Instructional Unit Title: Reading Our World

The teacher may bring in a variety of informational and fictional texts focused on the same topic (in this example, animals), so that students can examine similarities and differences between the two different text types.



The teacher may introduce the elements of an informational text focused on the same topic (in this example, animals) so that students can begin to become familiar with unique elements of this type of text. [Understanding text]



The teacher may model close reading strategies (emphasizing purposeful repeated readings) focused on the same topic (in this example, animals) so that students can begin to comprehend and respond to informational texts.

[Understanding text, Responding to text]



The teacher may utilize informational texts focused on the

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same topic (in this example, animals) to enable students to identify and discuss main ideas and authors' use of supporting details. [Understanding text, Responding to text]



The teacher may model the process of drafting an informational text about a topic so students can begin using evidence from texts in their own writing.

[Producing text]



The teacher may use informational texts focused on the same topic (in this example, animals) so students can consider different ways they can use a text to gather information on a specific topic.

[Responding to text]



The teacher may model text-based questions (posing and answering) from texts focused on the same topic (in this example, animals) so students can consider the need for using evidence from the text to answer questions.

[Understanding text, Responding to text]



The teacher may use informational texts focused on the same topic (in this example, animals) to highlight vocabulary words so that students can understand the importance of identifying key and/or unknown words in their reading.

[Understanding text]



The teacher may provide framed sentences focused on the same topic so that the students can begin to understand sentence structures while revising and editing their expository (informational) writing. [Producing text]



PERFORMANCE ASSESSMENT: You have been asked to write an informational book about the animal of your choice, and your readers are students in the preschool class or next year's Kindergarteners. Your informational book needs to include pictures and words that help your reader learn about the animal and give them insight into that animal.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.