

**Grade 1, 2<sup>nd</sup> Quarter, Unit 1**  
**Reading and Writing for Information**

**Overview**

**Number of instructional days:** 20 (1 day = 120 minutes)

**Unit Summary**

In this unit, students will be immersed in informational text. They will use the features of informational text and illustrations in order to help them identify the main topic and retell key details. Asking and answering questions to determine the meaning of words and phrases will be a focus in this unit. They will know and use text features (headings, table of contents, glossaries, electronic menus, icons) and locate key facts or information. Students will choose flexibly from an array of strategies to clarify the meaning of unknown and multiple meaning words. They will use grade level phonics and word analysis in decoding words.

In addition, students will ask and answer questions about key details in a text read aloud or information presented orally, ~~or through other media.~~

Students will also write informative/explanatory texts where they name a topic, supply facts about the topic and provide a sense of closure. They will participate in shared research and writing projects. When writing and speaking, students will be expected to use grade level word usage, grammar, and conventions.

It is expected that all students will 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**

- IDENTIFY the **main topic** and **RETELL key details** of a text.
- ASK and ANSWER **questions** to determine or clarify words and phrases in text.
- ASK and ANSWER QUESTIONS to FIND **key details** in a **text, presentation** or,
- KNOW and USE **text features – headings, tables of contents, glossaries, electronic menus, icons** - to LOCATE **key facts** or **information** in text.
  
- USE **illustrations** and **details** in a text to DESCRIBE **key ideas**.
- WRITE **informational text**
  - NAME a **topic**
  - SUPPLY **facts** about the topic
  - PROVIDE **closure**.
- PARTICIPATE in shared **research** and writing projects.

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- DEMONSTRATE **understanding** of spoken words, syllables, and sounds (phonemes).
  - PRODUCE **single-syllable words** by **blending sounds** (phonemes), including consonant blends.
- USE **end punctuation** in **sentences**.
- KNOW and APPLY **grade-level phonics** and **word analysis skills**.
  - READ **words** with inflectional endings.
- DEMONSTRATE **command of the conventions, grammar, and usage** when WRITING or SPEAKING.
  - USE **singular and plural nouns** with matching verbs in basic sentences.
  - USE **personal, possessive, and indefinite pronouns**.
- DETERMINE or CLARIFY **meaning** of unknown and multiple-meaning words and phrases.
  - USE **sentence-level context** as a clue to the meaning of a word or phrase.
  - USE **frequently occurring affixes** as a clue to the meaning of a word.
  - IDENTIFY **frequently occurring root words and their inflectional forms**.

### Essential Questions

- How does the main idea help you understand stories and text?
- When you don't know the meaning of a word, how do other words in the sentence help you figure out its meaning?
- Why is punctuation important in reading and writing?
- What strategies can you use to find key details in a text or presentation?
- How would you begin the process of finding facts to include in a piece of writing? What resources do we use to find facts?
- How do you use verb tense when you tell stories to friends and family?
- How do inflectional endings change the meaning of words? Why is this important in 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:

- RI.1.2 Identify the main topic and retell key details of a text.
- 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

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menus, icons) to locate key facts or information in a text.

- RI.1.7 Use the illustrations and details in a text to describe its key ideas.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally ~~or through other media.~~
- 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.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- 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.
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
  - f. Read words with inflectional endings.
- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
  - d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- L.1.2 Demonstrate command of the conventions of standard English, capitalization, punctuation and spelling and writing.
  - b. Use end punctuation for sentences
- 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.
  - b. Use frequently occurring affixes as a clue to the meaning of a word.
  - c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

### **Standards that Reinforce the Unit of Study Standards:**

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions

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- from peers, and add details to strengthen writing as needed.
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL 1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- g. Recognize and read grade-appropriate irregularly spelled words.
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 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.
- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- 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 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** – No standards addressed in this unit.

**RI** – Before Grade 1, students identified the main topic and retold key details of the text with prompting and support. **In Grade 1, they will identify the main topic and retell key details of the text.** As they move to Grade 2, students will identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Before Grade 1 students asked and answered questions about unknown words, with prompting and support. **In Grade 1, they will ask and answer questions to determine/clarify the meaning of words and phrases in a text.** As they move to Grade 2, students will determine the meaning of words/phrases in text relevant to Grade 2 topic/subject area.

Before Grade 1, students identified the front cover, back cover, and title page of a book. **In Grade 1, they will know and use text features (headings, table of contents, glossaries, electronic menus, icons) to locate key facts/information in a text.** As they move to Grade 2, students will know and use text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts/information in a text efficiently.

Before Grade 1, students described the relationship between illustrations and the story in which they appear (person, place, thing, or idea with prompting and support). **In Grade 1, they will use illustrations and details to describe key ideas.** As they move to Grade 2, students will explain how specific images contribute to and clarify a text.

**W** – 1.2 Before Grade 1, students used drawing, dictating, and writing to compose informative/explanatory texts in which they named what they are writing about, supplying information about the topic. **In Grade 1, students will write informative/explanatory texts naming a topic, supplying facts about the topic, and providing a sense of closure.** As they move to Grade 2, students will write informative/explanatory texts in which they introduce a topic, use facts/definitions to develop points and provide a concluding statement or section.

Before Grade 1, students participated in shared research and writing projects. **In Grade 1, they will continue with this standard including by including exploration of “how-to” books and how to use them to write a sequence of instructions.** As students move to Grade 2, they will continue with this standard by reading a number of books on a single topic to produce a report or record science observations.

**RF** – Before Grade 1, students knew and applied grade level phonics/word analysis skills in decoding words. **In Grade 1, students will know and apply grade level phonics/word analysis skills in decoding words, including words with inflectional endings.** As they move to Grade 2, students will know and apply grade level phonics/word analysis skills in decoding words and they will recognize and read grade-appropriate irregularly spelled words.

Before Grade 1, students demonstrated an understanding of spoken words, syllables, and sounds (phonemes). They counted, pronounced, blended, and segmented syllables in spoken words. **In Grade**

**1, students will continue with this standard, while orally producing single-syllable words by blending sounds (phonemes), including consonant blends. This standard ends in Grade 1.**

**SL** – In Grade 1, they will ask and answer questions about what a speaker says to gather additional information or clarify misunderstanding. Students will ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**L** – Before Grade 1, students demonstrated command of the conventions of standard English grammar and usage when writing or speaking by using regular plural nouns. Students understood and used question words. **In Grade 1, continue with this standard while using singular and plural nouns with matching verbs. Students will also use personal, possessive, and indefinite pronouns. Students will use end punctuation for sentences.** As students move to Grade 2, they will continue with this standard, while including the use of reflexive pronouns. They will also form and use the past tense of frequently occurring irregular verbs.

Before Grade 1, students determined or clarified the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content. They identified new meanings for familiar words and applied them accurately. Students used frequently occurring inflections and affixes. **In Grade 1, students will continue with this standard using grade 1 reading and content. They will use sentence-level context and use frequently occurring affixes as clues to the meaning of a word or phrase. Students will also identify frequently occurring root words and their inflectional forms.** As students move to Grade 2, they will continue this standard using grade 2 reading and content. They will determine meaning of new words by adding a known prefix and use root words as a clue to the meaning of unknown words with the same root.

#### 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.4

Being able to read complex text independently and proficiently is essential for high achievement in college and the workplace and important in numerous life tasks. Moreover, current trends suggest that if students cannot read challenging texts with understanding—if they have not developed the skill, concentration, and stamina to read such texts—they will read less in general. In particular, if students cannot read complex expository text to gain information, they will likely turn to text-free or text-light

sources, such as video, podcasts, and tweets. These sources, while not without value, cannot capture the nuance, subtlety, depth, or breadth of ideas developed through complex text.

From Appendix A, p. 23

**Informational/Explanatory Writing**

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (What are the different types of poetry?) and components (What are the parts of a motor?); size, function, or behavior (How big is the United States? What is an X-ray used for? How do penguins find food?); how things work (How does the legislative branch of government function?); and why things happen (Why do some authors blend genres?). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and precis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and resumes. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

**Appendix B: Text Exemplars and Sample Performance Tasks**

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Students locate key facts or information in Claire Llewellyn’s Earthworms by using various text features (headings, table of contents, glossary) found in the text. [RI.1.5]

Students use the illustrations along with textual details in Wendy Pfeffer’s From Seed to Pumpkin to describe the key idea of how a pumpkin grows. [RI.1.7]

### **Appendix C: Samples of Student Writing**

#### **Student Sample: Grade 1, Informative/Explanatory**

“My Big Book About Spain” 11

#### **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.

Informative/Explanatory Writing: Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.

#### **Challenging Concepts**

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### **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](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](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](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](http://www.parcconline.org)

### **Other Resources**