that a picture would give us that this sentence couldn’t give? Students read an easy reader “All Kinds of Farms” book to the group. Assessment: Give a list of facts from the text and the pictures. They are going to mark each fact with a I- illustrations or a T for text. Closure: What is a fact you remember from the book? Is it from the illustrations or text?

Chart:

Illustrations	Text

1st Grade Reading Assessment:

Name: _____ Date: _____

All Kinds of Farms

Directions: Write an I if the information came from an illustration. Write a T if the information came from the text.

Cows live on farms.

Milk comes from cows.

Sheep live on farms.

Wool is made from sheep.

Sweaters are made from wool.

Sheep eat grass.

Cows are black and white.

The farmer feeds chickens.

Some eggs are speckled.

Answer Key:

Name: _____ Date: _____

All Kinds of Farms

Directions: Write an I if the information came from an illustration. Write a T if the information came from the text.

Cows live on farms. -T

Milk comes from cows.- T

Sheep live on farms.- T

Wool is made from sheep.- T

Sweaters are made from wool.- T

Sheep eat grass.- I

Cows are black and white. - I

The farmer feeds chickens. - I

Some eggs are speckled. - I

Score: _____/10

Rubric:

Each correct answer is worth one point. Seven out of ten is the minimum needed for mastery.

Number Correct:	Percent	
1-4	10%-40%	Falls Far Below

5-6	50%-60%	Approaches
7-10%	70%-100%	Meets Mastery Level