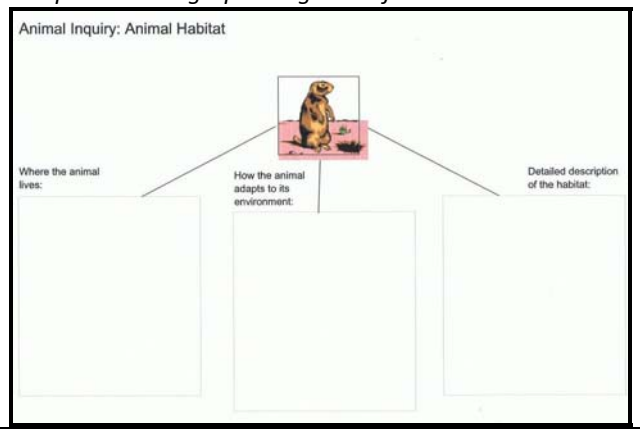
Grade Level	1	**Content Area**	**English Language Arts-Reading—*Predicting and Gathering Information with Nonfiction Texts (African Biomes)***
Course Title (grades 9-12 Only)	N/A		
Length of Unit	4-6 weeks--Presentations vary 20-40 min.	**Time of Year**	August-October
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	• Ability to sit in presentation or shared reading experience for 20-30 minutes without disturbing others • Pre-K-K reading level ("emergent") • Extensive exposure & practice with animal 3-Part Card materials—all layouts/all booklets • Extensive shared reading experiences & lessons where thinking & comprehension strategies are explicitly taught • Some knowledge and/or observation of animals in different environments • Beginning *Biomes* presentations, lessons & activities		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	According to NCTE and IRA "young children should be exposed to a variety of texts in the primary years. Not only should there be broad topical coverage to meet individual interests and curriculum needs, but a variety of reading levels so that all children can read at both independent and instructional levels." Language Arts are integrated and taught within the framework of our "cultural" curriculum (*"Cosmic Education"—see A.3 Program of Instruction*). The Montessori Language curriculum is holistic in its scope, and specifically addresses all areas of literacy development: **reading**—comprehension, vocabulary, word functions, etc.; **writing**—opinions, narratives, expository, "mini-researches", journals, etc.; **speaking**—presenting what they've learned to others, cumulative projects, formal/informal oral presentations, etc.; **listening**—shared/read aloud of fiction/non-fiction, presentations, for comprehension, etc. Students are immersed in a language-rich environment where skills such as, word studies, phonics, sentence structure & analysis, are equally emphasized and taught within the context of all subject areas. Teaching reading within the cultural context is intentional because students at this stage of development are naturally curious about their environment, planet, universe, animals, other peoples, cultures, etc. This curiosity activates their "imagination" and fuels their motivation to learn. In addition to ensuring our curriculum is firmly aligned to the Arizona CCSS we also adhere to the standards put forth by the National Council for Teachers of English (NCTE) and International Reading Association (IRA). We utilize their many resources for enriching our ELA lessons and activities. Arizona's reading standards call for establishing "a *staircase* of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school", the Montessori approach incorporates the *use of concrete reading and writing structures* (e.g., *"3-Part Card" & time line structures*) at the earliest levels to ensure the students are prepared for more abstract and rigorous learning in the later grades. State reading standards also call for methods of reading instruction that are focused on "a progressive		

	development of reading comprehension" with more advanced levels of textual structures introduced and practiced, so that "each student advances through higher levels of learning and gains the most from what they read". For example, Montessori "3-Part Card" materials are presented from the earliest grade levels to ensure students continue to develop and strengthen their language skills, especially reading and writing. Many foundational reading strategies and skills are learned through extensive practice and exposure to this material. Through effective reading skills students are expected to build their knowledge, gain insights, explore possibilities, and broaden their perspective. The rich Montessori curriculum serves as a great motivator and platform for students to practice and gain mastery in all language areas, especially the core content area of reading. Card materials are prepared and made available on shelves within all curricular areas (mathematics, geometry, geography, botany, zoology, classification, needs of humans, etc.). Teachers also ensure that there is an ample library for students to reference for each area of study. The biome card material listed for this curricular sample is composed of pictures, labels, and definitions, as well as maps, geography tools, sample animals, and command cards. The material is first presented in its simplest card layout—pictures matched to labels. Layouts progress in complexity to pictures, labels, and comprehensive definitions/details (paragraphs and essays), and serve as a template for more advanced research reading & writing structures. Although this sample will not include specific lessons related to the 3-part cards, it is important to note that this research structure is being modeled and utilized throughout this sample's unit, as well as throughout the year in a variety of other subject areas. **OVERVIEW** The reading community recognizes nonfiction as vital to early learners. This lesson supports introducing nonfiction to students and *using it for informational purposes*. Students develop an understanding of nonfiction through peer interaction and hands-on experiences with books. They practice using graphic organizers to record their thinking, comprehension, and new learning. **STUDENT OBJECTIVES** Students will *Use nonfiction texts to gather and document information* *Raise questions concerning the topic of study (Biomes of Africa—The African Savanna)* *Create charts and diagrams for organizing information presented in nonfiction* *Report on their findings*
Standard Number and Description *List the Number* and full description for the required Standard.*	**1.RI.8** Grade: 1 Strand: Reading Standards for Informational Text (RI) Cluster: Integration of Knowledge and Ideas Standard: #8 - Identify the reasons an author gives to support points in a text.
Summative Assessment *Describe a cumulative and comprehensive*	**STUDENT ASSESSMENT/REFLECTIONS** *Animals of the African Savanna Biome*

activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.	Observe students while they are visiting the three station areas and take anecdotal notes to determine their use of nonfiction texts for gathering information. If there is any confusion, assist students as necessary. Review students' written responses on their nonfiction study sheets. **Nonfiction Study Sheet** Before Reading: My first thoughts; Questions I have After Reading: New learning; New questions ✓ Were they able to draw upon prior knowledge to fill in the first column? ✓ Were they able to generate questions about the animals before reading? ✓ Did they record their new learning during reading? ✓ Did they have any new questions about the animals after reading? Review the printouts from the *interactive Animal Study* to determine whether students were able to find and chart facts about their animals on a graphic organizer. *Sample below is graphic organizer for the habitat.* 

	Evaluate students in their groups and during the presentations. ✓ Were they able to work together? ✓ Did they follow directions? ✓ Did the presentations include the information requested?
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable*	Students will complete at least 3 of the 4 *Animal Inquiry* graphic organizers for their selected animal. Teachers will assess the sample's content to determine progress and mastery of this sample's standard. The *1st Gr. Reading CCS Progress Checklist for Informational Texts* lists the standards for each cluster, such as *Integration of Knowledge & Ideas*, which are then broken down to specific skills/standards. Student Animal Inquiry sheets are evaluated using this checklist. Skills are rated as *1=Beginning & Emerging, 2=Practicing & Developing, 3=Proficient & Mastered* The criteria necessary for demonstrating mastery of this sample's standard is a score 3 on items 7-9 of the checklist for 2 out the 4 Animal Inquiry sheets. ✓ *Item 7--The student used illustration(s) and details from the text to describe the key ideas from the book.* ✓ *Item 8--The student clearly identified 2-3 reasons and/or supporting details that were provided by the author to support key points.* ✓ *Item 9--The student identified basic similarities in and differences between 1 fiction & 1 nonfiction book related to the selected animal of study.*
Materials/Resources Needed	**MATERIALS AND TECHNOLOGY** *Biomes of Africa* cards & materials (Montessori) Clipboards for groups of students Computers with Internet access Overhead projector and marker Collection of nonfiction books **STUDENT INTERACTIVES** *Supporting inquiry-based research projects, the Animal Inquiry interactive invites elementary students to explore animal facts and habitats using writing prompts to guide and record their findings.* **PRINTOUTS** Copies of nonfiction study sheet **WEBSITES** African Savanna page from the Smithsonian National Zoo

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	**Instruction**	**Student Activities**
1	1. Gather students and introduce the book *Africa* by Art Wolfe. 2. Ask students to predict what the book will be about from the cover and the title. Accept all appropriate answers. Possible responses may include "Africa," "animals that live in Africa," "true stories," and so on. Record predictions on a group chart. 3. Explain to your students that this book is a nonfiction or informational text. It is a true story about the animals that live in Africa. 4. Next, ask the class what they notice about this book while flipping through the pages very carefully. Appropriate responses may include "it has real pictures," "there are words and pictures on each page," and so on. 5. Ask students how nonfiction may be different from the fiction stories they have read before. Give students examples of fiction stories you have shared with them. Share some examples of fiction texts from class library to compare and contrast with the informational books.	Have students review and browse through selected library of books and resources about Africa, animals of Africa, biomes and habitats, etc., as well as fictional animal stories (African fables and myths). Participate in additional shared reading experiences with selected books from reference library. Select, read, and complete a graphic organizer for an informational book. Review with your teacher. NOTE: Lessons & follow up activities with *Montessori Biomes of Africa* materials (cards, labels, and definitions paired with geography explorations, extensions, and command cards) are occurring throughout this unit.
2 AND 3	1. Continue using the book *Africa* by Art Wolfe. Explain that nonfiction texts contain factual information. The book that they will be looking at during this session is a true story about the African Savanna. 2. Using an overhead of the nonfiction study sheet, model completing the section labeled "My first thoughts," by asking students what they already know about the African Savanna. Record students' responses on the overhead. 3. Then ask students if they have any questions about the African Savanna. Record questions in the section labeled "Questions I have." 4. Begin reading some of the book aloud. While reading, model thinking strategies aloud and record any new questions we may want to add to the nonfiction study sheet. 5. Periodically or at the end of each session, ask students to tell you some things that they have learned and record their responses in the section labeled "New learning."	Schedule a field trip to the Public Library and practice how to find nonfiction and how to use the library for research.
4 & 5	1. Explain that for the next two sessions students are going to be split into four explorer groups and sent on a safari. On their safari, each group will have a clipboard and the nonfiction study sheet. There is an African Safari station in the cultural area of the classroom, and they will complete 1-2 'explorations' per day. As explorers, they will work in their teams to learn about the animals in the safari.	Complete activities in 'Explorations' area. During open work time browse the bookmarked websites for more information.

	2. Ask each group to choose one animal that they would like to report on. You may want to give students some choices for the animals, such as giraffes, lions, cheetahs, hippos, zebras, and apes. 3. Before they set out, ask each group to write down what they already know about the animal they selected and any questions they have on their nonfiction study sheet. 4. Lead groups of students around to the various 'explorations' that are set up, including the computer station with the African Savanna webpage bookmarked. As students learn new things, remind them to write it under the heading "New learning" on their nonfiction study sheets. ***Note:*** *When having students work in groups, it is helpful to give them some guidelines before the activity begins. A mini-lesson here to develop group rules for noise level and moving around the room, and individual roles in each group.*	
6	1. Tell your student explorers that they are going to create animal study guides to show each other what they have learned about their animals. 2. Set the groups at the computers with the interactive Animal Study open on the screens. 3. Have students type in their animals and names, and then click "Animal Facts." 4. Go through each step one by one with your students, and help them to find information from their study sheets to fit in the graphic organizer. 5. If students did not record facts about the animals' appearance, behavior, or dietary preferences, help them to explore alternate resources to locate the information. 6. Remind students to print their graphic organizers before closing the program. **[Students cannot save their work online.]**	Have students keep nonfiction journal notebooks. In their journals, students can collect information they have learned about nonfiction and their thoughts, questions, and new information from their nonfiction study sheets.
7	1. Tell students that they will be sharing the information that they learned with the whole class (Kinders & 2nd graders). Gather students into their same groups. 2. Have each group select one student to share the information from the printed copy of the animal study guide. Another student should be chosen to share something interesting about the animal. The remaining students will be asked to share other information or new questions they have from their nonfiction study sheet. The goal is for each student to share information in a clear and concise manner. 3. Have one group model the first presentation. Be sure to remind	Facilitate the presentations by scheduling time to share their animal study guide, nonfiction study sheet, and interesting facts or questions over the next few days. Groups can practice & critique their presentation prior to their scheduled time in front of the class.

	students of what a listener's job is while the different groups are presenting.	
8	1. Discuss with students what they have learned so far. It is important for them to understand that the purpose of nonfiction is to inform the reader. New information learned from a nonfiction text can be recorded on a chart or graphic organizer and that can be used for later research and/or writing.	

Paste Summative Assessment Here:

1st Gr. Reading CCS Checklist for Informational Text	
Student:	
Date:	
Unit/Lesson: ***Predicting and Gathering Information with Nonfiction Texts (African Biomes)***	
Animal Inquiry sheet for: (Habitats; Diet; Babies)	
KEY: 1=Emerging 2=Practicing & Developing 3=Proficiency & Mastery	
Key Ideas and Details	***RATING***
1. Ask and answer questions about key details in a text. (1.RI.1)	
2. Identify the main topic and retell key details of a text. (1.RI.2)	
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. (1.RI.3)	
Craft and Structure	
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (1.RI.4)	
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. (1.RI.5)	
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (1.RI.6)	
Integration of Knowledge and Ideas	
7. The student used illustration(s) and details from the book to describe the key ideas from the book. (1.RI.7)	
8. The student clearly identified 2-3 reasons and/or supporting details that were provided by the author to support key points. (1.RI.8)	
9. The student identified basic similarities in and differences between a fiction & a nonfiction book related to the selected animal of study. (1.RI.9)	
Range of Reading and Level of Text Complexity	

10. With prompting and support, read informational texts appropriately complex for grade 1. (1.RI.10)	
a. With prompting and support, read functional texts including history/social studies, science, and technical texts, appropriately complex for grade 1. (AZ.1.RI.10)	
Observation Notes:	***TOTAL***

Paste Answer Key/Scoring Rubric Here: N/A—Assessment is based on individual student work assessed by the rubric items in the above checklist.