

Grade 1, 1st Quarter, Unit 1
Establishing a Community of Readers and Writers

Overview

Number of instructional days: 20 Days

Unit Summary

Students will learn the proper procedures, rules and routines for being an active member in a reading and writing community. After exposure to a wide range of text types, students will be able to explain the major differences between books that tell stories and books that give information. Using the text, they will ask and answer questions, identify the main topic, and retell key details.

Students will begin to write opinion pieces. They will state their opinion and supply a reason for their opinion. Additionally, students will recall information from experiences to aid them in answering questions and developing ideas for their writing.

Students will participate in collaborative conversations about grade 1 topics and texts in small and large groups and will follow agreed upon rules for discussions. They will ask and answer questions when needed to gather additional information or when things are unclear. They will demonstrate understanding of word relationships and nuances in word meanings. Conjunctions will be used in words and phrases acquired through conversations, reading, and read alouds. They are expected to produce complete sentences specific to the task and situation.

Students will be expected to demonstrate an understanding of the organization and basic features of print. They will be able to recognize the distinguishing features of a sentence, such as first word, capitalization and ending punctuation. Students will orally produce single-syllable words by blending sounds. Students will apply grade level phonics skills in decoding regularly spelled one-syllable words.

It is expected that all students read, comprehend, and respond to grade-level literature – including prose, poetry and informational text, with prompting and support.

Concepts to Be Learned and Skills to Be Used

- ASK and ANSWER **questions** about **key details** in a literature and informational text.
- EXPLAIN major **differences between books** that tell stories and books that give information.
- RECALL **information** from **experiences to ANSWER questions**.
- DEMONSTRATE **understanding** of the organization and basic features of print.
 - RECOGNIZE **features of sentence** (e.g., first word, capitalization, ending punctuation).
- PRODUCE **single-syllable words** by **BLENDING sounds**.

- KNOW and APPLY **grade-level phonics** and **word analysis skills** in DECODING.
 - DECODE regularly spelled **one-syllable words**.
- PARTICIPATE in **collaborative conversations** with diverse partners about grade1 topics and texts.
 - FOLLOW **rules** for discussions.
- ASK and ANSWER **questions** about what a speaker says in order to GATHER additional **information** or CLARIFY **something** that is **not understood**.
- PRODUCE **complete sentences** when appropriate to task or situation.
- WRITE **opinion pieces** in which they STATE **an opinion**, SUPPLY **a reason** for the opinion.
 - DEMONSTRATE **command of the conventions**.
 - **PRINT all upper and lowercase letters**.
 - SPELL untaught words **phonetically**, DRAWING on **phonemic awareness** and **spelling conventions**.
- DEMONSTRATE **understanding** of word relationships and nuances in word meanings.
 - SORT **words** into categories (e.g, colors, clothing) to GAIN a sense of the **concepts** the categories represent.
 - DEFINE **words** by category and by one or more key attributes (e.g., a duck is a bird that swims).
- USE **words and phrases** acquired through conversations, reading and being read to, and **RESPOND to texts**, including conjunctions (e.g., because).

Essential Questions

- What are the differences between books that tell stories and books that give information? How does knowing the difference help you understand a story?
- How do writers use their own experiences to come up with an idea for a story?
- What strategies could you use to be a better speaker and listener?
- How does sorting words into categories help you with reading and writing?

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit's activities. There will most likely be standards from more than one strand in this section.

Standards that are the Focus in the Unit of Study:

- RL.1.1 Ask and answer questions about key details in a text.
- R.L 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.
- RI.1.1 Ask and answer questions about key details in a text.
- W.1.1 Write opinion pieces in which they ~~introduce the topic or name the book they are writing about~~, state an opinion, supply a reason for the opinion, and ~~provide some sense of closure~~.
- W.1.8 With guidance and support from adults, recall information from experiences ~~or gather information from provided sources~~ to answer a question
- RF.1.1 Demonstrate understanding of the organization and basic features of print.
 - a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - b. Orally produce single-syllable words by blending sounds, ~~including consonant blends~~.
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
 - b. decode regularly spelled one-syllable words.
- 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.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)
- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Print all upper and lowercase letters.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- 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).

Standards that Reinforce the Unit of Study Standards:

- 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.
- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Standards that Recur through many/all of the Units of Study:

- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

Clarifying the Standards

Key: RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF= Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards

RL - Before Grade 1, students asked and answered questions about key details in a text, with prompting and support. **In Grade 1, students will ask and answer questions about key details in a text.** As they move to Grade 2 students will ask and answer questions, such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Before Grade 1, students recognized common types of texts. **In Grade 1, students are asked to explain major difference between books that tell stories and books that give information, drawing on a wide reading of a range of text types.** As they move to Grade 2, students will describe the structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RI – Before Grade 1, students asked and answered questions about key details in a text, with prompting and support. **In Grade 1, students will ask and answer questions about key details in a text.** As they

move to Grade 2 students will ask and answer questions, such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

W—Before Grade 1, students used a combination of drawing, dictating, and writing to compose opinion pieces, in which they stated the topic or name of the text they are writing about. **In Grade 1, students write opinion pieces and supply a reason for their opinion.** As students move to Grade 2, they will continue with this standard, adding linking words to connect opinion and reasons.

Before Grade 1, students are provided guidance and support to recall information from experiences or gather information from provided sources to answer a question. **In Grade 1, students are asked to continue to recall information from experiences or gather information from provided sources to answer a question with guidance and support.** As students move to Grade 2, they will recall information from experiences or gather information from provided sources to answer a question.

RF— Before Grade 1, students demonstrated an understanding of the organization and basic features of print, including following words from left to right, top to bottom and page by page. They recognized that spoken words are represented in spoken language by specific sequence of letters. **In Grade 1, students will demonstrate understanding of the organization and basic features of print. They will recognize features of a sentence, including the first word, capitalization, and the ending of a sentence.**

Concepts of print end in Grade 1.

Before Grade 1, students know and apply grade level phonics/word analysis skills when decoding words. They demonstrated basic knowledge of one-to-one letter sound correspondences by producing the primary sound for each consonant. Students associated long and short sounds with the common spellings (graphemes) for the five major vowels. **In Grade 1, students will know and apply grade level phonics/word analysis skills in decoding words. Students will blend sounds to make single-syllable words. Students will decode regularly spelled one syllable words.** As they move to Grade 2, students will know and apply grade level phonics/word analysis skills in decoding words. They will distinguish long/short vowels when reading regularly spelled one-syllable words and know spelling-sound correspondences for common vowel teams.

Before Grade 1, students asked and answered questions to seek help, get information or clarify misunderstanding. **In Grade 1, they will ask and answer questions about what a speaker says to gather additional information or clarify misunderstanding.** As students move to Grade 2, they will ask and answer questions about what a speaker says to clarify comprehension, gather information or deepen understanding.

SL— Before Grade 1, students will participate with partners about kindergarten topics and texts with peers and adults in small and larger groups, using agreed upon rules for discussion. **In Grade 1, students will continue to participate with partners about grade one topics and texts with peers and adults in small and larger groups, using agreed upon rules for discussion.** As students move to Grade 2, they continue participating with partners in conversations using grade two topics and texts with peers and adults in small and larger groups, using agreed upon rules for discussion.

Before Grade 1, students have spoken audibly and expressed thoughts, feelings, and ideas clearly. **In Grade 1, students will produce complete sentences when appropriate to the task and situation.** As they move to Grade 2, students will produce complete sentences when appropriate to the task and situation to provide requested detail or clarification.

L – Before Grade 1, students demonstrated command of the conventions of standard English capitalization, punctuation, and spelling when writing. Students capitalized the first word in a sentence and the pronoun I. **In Grade 1, students will continue with this standard by including the capitalization of dates and names of people. They will spell untaught words phonetically.** As students move to Grade 2, they will continue with this standard by capitalizing holidays, product names, and geographic names. They will consult reference materials to correct and check spelling.

Before Grade 1, students explored word relationships and nuances in word meanings, with guidance and support. They sorted common objects into categories and demonstrated understanding of frequently occurring verbs and adjectives by relating them to their opposites. **In Grade 1, students will continue to demonstrate word relationships/nuances by defining words by category and by one or more key attributes.** As students move to Grade 2, they will continue with this standard by identifying real-life connections between words and their use. They will distinguish shades of meaning among closely related verbs and closely related adjectives.

Before Grade 1, students used words and phrases acquired through conversations, being read to and reading when responding to text. **In Grade 1, they will continue with the standard including using frequently occurring conjunctions to signal simple relationships.** As students move to Grade 2, they will continue with this standard by including the use of adjectives and adverbs to describe.

Resources:
References to Appendices A, B, and C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

From Appendix A, p. 26

The special role of speaking and Listening in K–5 Literacy

If literacy levels are to improve, the aims of the English language arts classroom, especially in the earliest grades, must include oral language in a purposeful, systematic way, in part because it helps students master the printed word. Besides having intrinsic value as modes of communication, listening and speaking are necessary prerequisites of reading and writing (Fromkin, Rodman, & Hyams, 2006; Hult, Howard, & Fahey, 2010; Pence & Justice, 2007; Stuart, Wright, Grigor, & Howey, 2002). The interrelationship between oral and written language is illustrated in the table below, using the distinction linguists make between receptive language (language that is heard, processed, and understood by an individual) and expressive language (language that is generated and produced by an

individual).

Figure 14: Receptive and Expressive Oral and Written Language

| | Receptive Language | Expressive Language |
|------------------|------------------------------------|--|
| Oral Language | Listening | Speaking |
| Written Language | Reading (decoding + comprehension) | Writing (handwriting, spelling, written composition) |

Oral language development precedes and is the foundation for written language development; in other words, oral language is primary and written language builds on it. Children’s oral language competence is strongly predictive of their facility in learning to read and write: listening and speaking vocabulary and even mastery of syntax set boundaries as to what children can read and understand no matter how well they can decode (Catts, Adolf, & Weismer, 2006; Hart & Risley, 1995; Hoover & Gough, 1990; Snow, Burns, & Griffin, 1998).

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Sample Performance Tasks

After listening to Gail Gibbons’ Fire! Fire!, students ask questions about how firefighters respond to a fire and answer using key details from the text. [RI.1.1]

Students (with prompting and support from the teacher) when listening to Laura Ingalls Wilder’s Little House in the Big Woods ask questions about the events that occur (such as the encounter with the bear) and answer by offering key details drawn from the text. [RL.1.1]

Appendix C: Samples of Student Writing

p. 13 Grade 1, Narrative Writing-Student Sample, " I bot a little cotton ball".

Terminology

Informational Text: Text designed to convey factual information rather than tell a story. Informational text may employ techniques such as lists, comparing/contrasting, cause and effect, graphs and charts.

Literary Text: Text designed to convey imaginative information and perhaps tell a story.

Challenging Concepts

Online Resources

The RIDE link below provides various resources for the transition to the Common Core State Standards
<http://www.ride.ri.gov/Division-EEIE/transition.aspx>

The RIDE link below provides various resources for determining **text complexity** as well as other **instructional resources**:

http: www.ride.ri.gov/Instruction/CommonCoreMaterials.aspx

The RIDE link below is to the RIDE **Comprehensive Literacy Plan**

http://www.ride.ri.gov/Instruction/DOCS/RICLP/RICLP_Spring_2012.pdf

The RIDE link below has **resources for the Comprehensive Literacy Plan**

http://www.ride.ri.gov/Instruction/RICLP_resources.aspx

The link below provides access to the **common Core State Standards**, as well as **Appendices A.B. and C**. Appendix A includes research and information about all of the strands; Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts; and Appendix C includes grade-level annotated student writing samples that address the three main text types.

<http://corestandards.org/the-standards>

The link provides information about PARCC (Partnership for Assessment of Readiness for College and Careers)

www.parcconline.org

Other Resources