

Grade One English Language Arts  
Unit 1 Reading

<b>Subject(s)</b>	Reading Language Arts
<b>Unit of Study</b>	Building a Community of Readers – Unit 1
<b>Pacing</b>	20 Instructional Days (no buffer)

**Overarching Standards (OS)**

**CCR.1.RL.10** With prompting and support, **READ** prose and poetry of appropriate complexity for grade 1.  
**CCR.1.RI.10** With prompting and support, **READ** informational texts appropriately complex for grade 1.  
**CCR.1.RF.4** Read with sufficient accuracy and fluency to support comprehension.  
**CCR.1.L.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.  
**CCR.1.L.5** With guidance and support from adults, **DEMONSTRATE** understanding of word relationships and nuances in word meanings.

**Priority and Supporting CCSS**

**CCR.1.RL.1 ASK** and **ANSWER** questions about key details in a text.  
**CCR.1.SL1 PARTICIPATE** in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  
**CCR.1.SL1a 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).  
CCR.1.SL1c **ASK** questions to clear up any confusion about the topics and texts under discussion.  
CCR.1.SL6 **PRODUCE** complete sentences when appropriate to task and situation.

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Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
<p>RL.1</p> <ul style="list-style-type: none"> <li>• difference between questions (5 W's and How) and answers</li> <li>• predictions</li> <li>• background knowledge</li> <li>• simple inferences</li> <li>• story parts (beginning, middle, end)</li> </ul>	<p><b>RL.1</b> <b>ASK and ANSWER</b> (questions about key details in a text)</p>	4,3
<p>SL.1</p> <ul style="list-style-type: none"> <li>• message linked to topic</li> <li>• how to listen</li> <li>• eye contact</li> <li>• clear voice fitting of setting including diction, inflection, volume and pace</li> <li>• logical sequence</li> </ul>	<p><b>SL.1</b> <b>PARTICIPATE</b> (in collaborative conversations with peers and adults in small and large groups)</p>	3
<p>SL.1a</p> <ul style="list-style-type: none"> <li>• rules</li> <li>• how to listen</li> <li>• take turns</li> </ul>	<p><b>SL.1a</b> <b>FOLLOW</b> (agreed upon rules)</p>	3

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> <li>1. What do good readers do?</li> <li>2. What does it mean and look like to work with others?</li> </ol>	<ol style="list-style-type: none"> <li>1. Good readers use a variety of strategies to understand ideas and details in a text.</li> <li>2. Understanding is improved when you share ideas with one another.</li> </ol>

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Learning Activities	
<p><b><u>Focus of Unit</u></b></p> <ul style="list-style-type: none"><li>○ Create a literacy environment/reading community and collaborating with others (<b>Note:</b> Begin to set time every day for students to read independently. Build up time as the school year progresses.)</li><li>○ Understanding key details (literary text)</li></ul> <p><b><u>Activities</u></b></p> <p><b><u>Notes:</u></b></p> <ul style="list-style-type: none"><li>○ Teachers may select how to incorporate the use of technology in order for students to demonstrate their understanding of skills within the unit. Teachers should also use audio versions of text in addition to print material and follow with guided discussions (i.e., <a href="http://www.storylineonline.net">www.storylineonline.net</a> offers a variety of texts that students may listen to).</li><li>○ A Reading Strategy anchor chart will be created with the students to be used as a resource throughout the school year. During this unit, begin to talk about student reading stamina and the importance of creating reading goals. Towards the end of the unit, brainstorm with students what grade one reading goals could look like. Students will draw a picture and label or write about something they would like to work on or learn about in reading. Display student goals or create a class book. (At Home Connection: ask students to share reading goal with their family.)</li><li>○ Students will ask and answer questions about key details and will participate in collaborative conversations with their peers following agreed upon rules for discussion.<ul style="list-style-type: none"><li>○ Establish classroom rules for community meetings by discussing what rules are and why rules are important. Discuss the role of the speaker and the listener and create a class chart that focuses on how to work together as a class.</li><li>○ As a pre-assessment, identify what students already know about the difference</li></ul></li></ul>	<p><b><u>Teacher Notes</u></b></p>

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between a poem and a story (i.e., distribute a book and a poem to small groups of students or show a sample of each type of text and have them talk about why how the two are the same and different. Consider beginning a classroom chart on the different types of literary text. (Precursor to genre study)

- Read aloud teacher selected poems (e.g., songs from *Sing a Song of Poetry: Grade 1* by Fountas and Pinnell, *Everybody has a Name* author unknown.) Discuss features of poems and how they are different from stories. Begin to discuss what the poem is about.

- *What do you notice about the poem? (Titles, lines, single words, short phrases)*
- *How is this different from a story?*
- *What do you think the poem may be about?*

**Note:** Before reading the poem, talk about strategies good readers use to figure out tricky words. Ask student to identify words that they already know how to read (e.g., basic grade one sight words). During reading, encourage students to ask questions using the 5 W's and H question stems. Reread the poem together to model the importance of rhythm and fluency.

- As introductory lessons, follow *Making Meaning*:
  - Unit 1, Week 1, Days 1-2, pages 2-10 focusing on answering questions to understand a story.
  - Unit 1, Week 2, Days 1-2, pages 12-20 focusing on answering questions to understand a story and “Turning and Talking” with a partner to develop the group skills of listening to one another.
  - Unit 1, Week 3, Days 1-2, pages 22-30 focusing on answering questions and reading independently.
  - Unit 1, Week 4, Days 1-2, pages 34-41 focusing on identifying important ideas in a story.

**Note:** Model how to make a prediction in the book by looking at the cover, flipping through the pages, and predicting what you think the text will be about. Continue to think aloud how to predict and revise and/or confirm predictions as you read

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through the text. Teacher may also how to pause and wonder about reading and then invite students to share what they are thinking.

- Continue to model and think aloud while using additional texts that focus on the importance of helping others and working together (e.g., Swimmy by Leo Lionni, Lilly's Purple Plastic Purse, by Kevin Henkes). See *Making Meaning*, Unit 2, Week 1, Days 1-2, pages 44-53 and Unit 2, Week 3, Days 1-2, pages 62-70 focusing on identifying important ideas in the story and answering questions to understand the story. Discuss key details in the text by using a graphic organizer (e.g., two-column chart, hand print: each finger represents an element of *who, what, where, when, why* and *how* is the palm). For example:
  - *How did Swimmy feel when he escaped from the tuna and swam alone in the deep sea?*
  - *What caused Swimmy to be happy again?*
  - *Why didn't the new school of fish want to swim and play and see things?*
  - *What did Swimmy do to help the fish solve their problem?*
  - *What do you think Leo Lionni was trying to tell us in this story?*
  - *What important things happened in the story?*
  - *What happened in the beginning? Middle? End?*

**Sample Chart**

Name of Text	
<i>Who...</i>	
<i>What ...</i>	
<i>Where...</i>	
<i>When...</i>	
<i>Why...</i>	
<i>How...</i>	

**Note:** Guiding questions should be posted for students to refer to. These should be text specific.

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- Provide time for the students to talk with one another to answer the 5 W's and H questions, modeling for students how to answer using complete sentences.  
**Encourage students to share details from the text with one another.**
- For independent practice and/or to assess student understanding using a teacher created rubric that is shared with students prior to the task:
  - Link the characters and events to the roles of the students in the class. Students can draw a picture and write a sentence to show one way in which they can work with a classmate. Students can share their work with the class. Add any additional ideas to the class anchor chart that was created in the beginning.
  - During a read aloud, stop and ask students to draw/label/write about the key details or the beginning, middle and end. Share.
  - During a shared reading, the teacher asks a question about a key detail and then calls on a student to respond. Other students agree or disagree by writing yes or no on a whiteboard or by using two signal cards (one green and one red) and raising either the green or red to show if they agree or disagree. Students must tell why they agree or disagree.
  - After a shared reading experience, students can work in small groups to match questions about key details with answers (i.e., give two sets of sentence strips: one has questions and one has answers).
  - After reading or listening to a story on tape or online, students can ask key questions about the text to another student. Other students may respond (Reciprocal teaching process). See [www.busyteacherscafe.com](http://www.busyteacherscafe.com) and scroll down to Task/Discussion cards. These may be printed for students to use.
  - After listening to a story, students can complete familiar graphic organizers that focus on key details or can respond in a reading response journal.

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

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<b>Vocabulary</b>
<p><b>Beginning-</b> the first or earliest part of a story, poem, play or book</p> <p><b>Character-</b>a person, thing, or animal in a story, poem, book, play, or movie</p> <p><b>Collaborate-</b> to work together or cooperate on a task</p> <p><b>Discussion-</b>a conversation or exchange of view (opinions)</p> <p><b>Ending-</b> the last of final part of a story, poem, book or play</p> <p><b>Idea-</b>a thought or plan carefully formed in the mind</p> <p><b>Middle-</b>the section of a story, poem, book or play between the beginning and the ending</p> <p><b>Poem/poetry-</b>a composition written in verse that uses rhythm and/or rhyme</p> <ul style="list-style-type: none"> <li>• rhythm- a repeating pattern of sound</li> <li>• rhyme- to have the same or similar ending sounds</li> </ul> <p><b>Rule-</b>an agreed-upon statement that is followed</p> <p><b>Sentence-</b> a group of words that expresses a complete thought</p> <p><b>Sight word-</b>a word that is known automatically by the reader</p> <p><b>Story-</b> a narrative designed to interest, amuse or instruct the reader</p>

<b>Assessment</b>	<b>Performance Task</b>
<p><b><u>Formal</u></b></p> <p>-DRA</p> <p>-MAP</p> <p><b><u>Informal</u></b></p> <p>-Teacher Observations</p> <p>-Student Work from Unit Activities and Rubrics</p> <p>-Running Records</p> <p>-Anecdotal notes</p>	<p>TBD</p>

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**Instructional Strategies**

**See Appendix A for Additional Instructional Research Based and Differentiated Strategies**

Resources	Technology Resources
<p><b><u>Instructional</u></b></p> <p>-Poetry, Songs and Charts</p> <p>-Leveled Texts</p> <p>-Anchor Texts:</p> <ul style="list-style-type: none"> <li>• <u>It's Mine</u> by Leo Leoni from <i>Making Meaning</i></li> <li>• <u>Quick as A Cricket</u> by Audrey Wood from <i>Making Meaning</i></li> <li>• <u>Where Do I Live?</u> By Neil Chesnow from <i>Making Meaning</i></li> <li>• <u>Matthew and Tilly</u> by Rebecca C. Jones from <i>Making Meaning</i></li> <li>• <u>When I Was Little</u> by Jamie Less Curtis from <i>Making Meaning</i></li> <li>• <u>Chrysanthemum</u> by Kevin Henkes (410L) from <i>Making Meaning</i></li> <li>• <u>Lilly's Purple Plastic Purse</u> by Kevin Henkes (540L)</li> <li>• Poems from <i>Sing a Song of Poetry, Grade 1</i> by Fountas and Pinnell</li> </ul> <p>- Suggested Texts:</p> <ul style="list-style-type: none"> <li>• <u>Swimmy</u> by Leo Leoni (640L)</li> <li>• <u>Elephants Swim</u> by Linda Capus Riley</li> <li>• <u>Froggy Goes to School</u> by Jonathan London</li> <li>• <u>Much Bigger Than Martin</u> by Steven Kellogg</li> </ul>	<p><a href="http://www.randomhouse.com/kids/lianni">www.randomhouse.com/kids/lianni</a></p> <p>Successmaker</p> <p><a href="http://www.schoolwidefundamentals.com">www.schoolwidefundamentals.com</a></p> <p><a href="http://www.storylineonline.net">www.storylineonline.net</a></p> <p><a href="http://www.readwritethink.org">www.readwritethink.org</a></p> <p><a href="http://www.busyteacherscafe.com">www.busyteacherscafe.com</a></p> <p>Online scholastic videos</p>



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<ul style="list-style-type: none"><li>• <u>Oliver Button Is a Sissy</u> by Tomie dePaola</li><li>• <u>Wemberley Worried</u> by Kevin Henkes (170)L <i>Everybody Has a Name</i> (author unknown)</li><li>• “Halfway Down” A.A. Milne</li></ul> <p>-Student Work -Reading Strategy Prompts -Language Arts Curriculum Addendum -Graphic Organizers -<i>Making Meaning</i></p> <p><b><u>Teacher</u></b></p> <p>-Supporting Resources for Unit 1 -Assessment Data -Reading Strategy Prompts -<i>Word Matters</i> by Fountas and Pinnell -<i>Guided Reading</i> by Fountas and Pinnell -<i>Sing A Song of Poetry: Grade 1</i> by Fountas and Pinnell -Ledyard High Frequency Word List -<i>Phonemic Awareness Songs and Rhymes</i> (F, W, S) -Language Arts Curriculum Addendum -<i>Kidwriting</i> by Eileen Feldgus and Isabell Cardonik -<i>Making Meaning</i></p>	
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**Interdisciplinary Connections**

Link to math using text, Chrysanthemum. Students can graph letters in name and create an all class graph.

**Grade One English Language Arts  
Unit 2 Reading**

<b>Subject(s)</b>	Reading Language Arts
<b>Unit of Study</b>	Elements of Fiction – Unit 2
<b>Pacing</b>	15 Instructional Days (5 days buffer)

**Overarching Standards (OS)**

**CCR.1.RL.10** With prompting and support, **READ** prose and poetry of appropriate complexity for grade 1.  
**CCR.1.RI.10** With prompting and support, **READ** informational texts appropriately complex for grade 1.  
**CCR.1.RF.4** Read with sufficient accuracy and fluency to support comprehension.  
**CCR.1.L.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.  
**CCR.1.L.5** With guidance and support from adults, **DEMONSTRATE** understanding of word relationships and nuances in word meanings.

**Priority and Supporting CCSS**

**CCR.1.RL.1** **ASK** and **ANSWER** questions about key details in a text.  
**CCR.1.RL.2** **RETELLING** stories, including key details, and **DEMONSTRATE** understanding of their central message or lesson.  
**CCR.1.RL.7** Use illustrations and details in a story to describe characters, setting, or events.  
**CCR.1.L.4a** **USE** sentence-level context as a clue to the meaning of a word or phrase.  
**CCR.1.L.5a** **SORT** words into categories  
**CCR.1.L.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).

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Unit 2 Reading**

<b>Concepts (What students need to know)</b>	<b>Skills (What students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>
<b>RL.2</b> <ul style="list-style-type: none"> <li>• story elements/parts (characters, setting, problem, solution, ending)</li> <li>• characteristics of a good retelling</li> <li>• central message and lesson</li> </ul>	<b>RL.2</b> <b>RETELL</b> (stories including key details)  <b>DEMONSTRATE</b> (understanding of central message or lesson)	 2  2
<b>RL.7</b> <ul style="list-style-type: none"> <li>• illustrations of characters, setting &amp; events</li> <li>• details of characters, setting &amp; events</li> </ul>	<b>RL.7</b> <b>USE &amp; DESCRIBE</b>	 4
<b>L.4a</b> <ul style="list-style-type: none"> <li>• when a word or phrase is new or unknown, e.g., <i>Does that sound right? Does that make sense?</i></li> </ul>	<b>L.4a</b> <b>USE</b> (sentence level context clues to determine meaning of a word or phrase)	 3
<b>L.5a</b> <ul style="list-style-type: none"> <li>• sort</li> <li>• category</li> <li>• similarities and differences of basic content vocabulary including nouns and adjectives</li> </ul>	<b>L.5a</b> <b>SORT</b> (word into categories, e.g., colors, clothing)	 4
<b>L.6</b> <ul style="list-style-type: none"> <li>• descriptive words</li> <li>• conjunctions, e.g., <i>because, so</i></li> </ul>	<b>L.6</b> <b>USE</b> (words and phrases acquired through conversations, reading and being read to, and responding to texts) <b>USE</b> (frequently occurring conjunctions to signal simple relationships)	 3  3

<b>Essential Questions</b>	<b>Corresponding Big Ideas</b>
1. What are the parts of a good retelling? 2. How do readers help themselves understand the story?	1. Good readers create an effective retelling of fiction that includes key ideas and details (story parts). 2. Authors include key details to help readers make sense of the story.

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Unit 2 Reading**

<b>Learning Activities</b>	
<p><b><u>Focus of Unit</u></b></p> <ul style="list-style-type: none"><li>• <u>Retelling stories</u> with an introduction to message or lesson (Precursor to other units on retelling and comparing and contrasting character’s actions and events)</li><li>• <u>Use illustrations and details in a story to describe characters, setting, or events</u></li><li>• Using context clues</li><li>• Learning and applying new words</li></ul> <p><b><u>Activities</u></b></p> <p><b>Note:</b> *The <i>Making Meaning</i> Lessons will provide the instructional foundation for this unit. Throughout the unit, provide opportunities for students to retell stories to the class. Model for students how good readers use context clues during reading to help them figure out new words.</p> <ul style="list-style-type: none"><li>• Students will review basic story elements to help retell stories (e.g., Nancy Boyles’ Story part cards).<ul style="list-style-type: none"><li>○ Review parts to a story (e.g., characters, problem and solution) and talk about why authors write stories. Explain to students that the characters in stories will often do things that may cause a problem in the story, and that most often the problem gets solved. Have students talk about a book that they have read in the past where a character has a problem.<ul style="list-style-type: none"><li>▪ <i>Who was the character in your story?</i></li><li>▪ <i>Did that character have a problem?</i></li><li>▪ <i>Can you tell us about it?</i></li><li>▪ <i>Did the character solve his or her problem? How do you know?</i></li></ul></li><li>○ Remind students that the pictures throughout the story tells information about the characters, where the story takes place and the events. Model for students how to find the details in the pictures to provide that information (Examples: <i>Locate the picture that tells us where the story is taking place, what do you see? How do you know the man is</i></li></ul></li></ul>	<p><b><u>Teacher Notes</u></b></p>

## Grade One English Language Arts Unit 2 Reading

*feeling \_\_\_\_\_ ?)*

- \*Follow *Making Meaning* Unit 3,
  - Week 1, Days 1-2, pages 72-80 focusing on using the sequence of events to retell a story with a simple narrative structure.
  - Week 2, Days 1-2, pages 82-90 and Week 3, Days 1-2, pages 92-99 focusing on discussing important characters and retelling a story.
- During small group instruction, provide opportunities for students to practice retelling using the Nancy Boyles Story part cards. Continue to model how to make predictions before reading, during and after reading. Discuss who may be the main character and what may happen in the story. Identify the main character and events by using post-it notes or highlighting tape. Talk about what the character does in the story using specific terms such as *First*, *Next*, and *Then* using specific conjunctions (*because*, *so*) to signal simple relationships.
  - *What did the character do?*
  - *What do you notice happening to the character?*
  - *How do you think he or she is feeling and why?*
- During reading, stop and think aloud paraphrasing what has been read so far using key details from the text. Encourage students to turn and talk to a partner to practice retelling after several pages of reading. Explain to students that there is usually a solution to a problem and that this usually happens towards the end of the story.
- After reading, retell the story parts in sequential order (e.g., small version of Nancy Boyles' story part cards, flannel boards, time order words, puppets and sequencing cards).

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

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<b>Additional</b> <ul style="list-style-type: none"><li>• Word Sorts and Word Walls</li><li>• Sequencing</li><li>• Visual Representations of New Words</li><li>• Journals</li><li>• Echo reading/Choral reading/Partner reading</li><li>• Show and tell</li><li>• Literacy Centers</li></ul>	
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<b>Vocabulary</b>
<p><b>Attempts-</b> all the things the characters do to try and solve the problem</p> <p><b>Beginning-</b> the first or earliest part of a story, poem, play or book</p> <p><b>Character-</b> a person, thing or animal in the story, poem, book, play, or movie</p> <p><b>Conjunction-</b> a word that joins other words, phrases or clauses</p> <p><b>Context clue-</b> a hint about the meaning of a word found by reading other words in the sentence</p> <p><b>Detail-</b>a small part of the whole providing specific information</p> <p><b>Ending-</b>the last part of a story, poem, book or play</p> <p><b>Fiction-</b> a genre of writing based on imagination and not necessarily on the facts</p> <p><b>Illustration-</b> a picture or map used to explain</p> <p><b>Image-</b> a representation of a person or thing</p> <p><b>Key detail-</b>the single most important part of a thought</p> <p><b>Lesson/message-</b> something the author wants to teach the reader</p> <p><b>Predict-</b> to state what a person thinks will happen in the future</p> <p><b>Problem-</b> something that has gone wrong in the story and needs to be fixed</p> <p><b>Retell-</b> to say, state or perform again</p> <p><b>Schema-</b> background knowledge</p> <p><b>Setting-</b>the time and place of a story</p> <p><b>Solution-</b>what happens when the problem gets solved</p>

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Unit 2 Reading**

Assessment	Performance Task
<p><b><u>Formal</u></b> -Retelling Rubric</p> <p><b><u>Informal</u></b> -Teacher observations -Anecdotal Notes -Student work from learning activities -Oral retellings -Running Records</p>	TBD

Instructional Strategies
<p><b>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</b></p>

Resources	Technology Resources
<p><b><u>Instructional</u></b> -Nancy Boyles' Story Part Cards (large and small versions) -Anchor Texts:</p> <ul style="list-style-type: none"> <li>• <u>Apple Trouble</u> by Ragnhild Scamell</li> <li>• <u>Big Pumpkin</u> by Erica Silverman</li> <li>• <u>Caps for Sale</u> by Esphyr Slobodkina from <i>Making Meaning</i></li> <li>• <u>Curious George Goes to An Ice Cream Shop</u> by Margaret Rey and Alan J. Shalleck from <i>Making Meaning</i></li> </ul>	<p>Successmaker</p> <p><a href="http://www.starfall.com">www.starfall.com</a></p> <p><a href="http://www.schoolwidefundamentals.com">www.schoolwidefundamentals.com</a></p>

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- Peter's Chair by Ezra Jack Keats from *Making Meaning*

Additional Suggested Texts:

- Enormous Watermelon by Brenda Parkes
- Oliver Button is a Sissy by Tomie de Paola
- Annie and the Wild Animals by Jan Brett
- The Hat by Jan Brett
- Pumpkin Circle by George Levenson  
(vocab/ sequencing/ word sorts)
- Mr. Wolf and the Enormous Turnip by Jan Fearnley  
(story parts/ vocabulary)
- The Little Old Lady Who Was Not Afraid of Anything  
by Linda Williams (sequencing/ word sorts)

-Lakeshore picture library

-Wright Skills picture cards

-Fiction Texts including multi-cultural

-Leveled Books

-Songs and Rhymes

-*Making Meaning*

**Teacher**

Supporting Resources for Unit

*Guided Reading* by Fountas and Pinnell

*Word Matters* by Fountas and Pinnell

*The Power of Retelling* by Vikki Benson

Student Assessments

Language Arts Addendum

*Making Meaning*



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Unit 2 Reading**

**Interdisciplinary Connections**

Verbs from Big Pumpkin relate to science unit Forces in Motion (i.e. push, pull).

**Grade One English Language Arts  
Unit 3 Reading**

<b>Subject(s)</b>	Reading Language Arts
<b>Unit of Study</b>	Understanding Stories – Unit 3
<b>Pacing</b>	25 Instructional Days (5 days buffer)

**Overarching Standards (OS)**

**CCR.1.RL.10** With prompting and support, READ prose and poetry of appropriate complexity for grade 1.  
**CCR.1.RI.10** With prompting and support, READ informational texts appropriately complex for grade 1.  
**CCR.1.L.4** DETERMINE or CLARIFY the meaning of unknown and multiple meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies.  
**CCR.1.L.5** With guidance and support from adults, DEMONSTRATE understanding of word relationships and nuances in word meanings.  
**CCR.1.L.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).

**Priority and Supporting CCSS**

CCR.1.RL1 ASK and ANSWER questions about key details in a text.  
**CCR.1.RL2** RETELLING stories, including key details, and DEMONSTRATE understanding of their central message or lesson.  
**CCR.1.RL5.** EXPLAIN major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.  
**CCR.1.RL6** IDENTIFY who is telling the story at various points in a text.  
CCR.1.RL7 USE illustrations and details in a story to describe characters, setting, or events.  
**CCR.1.SL2** ASK and ANSWER questions about key details in a text read aloud or information presented orally or through other media.  
CCR.1.SL4 DESCRIBE people, places, things and events with relevant details, expressing ideas and feelings clearly  
**CCR.1.L.4c** IDENTIFY frequently occurring root words.  
**CCR.1.L.5b** DEFINE words by category and by one or more key attributes

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Unit 3 Reading**

CCR.1.L.5c IDENTIFY real-life connections between words and their use.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
<p>RL.2</p> <ul style="list-style-type: none"> <li>• story elements/parts (characters, setting, problem, solution, ending)</li> <li>• characteristics of a good retelling</li> <li>• central message and lesson</li> </ul>	<p><b>RL.2</b>  <b>RETELL</b> (stories including key details)  <b>DEMONSTRATE</b> (understanding of central message or lesson)</p>	<p>2 1</p>
<p>RL.5</p> <ul style="list-style-type: none"> <li>• stories</li> <li>• informational text</li> <li>• how to explain</li> <li>• types of text (e.g., fiction/literary, informational, fantasy, fable)</li> <li>• similarities/differences</li> <li>• compare and contrast</li> </ul>	<p><b>RL.5</b>  <b>EXPLAIN</b> (major differences between books that tell stories and books that give information drawing on a wide reading range of text types)</p>	<p>2</p>
<p>SL.2</p> <ul style="list-style-type: none"> <li>• difference between questions (5 W's and How) and answers</li> <li>• predictions</li> <li>• background knowledge</li> <li>• inferences</li> <li>• story elements/parts (characters, setting, problem, solution, ending)</li> </ul>	<p><b>SL.2</b>  <b>ASK</b> (questions about key details in text read aloud or information presented orally or through <b>other media</b>)   <b>ANSWER</b> (questions about key details in text read aloud or information presented orally or through <b>other media</b>)</p>	<p>4 3</p>
<p>L.4c</p> <ul style="list-style-type: none"> <li>• root word (e.g., <i>look</i>)</li> <li>• inflectional ending (e.g., <i>looks, looked, looking</i>)</li> </ul>	<p><b>L.4c</b>  <b>IDENTIFY</b> (frequently occurring root words and inflectional forms)</p>	<p>3</p>

**Grade One English Language Arts  
Unit 3 Reading**

<b>Essential Questions</b>	<b>Corresponding Big Ideas</b>
1. What strategies do good readers use to help them better understand what they are reading? 2. What makes a great story a great story? 3. How do I use what I know to figure out what I do not know?	1. Authors write various types of texts; some that tell stories and some that provide information to the reader. 2. An author’s purpose for writing a piece of text affects what he/she writes. 3. Good readers use knowledge of the structure and context of language to acquire and clarify vocabulary.

<b>Learning Activities</b>	
<p><b><u>Focus of Unit</u></b></p> <ul style="list-style-type: none"> <li>• Differences between books that tell stories and books that give information</li> <li>• Retelling Stories including central message or lesson</li> <li>• Asking and answering questions about key details</li> </ul> <p><b><u>Activities</u></b> (Note: Use other media such as an audio or movie version of a story or a read aloud)</p> <ul style="list-style-type: none"> <li>• Student will identify books that tell stories and books that give information and will retell stories, including key details, and will demonstrate understanding of their central message or lesson.               <ul style="list-style-type: none"> <li>○ Book sort - Pass out a variety of texts, both fiction and non-fiction. Ask students to sort books by type and explain why they sorted books into each category. Based on student responses, begin to create an anchor such as a T-chart listing elements specific to each genre (fiction/non-fiction). Discuss author’s purpose for writing both types of texts: Books that tell stories and books that give information.</li> <li>○ Follow <i>Making Meaning</i>, Unit 6, Week 1, Days 1 and 2, pages 198-207 and Unit 6, Week 2, Days 1 and 2, pages 212-221 focusing on using schema to understand non-fiction and exploring differences between fiction and non-fiction.</li> <li>○ Provide opportunities for students to read examples of fiction books and expository books. Discuss who is telling the story. Before, during and after reading, have students</li> </ul> </li> </ul>	<p><b><u>Teacher Notes</u></b></p>

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Unit 3 Reading**

make predictions about what they will be reading about. As each book is being read, ask students to identify clues that support the differences between fiction and non-fiction. Have students begin to identify texts that tell stories and texts that give information. Encourage them to use information from the texts to explain why.

- Review with students what it means to retell a story by asking them to think back to the previous lessons on retelling (e.g., use illustrations to identify events, use Nancy Boyles' story part cards to identify important parts of a retelling, using transition words for appropriate sequence). Model for students how to use the strategy of picturing/visualizing during reading to help identify key details.
- Follow *Making Meaning*, Unit 4, Week 2, Days 1-3, pages 116-126 focusing on informally using schema and inferences as they visualize. **Note:** Students will sketch pictures throughout the lessons. Reinforce think-pair-share.
- Using a more complex text such as Peter's Chair (from Unit 2 *Making Meaning*), provide opportunities for students to retell stories that focus on identifying the message or lesson within the story. Remind students that often characters will learn and that this is called a *lesson*. During reading, model how the character is feeling at the beginning of the story and how he or she may feel as the story moves forward. Mark the text with a post it note to show evidence of how the character is feeling and why. Continue reading until the end of the story looking for ways in which the character's feelings may be changing leading into the lesson learned. Use evidence from the story.
  - *How is the character feeling now?*
  - *What caused him or her to feel that way?*
  - *Have you ever felt that way? When?*
  - *How does the character feel at the end?*
  - *What do you think the character learned? Why?*
- Students can turn and talk with a partner to talk about something that happened to them where they may have learned a lesson. Note: Begin to create a list of emotion words (e.g., happy, disappointed) on a chart paper and encourage students to use these words during conversations. Sort words into two categories (e.g., positive and negative words: laughed as a positive and frowned as a negative; discuss root words and

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inflectional endings).

- After reading independently, students can draw, label and write about a lesson that the character learned in their story. Students can share lessons learned.

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

**Additional**

- Word Sorts
- Word Walls
- Visual Representations of New Words
- Journals
- Echo reading/Choral reading
- Partner reading
- Show and tell
- Literacy Centers

**Vocabulary**

**Author's Purpose-** the reason an author has for writing a selection

**Character-** a person, thing or animal in a story, book, poem, play or movie

**Context clue-** a hint about the meaning of a word found by reading the other words in the sentence

**Discussion-** a conversation or exchange of views

**Event-** a happening in a story, book, play or poem

**Illustration-** a picture used to explain or decorate

**Informational text-** a selection written to inform

**Key detail-** the most important parts of a whole or thought

**Lesson-** something that the author intends to teach the readers

**Media-** a way of communicating information

**Prediction-** what you think may happen

**Root word-** a base word to which prefixes and suffixes could be added, forming a new word with a different meaning

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**Retell-** to say, state or perform again  
**Story-** a narrative, either real or imaginary, designed to interest, amuse or instruct the reader

Assessment	Performance Task
<p><b><u>Formal</u></b>            -Retelling Rubric            -DRA</p> <p><b><u>Informal</u></b>            -Teacher observations            -Anecdotal Notes            -Student work from learning activities            -Oral retellings            -Running Records</p>	TBD

**Instructional Strategies**

**See Appendix A for Additional Instructional Research Based and Differentiated Strategies**

Resources	Technology Resources
<p><b><u>Instructional</u></b>            -Student Work            -Reading Strategy Prompts            -Reading Comprehension Cards            -Variety of Fiction and Non-fiction texts            -Leveled Fiction Texts including plays and dramas            -Audio Versions of Fictional Texts            -Anchor Text:</p> <ul style="list-style-type: none"> <li>• <u>In the Tall, Tall Grass</u> by Denise Fleming from</li> </ul>	<p>Successmaker            Lexia  <a href="http://www.schoolwidefundamentals.com">www.schoolwidefundamentals.com</a>  <a href="http://www.starfall.com">www.starfall.com</a></p>

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*Making Meaning*

- Peter's Chair by Ezra Jack Keats (390L) from *Making Meaning*
- Hearing by Sharon Gordon from *Making Meaning*
- A Good Night's Sleep by Allan Fowler from *Making Meaning*

**Additional Text Suggestions:**

- A Sheep Out to Eat by Nancy Shaw from *Making Meaning*
- Your Senses by Helen Frost
- A Day with Daddy by Nikki Grimes
- Lights Out by Angela Shelf Medearis
- Night in the Country by Cynthia Rylant
- A Turkey for Thanksgiving by Eve Bunting
- Turk and Runt by Lisa Wheeler
- A Plump and Perky Turkey by Teresa Bateman
- All About Turkeys by Gail Gibbons
- Thanksgiving at the Tappletons' by Eileen Spinelli
- 'Twas the Night Before Thanksgiving by Dav Pilkey

*-Making Meaning*

**Teacher**

- Supporting Resources for Unit
- Word Matters* by Fountas and Pinnell
- Guided Reading* by Fountas and Pinnell
- Ledyard High Frequency Word List
- Phonemic Awareness Songs and Rhymes* (F, W, S)
- Language Arts Curriculum Addendum
- Kidwriting by Eileen Feldgus and Isabell Cardonik
- The Power of Retelling* by Vicki Benson



**Grade One English Language Arts  
Unit 3 Reading**

-Student Assessments - <i>Making Meaning</i>	
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<b>Interdisciplinary Connections</b>
A Turkey for Thanksgiving – connection to social studies unit on holidays and traditions.

DRAFT

**Grade One English Language Arts  
Unit 4 Reading**

<b>Subject(s)</b>	Reading Language Arts
<b>Unit of Study</b>	Elements of Nonfiction – Unit 4
<b>Pacing</b>	15 Instructional Days (5 days buffer)

**Overarching Standards (OA)**

**CC1.RI.10** With prompting and support, READ informational texts appropriately complex for grade 1.  
**CCR.1.L.4** DETERMINE or CLARIFY the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies.  
**CCR.1.L.5** With guidance and support from adults, DEMONSTRATE understanding of word relationships and nuances in word meanings.  
**CCR.1.L.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).

**Priority and Supporting CCSS**

**CCR.1.RI.4** ASK and ANSWER questions to help determine or clarify the meaning of words and phrases in a text.  
**CCR.1.RI.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.  
**CCR.1.RI.6** DISTINGUISH between information provided by pictures or other illustrations and information provided by the words in a text.  
CCR.1.RI.7: USE the illustrations and details in a text to describe its key ideas.  
**CCR.1.L.4a** USE sentence-level context as a clue to the meaning of a word or phrase.  
**CCR.1.L.5a** SORT words into categories.

**Grade One English Language Arts  
Unit 4 Reading**

<b>Concepts (What students need to know)</b>	<b>Skills (What students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>
RI.4 <ul style="list-style-type: none"> <li>• Words and phrases</li> <li>• Context clues</li> <li>• Picture/graphic clues</li> </ul>	<b>RI.4 ASK and ANSWER</b> (questions to determine or clarify meaning of words/phrases)	4,3
RI.5 <ul style="list-style-type: none"> <li>• Informational text</li> <li>• Text Features (e.g., headings, table of content, glossaries, electronic menus, icons)</li> <li>• Key facts</li> </ul>	<b>RI.5 KNOW and USE</b> (text features)  <b>LOCATE</b> (key facts or information)	1,3  1
L.4a <ul style="list-style-type: none"> <li>• When a word or phrase does not make sense e.g., <i>Does that sound right? Does that make sense?</i></li> <li>• Context clues</li> </ul>	<b>L.4a USE</b> (sentence level context clues to determine meaning of a word/phrase)	3
L.5a <ul style="list-style-type: none"> <li>• similarities and differences of basic content vocabulary including nouns and adjectives</li> </ul>	<b>L.5a SORT</b> (words into categories, e.g., colors, clothing)	4

**Grade One English Language Arts  
Unit 4 Reading**

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> <li>1. How do nonfiction text features (table of contents, headings, glossaries) help the reader?</li> <li>2. What do readers think about while reading nonfiction text?</li> <li>3. How do readers help themselves when they come to an unknown word or do not understand what they have read?</li> </ol>	<ol style="list-style-type: none"> <li>1. Nonfiction text features provide the reader with information.</li> <li>2. Readers notice details and use text features to understand and locate information in the text.</li> <li>3. Readers use different strategies such as decoding, rereading and self-correcting in order to understand unknown words.</li> </ol>

Learning Activities	
<p><b>Focus of Unit</b> (Informational Text)</p> <ul style="list-style-type: none"> <li>• Strategies to determine unknown words (rereading, context and picture cues)</li> <li>• Locating information using text features</li> <li>• Sorting words</li> </ul> <p><b>Activities</b></p> <p><b>Notes:</b></p> <p>-Throughout the unit, students will use sentence level context clues to help determine the meaning of a word (e.g., Model and practice strategies that students can use when they come to an unknown word in an informational text (skip it, reread, think about what would make sense, look for chunks). Refer back to anchor chart about reading strategies from unit 1. Record new words on a word wall or in a vocabulary notebook. Students will also sort words from informational texts into categories using a graphic organizer such as a t-chart or a 3-way sort (e.g., After reading a book on animals, sort words into names of animals, what the animals eat and what they look like.).</p> <ul style="list-style-type: none"> <li>• Students will use various text features to locate key facts or information in a text and will ask and answer questions to help determine or clarify meanings of unknown words and phrases.               <ul style="list-style-type: none"> <li>○ Teacher will review the difference between fiction and non-fiction texts (refer back to anchor chart from unit 2 as well as <a href="http://www.readwritethink.com">www.readwritethink.com</a> titled: <i>Book Sorting: Using Observation and Comprehension to Categorize Books</i>). Teacher will review text features from informational texts and discuss the author’s purpose for writing informational texts</li> </ul> </li> </ul>	<p style="text-align: center;"><b><u>Teacher Notes</u></b></p>

## Grade One English Language Arts Unit 4 Reading

- (e.g., to give information, to inform or explain).
- Follow *Making Meaning*, Unit 7,
    - Week 1, Days 1-3, pages 238-251 focusing on answering questions to clarify the meanings of words and phrases in non-fiction texts.
    - Week 2, Days 1-3, pages 252-263 focusing on using the strategy of wondering.  
**Note:** Model and think aloud how readers use these features to understand the text and locate information.
  - Continue to provide opportunities for students to read non-fiction text using a text such as *A Day in the Life of a Garbage Collector* (from *Making Meaning*) or science related texts. Students will place post it notes on text features and will discuss text features and what information can be gathered.
    - *What topic will we learn about as we read this book? How do you know?*
    - *Look at the cover. What do you notice? What are some words you think we might find in this text?*
    - *Look at the table of contents. How many chapters are in this book? What topics will we learn about? What page can we find them on?*
    - *Look at the heading. Why does the author include the heading?*
    - *Find a bold-faced word. Why is it typed that way? How can we use the rest of the text to figure out the meaning of the word? Can we look at the glossary to find the meaning?*
    - *How do the pictures help you understand what the author is trying to teach you? What other information can you learn from the pictures / diagrams?*
  - While reading informational text, model how to take notes on specific facts related to the topics, emphasizing how to select key words and details from the text (both illustrations and words) using highlighting tape. Continue to pose questions about what is being read. Encourage students to answer questions and determine if their responses are best found in the words of the text, from illustrations, or from both.
  - Provide opportunities for students to read and take notes on facts specific to the topic. Students will **independently** use key words and information to share facts orally and in writing (e.g., journal entry, poster, "Tell me 3" or 3-2-1 strategy).

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

**Grade One English Language Arts  
Unit 4 Reading**

<p><b>Additional</b></p> <ul style="list-style-type: none"><li>• Word Sorts</li><li>• Word Walls</li><li>• Visual Representations of New Words</li><li>• Journals</li><li>• Echo reading/Choral reading/Partner reading</li><li>• Show and tell</li><li>• Literacy Centers</li><li>• Projects</li></ul>	
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<b>Vocabulary</b>
<p><b>Brainstorm-</b> an activity that produces a large number of ideas <b>Clarification-</b> a statement that makes a topic easier to understand <b>Context clue-</b> a hint about the meaning of a word found by reading other words in the sentence <b>Definition-</b> the meaning of a word or phrase <b>Diagram-</b> a chart or graph that explains something; a labeled illustration <b>Glossary-</b> an alphabetical listing of words and their meanings found in the back of the book <b>Illustration-</b> a picture, diagram, drawing or map used to explain <b>Information-</b> facts learned about a subject <b>Key idea-</b> the most important part of a whole <b>Main topic-</b> the subject of the text <b>Meaning-</b> the purpose of spoken or written words <b>Non-fiction-</b> a genre of writing that tells about real people, places or events <b>Phrase-</b> a group of words that has meaning but is not a complete sentence <b>Text feature-</b> an element that stands out from other parts of text to help the reader understand information <b>Text Purpose-</b> the author's intention for the text (to inform, to tell)</p>

**Grade One English Language Arts  
Unit 4 Reading**

Assessment	Performance Task
<p><b><u>Formal</u></b> -Rubric -DRA</p> <p><b><u>Informal</u></b> -Teacher observations -Anecdotal Notes -Student work from learning activities -Running Records -Rubric</p>	<p>TBD</p> <p><i>Students will use text features to create a non-fiction notebook (e.g., class book or independently created books) or non-fiction poster. Students will share with class and will identify the purpose of the text feature to help understand the topic.</i></p>

Instructional Strategies
<p><b>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</b></p>

Resources	Technology Resources
<p><b><u>Instructional</u></b> -Student Work -Reading Strategy Prompts -Reading Comprehension Cards -Variety of Non-fiction leveled texts -Non-fiction texts -Anchor Text:</p> <ul style="list-style-type: none"> <li>• <u>A Kangaroo Joey Grows Up</u> by Joan Hewett from <i>Making Meaning</i></li> <li>• <u>A Harbor Seal Pup Grows Up</u> by Joan Hewett from <i>Making Meaning</i></li> </ul> <p>-Additional Suggested Texts:</p> <ul style="list-style-type: none"> <li>• <u>The Emperor's Egg</u> by Martin Jenkins</li> </ul>	<p>Successmaker Lexia <a href="http://www.schoolwidedfundamentals.com">www.schoolwidedfundamentals.com</a> Pebble Go</p>

**Grade One English Language Arts  
Unit 4 Reading**

<ul style="list-style-type: none"><li>• <u>Being a Scientist</u> by Natalie Lunis and Nancy White (text features)</li><li>• <u>A World of Tools</u> by Barbara Adams (text features)</li><li>• <u>Measuring Up</u> by J.E. Osborne (text features, details)</li><li>• <u>Martin's Big Words</u> by Doreen Rappaport (410L) (note-taking, details, word sorts)</li><li>• <u>Let's Read About Ruby Bridges</u> by Grace Maccarone (420L) (note-taking, details, word sorts)</li></ul> <p>-Graphic Organizers for Note-taking and Collecting Facts -Word Sorts <i>-Making Meaning</i></p> <p><b><u>Teacher</u></b> -Supporting Materials for Unit -<i>Word Matters</i> by Fountas and Pinnell -<i>Guided Reading</i> by Fountas and Pinnell -Language Arts Curriculum Addendum -<i>Kidwriting</i> by Eileen Feldgus and Isabell Cardonik -Student Assessment <i>-Making Meaning</i></p>	
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<b>Interdisciplinary Connections</b>	
Texts from Science and/or Social Studies	



**Grade One English Language Arts  
Unit 5 Reading**

<b>Subject(s)</b>	Reading Language Arts
<b>Unit of Study</b>	Reading for Information – Unit 5
<b>Pacing</b>	15 Instructional Days (5 days buffer)

Overarching Standards (OS)
<p><b>CCR.1.RL.10</b> With prompting and support, READ prose and poetry of appropriate complexity for grade 1.</p> <p><b>CCR.1.RI.10</b> With prompting and support, READ informational texts appropriately complex for grade 1.</p> <p><b>CCR.1.L.4</b> 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.</p> <p><b>CCR.1.L.5</b> With guidance and support from adults, DEMONSTRATE understanding of word relationships and nuances in word meanings.</p> <p><b>CCR.1.L.6</b> 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).</p>

Priority and Supporting CCSS
<p><b>CCR.1.RI.1</b> ASK and ANSWER questions about key details in a text</p> <p><b>CCR.1.RI.2</b> IDENTIFY main topic and RETELL key details of a text.</p> <p><b>CCR.1.RI.4</b> ASK and ANSWER questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>CCR.1.RL.5.</b> EXPLAIN major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p><b>CCR.1.SL.3</b> ASK and ANSWER questions about what a speaker says in order to GATHER additional information or CLARIFY something that is not understood.</p> <p><b>CCR.1.L.4c</b> IDENTIFY frequently occurring root words.</p> <p><b>CCR.1.L.5b</b> DEFINE words by category and by one or more key attributes.</p> <p><b>CCR.1.L.5c</b> IDENTIFY real-life connections between words and their uses.</p>

**Grade One English Language Arts  
Unit 5 Reading**

<b>Concepts (What students need to know)</b>	<b>Skills (What students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>
RI.1 <ul style="list-style-type: none"> <li>• Questions (5 W's and H)</li> <li>• Answers</li> <li>• Background knowledge</li> <li>• Predictions</li> <li>• Simple inferences</li> </ul>	<b>RI.1</b> <b>ASK/ANSWER</b> (questions about key details)	4,3
RI.2 <ul style="list-style-type: none"> <li>• Main topic</li> <li>• Key details</li> <li>• Difference between main topic and key details</li> <li>• How to restate details</li> </ul>	<b>RI.2</b> <b>IDENTIFY</b> (main topic)  <b>RETELL</b> (key details)	1  2
RI.4 <ul style="list-style-type: none"> <li>• Words and phrases</li> <li>• Context clues</li> <li>• Picture/graphic clues</li> </ul>	<b>RI.4</b> <b>ASK and ANSWER</b> (questions to determine or clarify meaning of words/phrases)	4,3
L.5b <ul style="list-style-type: none"> <li>• define</li> <li>• common attributes</li> </ul>	<b>L.5b</b> <b>DEFINE</b> (words by category and by one or more attribute)	2
L.5c <ul style="list-style-type: none"> <li>• function of words</li> </ul>	<b>L.5c</b> <b>IDENTIFY</b> (real life connections between words and their use)	1

**Grade One English Language Arts  
Unit 5 Reading**

<b>Essential Questions</b>	<b>Corresponding Big Ideas</b>
1. What makes a story great? 2. How do I know if I am clear about what I just read?	1. Authors include key details in informational texts in order to help readers make meaning of the text. 2. Good readers use a variety of strategies to make sense of key ideas and details presented in texts.

<b>Learning Activities</b>	
<p><b><u>Focus of Unit</u></b></p> <ul style="list-style-type: none"> <li>• Asking and answering questions about key details in informational</li> <li>• Identifying main topic and recalling key details</li> <li>• Determining meaning of unknown words</li> <li>• Categorizing words and identifying functions</li> </ul> <p><b><u>Activities</u></b></p> <p>Note: Throughout the unit, students will define specific vocabulary from informational texts and connect the vocabulary to their own lives. Model and practice strategies that students can use when they come to an unknown word in an informational text (skip it, reread, think about what would make sense, look for chunks). Refer back to anchor chart about reading strategies from unit 1. Continue to discuss bold-faced words and why the author uses this feature to highlight a word in an informational text. Students will define the word and use it in a sentence that relates to their own lives or the real world and will use vocabulary graphic organizers to show new understanding of word meanings. Students can work with partners to match vocabulary words to definitions and/or pictures. Partner A can tell the meaning of a word. Partner B uses the words or phrases in sentences.</p> <ul style="list-style-type: none"> <li>• Students will use informational texts to ask and answer questions about key details in texts in order to help identify main topic and key details.               <ul style="list-style-type: none"> <li>○ Teacher will lead discussion around formulating questions using asking words such as who, what, when, where, why, and how. Teacher will also model how to answer questions in a</li> </ul> </li> </ul>	<p><b><u>Teacher Notes</u></b></p>

## Grade One English Language Arts Unit 5 Reading

- complete sentence by “echoing” the question being asked.
- Follow *Making Meaning*,
    - Unit 7, Week 3, Days 1-3, pages 264-276 focusing on using the wondering strategy and identifying that they learn from non-fiction.
    - Unit 8, Week 1, Days 1-3, pages 278-293 focusing on asking questions (5W and H question stems) using the strategy of *Wondering*.  
Note: During reading, use post-it notes to model “I wonder” questions. Create an “I Wonder” chart and add to it during reading. Encourage students to identify what they are wondering and add student “wonderings” to the chart. Encourage students to ask questions when they do not understand information (use anchor chart for classroom conversations).
  - Create a class “Wondering” box for students to record things that they wonder about when reading informational text. Encourage students to think about what other books they could read or what additional sources they could use to find out the answers (e.g., research).
  - Teacher will lead a discussion about the definition of main idea and details and will model how to organize information using a graphic organizer (e.g., *The main idea is what the entire text is about and the details are specific facts that support the main idea.*). Encourage students to look at text features, such as headings, to help identify the main idea. Teacher will cover up headings in an informational text and have students identify details as they read. Students will come up with appropriate headings for selected text. Students will turn and talk with a partner to retell the main idea and specific details from the texts they have read.
  - During small group and independent reading, students should practice using the strategy of wondering to help them identify the important details. Students should use a graphic organizer to record those important details and to determine the main idea. Students can write about what they have learned. Share with the class.

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

**Grade One English Language Arts  
Unit 5 Reading**

<p><b>Additional</b></p> <ul style="list-style-type: none"> <li>○ Word Sorts/Word Walls</li> <li>○ Visual Representations of New Words</li> <li>○ Journals</li> <li>○ Echo reading/Choral reading/Partner reading</li> <li>○ Literacy Centers</li> </ul>	
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<b>Vocabulary</b>
<p><b>Affix-</b> a group of letters added to the beginning or end of a word that changes the meaning of the word</p> <p><b>Attribute-</b> a quality or characteristic belonging to a person or thing</p> <p><b>Clarification-</b> a statement that makes a topic easier to understand</p> <p><b>Context clues-</b> a hint about the meaning of a word found by reading the other words in the sentence</p> <p><b>Evidence-</b> something that shows, proves or gives reasons</p> <p><b>Explanation-</b> a statement that makes something clear</p> <p><b>Graphic Organizer-</b> a pictorial or visual way of organizing information</p> <p><b>Informational text-</b> a selection written to inform</p> <p><b>Key details-</b> the most important parts of a whole or thought</p> <p><b>Main topic-</b> the subject of the text</p> <p><b>Predict-</b> to state what a person thinks will happen in the future</p> <p><b>Question-</b> a sentence that asks for information</p> <p><b>Research-</b> careful investigation or study of a topic</p> <p><b>Root word-</b> a base word to which prefixes or suffixes may be added, forming a new word with a different meaning</p> <p><b>Text feature-</b> an element that stands out from other parts of text to help the reader understand information</p>

<b>Assessment</b>	<b>Performance Task</b>
<p><b><u>Formal</u></b></p> <p>-Rubric</p> <p>-DRA</p>	TBD

**Grade One English Language Arts  
Unit 5 Reading**

<p><b><u>Informal</u></b>          -Student work from Learning Activities          -Teacher observations          -Anecdotal notes          -Running Records</p>	
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<b>Instructional Strategies</b>
<b>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</b>

<b>Resources</b>	<b>Technology Resources</b>
<p><b><u>Instructional</u></b>          -Student Work          -Reading Strategy Prompts          -Reading Comprehension Cards          -Leveled Non-Fiction Texts and Articles (Science and Social Studies)          -Anchor Text:</p> <ul style="list-style-type: none"> <li>• <u>Throw Your Tooth on the Roof</u> by Selby B. Beeler From <i>Making Meaning</i></li> <li>• <u>A Look at Teeth</u> by Allan Fowler from <i>Making Meaning</i></li> <li>• <u>Raptors</u> by Lisa McCourt from <i>Making Meaning</i></li> </ul> <p>-Additional Text Suggestions</p> <ul style="list-style-type: none"> <li>• <u>Man on the Moon</u> by Anastasia Suen</li> <li>• <u>The Sun is Always Shining Somewhere</u> by Allan Fowler</li> </ul>	<p>Successmaker          Lexia  <a href="http://www.schoolwidedfundamentals.com">www.schoolwidedfundamentals.com</a></p>

**Grade One English Language Arts  
Unit 5 Reading**

<ul style="list-style-type: none"><li>• <u>Are You a Snail?</u> By Judy Allen</li><li>• <u>Gentle Giant Octopus</u> by Karen Wallace</li></ul> <p><i>-Making Meaning</i></p> <p><b><u>Teacher</u></b></p> <ul style="list-style-type: none"><li>-Supporting Resources for Unit</li><li>-<i>Word Matters</i> by Fountas and Pinnell</li><li>-<i>Guided Reading</i> by Fountas and Pinnell</li><li>-Science and Social Studies Curriculum</li><li>-Language Arts Curriculum Addendum</li><li>-<i>Kidwriting</i> by Eileen Feldgus and Isabell Cardonik</li><li>-Student Assessment</li><li>-<i>Making Meaning</i></li></ul>	
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<b>Interdisciplinary Connections</b>

**Grade One English Language Arts  
Unit 6 Reading**

<b>Subject(s)</b>	Reading Language Arts
<b>Unit of Study</b>	Understanding Characters In and Across Text - Unit 6
<b>Pacing</b>	25 Instructional Days (+ 5 days for re-teaching/enrichment)

<b>Overarching Standards (OS)</b>
<p>CCR.1.RL.10 With prompting and support, READ prose and poetry of appropriate complexity for grade 1.</p> <p>CCR.1.RI.10 With prompting and support, READ informational texts appropriately complex for grade 1.</p> <p><b>CCR.1.L.4</b> 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.</p> <p><b>CCR.1.L.5</b> With guidance and support from adults, DEMONSTRATE understanding of word relationships and nuances in word meanings.</p> <p><b>CCR.1.L.6</b> 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).</p>

<b>Priority and Supporting CCSS</b>
<p>CCR.1.RL.1 ASK and ANSWER questions about key details in a text.</p> <p><b>CCR.1.RL.2</b> RETELL stories, including key details, and DEMONSTRATE understanding of their <u>central message</u> or <u>lesson</u>.</p> <p>CCR.1.RL.4 IDENTIFY words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><b>CCR.1.RL.9</b> COMPARE and CONTRAST the adventures and experiences of characters in stories.</p> <p><b>CCR.1.L.4a</b> USE sentence-level context as a clue to the meaning of a word or phrase.</p> <p>CCR.1.L.5c IDENTIFY real-life connections between words and their use.</p> <p><b>CCR.1.L.5d</b> DISTINGUISH shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meaning.</p>



**Grade One English Language Arts  
Unit 6 Reading**

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RL.2 <ul style="list-style-type: none"> <li>• story elements/parts (characters, setting, problem, solution, ending)</li> <li>• characteristics of a good retelling</li> <li>• central message and lesson</li> </ul>	<b>RL.2</b> <b>RETELL</b> (stories including key details) <b>DEMONSTRATE</b> (understanding of central message or lesson)	2 1
RL.9 <ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> <li>• Characters</li> <li>• Major events including problem and solution</li> <li>• Evidence from the text (text to text connections)</li> </ul>	<b>RL.9</b> <b>COMPARE/CONTRAST</b> (adventures and experiences of characters)	2,4
L.4a <ul style="list-style-type: none"> <li>• Context clues: when a word or phrase is new or unknown (e.g., <i>Does that sound right? Does that make sense?</i>)</li> </ul>	<b>L.4a</b> <b>USE</b> (sentence level context clues to determine meaning of a word or phrase)	3

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> <li>1. What do I need to do as a reader to help determine what the lesson is in the story or poem?</li> <li>2. What strategies do I use to help me figure out meanings of new words and phrases?</li> <li>3. Why is it important for me to compare characters' adventures in the stories that I read?</li> </ol>	<ol style="list-style-type: none"> <li>1. Authors of literary texts include key details that help readers make sense of the story.</li> <li>2. Authors make purposeful language choices to create meaning in stories and poems.</li> <li>3. Good readers understand stories by learning about characters' adventures and experiences.</li> </ol>

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Unit 6 Reading**

<b>Learning Activities</b>	
<p><b><u>Focus of Unit</u></b> (Stories)</p> <ul style="list-style-type: none"><li>• Retelling and <u>determining central message or lesson</u></li><li>• Identifying similarities and differences between characters' adventures and experiences</li><li>• Using context clues</li></ul> <p><b><u>Activities</u></b></p> <ul style="list-style-type: none"><li>• Students will retell stories and determine the central message or lesson of the story.<ul style="list-style-type: none"><li>○ Review differences between fiction and non-fiction referring to anchor charts that students created in previous units as well as elements of a retelling (e.g. story parts, sequencing words, use of key vocabulary). Continue to practice retelling of familiar and new texts. Discuss how fictional stories often have a central message or lesson. Talk about how authors use the character's feelings and actions to give the reader clues about the lesson or message in the story.</li><li>○ Follow Immersion lessons from the <i>Fundamentals of Writing</i> Unit: Mem Fox author study (Days 1-5). <b>Note:</b> The following Immersion Lessons can be reviewed in Writing Unit 7.<ul style="list-style-type: none"><li>-<i>Meeting Mem</i>: Demonstrates how the author uses emotions in her stories. (<u>Koala Lou</u>)</li><li>-<i>Make It Fun</i>: Show how authors use strong imagery to engage readers (<u>Night Noises</u>)</li><li>-<i>Getting to Know You</i>: Show how authors create strong characters through actions and dialogue within the story. ( <u>Harriet You'll Drive Me Wild</u> )</li><li>-<i>Predictable Patterns</i>: Show how authors use rhyme, rhythm, and repetition in a story to make it more enjoyable. (<u>Zoo-Looking</u>)</li><li>-<i>Compare/Contrast</i>: Demonstrates how an author creates a big idea or message in a story. (<u>Whoever You Are</u>)</li></ul></li><li>○ Read examples of texts that have a strong message or lesson (e.g., <u>It's Mine</u> by Leo Lionni from <i>Making Meaning</i> kit or texts from Instructional Resources). While reading, chart examples of how the character acts/feels throughout the story, focusing on ways that the character changes. (see example that follows)</li></ul></li></ul>	<p><b><u>Teacher Notes</u></b></p>

**Grade One English Language Arts  
Unit 6 Reading**

	<b>What we <i>noticed</i> about the character (character trait)</b>	<b>What character did / said to show this trait (text evidence)</b>	<b>Page number</b>
<i>In the beginning...</i>	The character was _____.	The character was _____ when _____.	
<i>And now...</i>			
<i>Next...</i>			

After reading discuss the lesson or message. Have students use parts of the story to explain how they determined the message or lesson.

- *The lesson that the character learned was \_\_\_\_\_.*
- *In the beginning of the story, the character acted \_\_\_\_\_ when \_\_\_\_\_.*
- *At the end of the story, the character acted \_\_\_\_\_ when \_\_\_\_\_.*
- *That's how I know the character learned \_\_\_\_\_.*
- Provide opportunities for students to read independently and in small groups to discuss how the character acted, marking the text to note what they noticed about the main character, as well as the lesson that was learned. Possible discussion an journal entries:
  - What did the character learn? Give an example from the text to support your answer.
  - What was the author's message? Use story proof to support your answer.
  - What was the big idea in this story? How do you know?
  - What was the lesson in the story? Explain your answer using details from the text.
  - How did the character change from the beginning to the end of the story? Use details from the text to support your answer.
- Students will compare and contrast the adventures and experiences of characters.
  - Read two stories and mark the text to discuss the different story parts for each text.
 

**Note:** Additional lesson for comparing poems can be found in *Making Meaning*, Unit 4, Week 1, page 111 as an extension activity using poems from Did You See What I Saw?

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Unit 6 Reading**

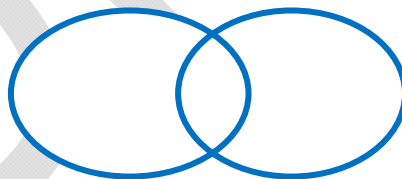
Poems about School by Kay Winters.

- Record the story parts using a graphic organizer. (see example that follows)

	Story 1	Story 2
<b>Setting (time and place)</b>		
<b>Characters</b>		
<b>Problem</b>		
<b>Action</b>		
<b>Solution / Ending</b>		

Begin to discuss similarities and differences between the texts (e.g. turn and talk).

- *Which parts of the stories were similar? How do you know?*
- *Which parts of the stories were different? How do you know?*
- *How did each of the characters react to the problem? Give evidence from the text.*
- *What else do you notice?*
- *Did both stories have the same type of ending?*
- *Were you surprised? Why?*
- Compare adventures of characters across stories in the same series (e.g. If You Give a Moose a Muffin and If You Give a Mouse a Cookie by Laura Numeroff) or across separate stories by the same author (e.g. Whistle for Willie and Peter's Chair by Ezra Jack Keats). Use a graphic organizer (e.g., Venn diagram, t-chart, or story parts) to gather information about two stories or specific elements within the stories (e.g. characters, adventures of the characters, story parts).



Using the information from the graphic organizers, look for similarities and differences within both texts to compare the texts.

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Unit 6 Reading**

- *How are the characters the same? How are they different?*
- *Are the settings the same or different? How do you know?*
- *Describe how the problems in the two stories were alike / different.*
- *Were the endings the same?*
- Possible Journal Entries:
  - After reading these two passages/stories, write about how the characters are the same.
  - After reading these two passages/stories, write about how the characters are the different.

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

**Additional**

- Book Talks
- Morning Meeting
- Literacy Centers
- Journals
- Class Books
- Word Wall

**Vocabulary**

**Author's purpose-** the reason an author has for writing a selection

**Character-** a person, thing or animal in a story, book, poem, play or movie

**Compare-** to tell how two or more things or ideas are alike

**Context clue-** a hint about the meaning of a word found by reading the other words in the sentence

**Contrast-** to tell how two or more things or ideas are different

**Discussion-** a conversation or exchange of views

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Unit 6 Reading**

<p><b>Event-</b> a happening in a story, book, play or poem</p> <p><b>Illustration-</b> a picture used to explain or decorate</p> <p><b>Key detail-</b> the most important parts of a whole or thought</p> <p><b>Lesson-</b> something that the author intends to teach the readers</p> <p><b>Message-</b> the point and meaning of a story or poem</p> <p><b>Poetry-</b> a composition written in verse that often uses rhythm or rhyme</p> <p><b>Prediction-</b> what you think may happen</p> <p><b>Retell-</b> to say, state or perform again</p> <p><b>Sequence of events-</b> the order in which things happen in a story</p> <p><b>Story-</b> a narrative, either real or imaginary, designed to interest, amuse or instruct the reader</p>
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Assessment	Performance Task
<p><b><u>Formal</u></b></p> <ul style="list-style-type: none"> <li>-DRA</li> <li>-Rubrics</li> </ul> <p><b><u>Informal</u></b></p> <ul style="list-style-type: none"> <li>-Teacher Observation</li> <li>-Anecdotal Notes</li> <li>-Student work from learning activities</li> <li>-Running Records</li> <li>-Rubric</li> </ul>	TBD

Instructional Strategies
<p><b>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</b></p>

**Grade One English Language Arts  
Unit 6 Reading**

Resources	Technology Resources
<p><b><u>Instructional</u></b></p> <p>-Student Work</p> <p>-Reading Strategy Prompts</p> <p>-Reading Comprehension Cards</p> <p>-Variety of Stories and Poems (Leveled)</p> <p>-Anchor Text: (Mem Fox texts-<i>Fundamentals of Writing</i>)</p> <ul style="list-style-type: none"> <li>• <u>Koala Lou</u> by Mem Fox (550L)</li> <li>• <u>Night Noises</u> by Mem Fox (430L)</li> <li>• <u>Harriet, You'll Drive Me Wild</u> by Mem Fox (280L)</li> <li>• <u>Zoo-Looking</u> by Mem Fox (580L)</li> <li>• <u>Whoever You Are</u> by Mem Fox (280L)</li> <li>• <u>It's Mine</u> by Leo Lionni from <i>Making Meaning</i></li> <li>• <u>An Extraordinary Egg</u> by Leo Lionni from <i>Making Meaning</i></li> <li>• <u>Did You See What I Saw? Poems about School</u> by Kay Winters from <i>Making Meaning</i></li> </ul> <p>Additional Text Suggestions:</p> <ul style="list-style-type: none"> <li>• <u>Recess Queen</u> by Alexis O'Neill (450L) (character change / lesson)</li> <li>• <u>Chrysanthemum</u> by Kevin Henkes from <i>Making Meaning</i></li> <li>• <u>If You Give a Mouse a Cookie</u> by Laura Numeroff (660L) (comparing stories)</li> <li>• <u>If You Give a Moose a Muffin</u> by Laura Numeroff (590L) (comparing stories)</li> <li>• <u>Peter's Chair</u> by Ezra Jack Keats from <i>Making Meaning</i> (390L)</li> </ul>	<p>Successmaker</p> <p><a href="http://www.schoolwidefundamentals.com">www.schoolwidefundamentals.com</a></p> <p><a href="http://www.starfall.com">www.starfall.com</a></p> <p><a href="http://www.childrenslit.com/f_memfox.html">www.childrenslit.com/f_memfox.html</a></p> <p><a href="http://www.memfox.com">www.memfox.com</a></p>

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<p>(comparing stories/ character change/ lesson)</p> <ul style="list-style-type: none"><li>• <u>Whistle for Willie</u> by Ezra Jack Keats (560L) (comparing stories/ character change/ lesson)</li><li>• Gingerbread stories</li></ul> <p>-Language Arts Addendum -<i>Sing a Song of Poetry: Grade 1</i> by Fountas and Pinnell -<i>Making Meaning</i></p> <p><b><u>Teacher</u></b></p> <p>-Supporting Materials for Unit -Student Assessment Data -<i>Guided Reading</i> by Fountas and Pinnell -<i>Word Matters</i> by Fountas and Pinnell -Cueing Systems and Strategy Prompts - <i>Kidwriting</i> by Eileen Feldgus and Isabell Cardonik -<i>Phonemic Awareness Songs and Rhymes</i> (F, W, S) -Language Arts Curriculum Addendum -<i>The Power of Retelling</i> by Vicki Benson -<i>Making Meaning</i></p>	
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<b>Interdisciplinary Connections</b>



**Grade One English Language Arts  
Unit 7**

<b>Subject(s)</b>	Reading Language Arts
<b>Unit of Study</b>	Meaningful Messages - Unit 7
<b>Pacing</b>	20 Instructional Days (+ 5 days for re-teaching/enrichment)

**Overarching Standards (OS)**

**CCR.1.RL.10** With prompting and support, READ prose and poetry of appropriate complexity for grade 1.  
**CCR.1.RI.10** With prompting and support, READ informational texts appropriately complex for grade 1.  
**CCR.1.L.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.  
**CCR.1.L.5** With guidance and support from adults, DEMONSTRATE understanding of word relationships and nuances in word meanings.  
**CCR.1.L.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).

**Priority and Supporting CCSS**

**CCR.1.RL.1** ASK and ANSWER questions about key details in a text.  
**CCR.1.RL.2** RETELL stories, including key details, and DEMONSTRATE understanding of their central message or lesson.  
**CCR.1.RL.4** IDENTIFY words and phrases in stories or poems that suggest feelings or appeal to the senses.  
**CCR.1.RL.5** Explain major differences between books that tell stories and books that give information, drawing on a wide range of reading experiences.  
**CCR.1.SL.4** Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.  
**CCR.1.SL.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.  
**CCR.1.L.4a** USE sentence-level context as a clue to the meaning of a word or phrase.  
**CCR.1.L.5c** IDENTIFY real-life connections between words and their use.  
**CCR.1.L.5d** DISTINGUISH shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meaning.

**Grade One English Language Arts  
Unit 7**

<b>Concepts (What students need to know)</b>	<b>Skills (What students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>
<p>RL.4</p> <ul style="list-style-type: none"> <li>• Picture and context clues</li> <li>• Simple literary devices (e.g., alliteration, rhyme, repetition)</li> <li>• Feeling words</li> <li>• Sensory words</li> </ul>	<p><b>RL.4</b>  <b>RECOGNIZE</b> (literary devices)  <b>IDENTIFY</b> (words and phrases in stories or poems that suggest feelings or appeal to the senses)</p>	<p>1 1</p>
<p>RL.5</p> <ul style="list-style-type: none"> <li>• Stories</li> <li>• Informational text</li> <li>• How to explain</li> <li>• Types of text (e.g., fiction/literary, informational, fantasy, fable)</li> <li>• Author's purpose</li> <li>• Similarities/differences</li> <li>• Compare and contrast</li> </ul>	<p><b>RL.5</b>  <b>EXPLAIN</b> (major differences between books that tell stories and books that give information drawing on a wide reading range of text types)</p>	<p>2</p>
<p>SL.5</p> <ul style="list-style-type: none"> <li>• Visual displays</li> <li>• Descriptions</li> </ul>	<p><b>SL.5</b>  <b>ADD</b> (drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings)</p>	<p>2,6</p>
<p>L4a</p> <ul style="list-style-type: none"> <li>• Context clues: when a word or phrase is new or unknown (e.g., <i>Does that sound right? Does that make sense?</i>)</li> </ul>	<p><b>L4a</b>  <b>USE</b> (sentence level context clues to determine meaning of a word or phrase)</p>	<p>3</p>

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Unit 7**

<b>Essential Questions</b>	<b>Corresponding Big Ideas</b>
<ol style="list-style-type: none"> <li>1. What do I need to do as a reader to help determine what the lesson is in the story?</li> <li>2. What strategies do good readers use to help them better understand what they are reading?</li> <li>3. How can I make my presentation great?</li> </ol>	<ol style="list-style-type: none"> <li>1. Authors of literary texts include key details that help readers make sense of the story.</li> <li>2. Authors write various types of texts; some that tell stories and some that provide information to the reader.</li> <li>3. Presentation of knowledge and ideas is enhanced through appropriate organization and style through the use of visual displays, technology and language.</li> </ol>

<b>Learning Activities</b>	
<p><b><u>Focus of Unit</u></b> (Stories and Poetry)</p> <ul style="list-style-type: none"> <li>• Words and phrases that appeal to senses (simple literary devices)</li> <li>• Differences between books that tell stories and books that give information</li> <li>• Enhancing reading comprehension by adding drawings and visuals (technology based project)</li> <li>• Using context clues</li> </ul> <p><b><u>Activities</u></b></p> <ul style="list-style-type: none"> <li>• Students will identify the structure of a poem and compare how poetry is different than other types of texts.               <ul style="list-style-type: none"> <li>○ As introductory lessons, follow <i>Making Meaning</i>, Unit 4, Week 1, Days 2-3, pages 108-115 focusing on what students notice about the text (e.g., <i>What do you notice about the lines in the text? Do you see any pictures? Why or why not?</i>). Review and discuss the format of the poems (e.g. stanzas, spaces between stanzas, capital at the beginning of each line) and have students describe how this is different than a fiction or informational text (e.g. poems are not always written in complete sentences, books have paragraphs instead of stanzas).</li> <li>○ Begin to discuss simple literary devices used in poetry (rhyming, repetitive lines, feeling/sensory words, alliteration). Create an anchor chart to define literary devices</li> </ul> </li> </ul>	<p><b><u>Teacher Notes</u></b></p>

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Unit 7**

introducing one or two terms at a time with a text that illustrates each literary device using poems from *Sing a Song of Poetry Grade 1* from Fountas and Pinnell. **Note:** Use anchor chart throughout the unit to record examples of each literary device as you find them in poems or poetry books.

Literary Element	Definition	Example
Rhyming		
Repetitive lines		
Rhythm		
Feeling / sensory words		
Alliteration		

**Note:** Definitions can be found in the Vocabulary section.

- Identify sensory words and phrases in poems and books that help students picture or visualize what the author is describing and discuss how an author’s use of sensory language increases a readers’ ability to create mental images when reading. Stop often and mark the text to show examples of words and phrases that suggest feelings or appeal to the senses (e.g., underline, highlight) modeling how to use the context clues to help determine meanings to new words. Discuss how the use of these words makes the reader feel or what the readers is visualizing.

Word	How it sounds, feels, smells, looks
Rain	Pitter-patter, splash
Hot	Scorched, blistering

- Provide opportunities for students find examples of literary devices and to draw what they visualized from the author’s use of sensory language. Students can share and talk about their pictures.
- Possible journal entries:

**Grade One English Language Arts  
Unit 7**

- Draw a picture to show what you were visualizing when the author used the word \_\_\_\_\_.
- Extension: How did the words the author chose to use help you to understand what you were reading?

- Students will describe the differences between books that tell stories and books that give information.
  - Read a fiction story and an informational book related to the same topic (e.g., Days with Frog and Toad by Arnold Lobel and Frogs and Tadpoles by Anita Ganeri or Owl Babies by Martin Waddell and Owls: Flat Faced Fliers by Adele D. Richardson). Discuss how one tells a story and the other gives information. Identify clues that support the differences between fiction and nonfiction in each text. Use a t-chart to list elements specific to each genre and give examples of the elements from each book while discuss author's purpose for writing each type of text.
  - Provide opportunities for students to work cooperatively to read examples of fiction and non-fiction texts related to the same topic. Students can then create a project (e.g. book jacket, poster, pamphlet) to convey the important details from the text and use drawings and visuals to demonstrate understanding. Present to the class.

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

**Additional**

- Think-Pair-Share
- Word Walls
- Visual Representations of New Words
- Class Book
- Echo reading/Choral reading/Partner reading

**Grade One English Language Arts  
Unit 7**

<ul style="list-style-type: none"> <li>• Show and tell</li> <li>• Literacy Centers</li> <li>• Book Talks</li> </ul>	
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<b>Vocabulary</b>
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<p><b>Alliteration-</b> the repetition of beginning sounds of words</p> <p><b>Author’s Purpose-</b> the reason an author has for writing a selection</p> <p><b>Character-</b> a person, thing or animal in a story, book, poem, play or movie</p> <p><b>Context clue-</b> a hint about the meaning of a word found by reading the other words in the sentence</p> <p><b>Describe-</b> to use words to tell or write about something</p> <p><b>Difference-</b> a way in which two or more things are not alike</p> <p><b>Discussion-</b> a conversation or exchange of views</p> <p><b>Event-</b> a happening in a story, book, play or poem</p> <p><b>Illustration-</b> a picture used to explain or decorate</p> <p><b>Informational text-</b> a selection written to inform</p> <p><b>Key detail-</b> the most important parts of a whole or thought</p> <p><b>Lesson-</b> something that the author intends to teach the readers</p> <p><b>Poetry-</b> a composition written in verse that often uses rhythm or rhyme</p> <p><b>Retell-</b> to say, state or perform again</p> <p><b>Rhyme-</b> to have the same or similar ending sounds</p> <p><b>Rhythm-</b> a repeating pattern of sound often found in poems and songs</p> <p><b>Similarity-</b> a way in which two or more things are alike</p> <p><b>Story-</b> a narrative, either real or imaginary, designed to interest, amuse or instruct the reader</p> <p><b>Visual display-</b> a presentation of information that can be viewed</p>
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Assessment	Performance Task
<p><b><u>Formal</u></b> -DRA -Rubric</p>	TBD

**Grade One English Language Arts  
Unit 7**

<p><b><u>Informal</u></b>          -Teacher observations          -Anecdotal Notes          -Student work from learning activities          -Oral retellings          -Running Records</p>	
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<b>Instructional Strategies</b>
<b>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</b>

<b>Resources</b>	<b>Technology Resources</b>
<p><b><u>Instructional</u></b>          -Student Work          -Reading Strategy Prompts          -Reading Comprehension Cards          -Variety of Fiction including Poetry and Non-fiction Texts          -Leveled Fiction including Poetry and Non-Fiction Texts          -Anchor Text:</p> <ul style="list-style-type: none"> <li>• Variety of Poems from <i>Sing a Song of Poetry Grade 1</i> by Fountas and Pinnell</li> <li>• <u>Did You See What I Saw? Poems About School</u> by Kay Winters from <i>Making Meaning</i></li> <li>• “The Balloon Man” by Dorothy Aldis from <i>Making Meaning</i> (page 115)</li> <li>• <u>Climb Inside a Poem</u> by Georgia Heard and Lester</li> </ul>	<p>Successmaker          Lexia  <a href="http://www.schoolwidedfundamentals.com">www.schoolwidedfundamentals.com</a>  <a href="http://www.starfall.com">www.starfall.com</a></p>

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Laminack

- Quick as a Cricket by Audrey Wood found in *Making Meaning* kit (240L) (similes)
- In the Tall, Tall Grass by Denise Fleming found in *Making Meaning* kit (alliteration, feeling/sensory words)
- When I Was Little by Jamie Lee Curtis found in *Making Meaning* kit (640L) (repetitive lines)
- Peter's Chair by Ezra Jack Keats found in *Making Meaning* kit (390L) (feeling/sensory words)

-Additional Text Suggestions

- Halfway Down by A. Milne
- Days with Frog and Toad by Arnold Lobel and Frogs and Tadpoles by Anita Ganeri or Owl Babies by Martin Waddell and Owls: Flat Faced Fliers by Adele D. Richardson

-Language Arts Addendum

-*Making Meaning*

**Teacher**

-Supporting Resources for Unit

-Cueing Systems and Strategy Prompts

-*Word Matters* by Fountas and Pinnell

-*Guided Reading* by Fountas and Pinnell

-Ledyard High Frequency Word List

-Language Arts Curriculum Addendum

-Kidwriting by Eileen Feldgus and Isabell Cardonik

-*The Power of Retelling* by Vicki Benson

-*Climb Inside a Poem* by George and Lester Laminak



**Grade One English Language Arts  
Unit 7**

<p>-Student Assessments <i>-Making Meaning</i></p>	
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**Interdisciplinary Connections**

Science unit on soil, worms, and plants – students draw scientific diagrams to demonstrate understanding of concepts. Students write plant journals and draw a picture to show how their plants grow and change each week.

DRAFT

**Grade One English Language Arts  
Unit 8 Reading**

<b>Subject(s)</b>	Reading Language Arts
<b>Unit of Study</b>	Understanding Text Through Connections - Unit 8
<b>Pacing</b>	20 Instructional Days (+ 5 days for re-teaching/enrichment)

**Overarching Standards (OS)**

**CCR.1.RL.10** With prompting and support, READ prose and poetry of appropriate complexity for grade 1.  
**CCR.1.RI.10** With prompting and support, READ informational texts appropriately complex for grade 1.  
**CCR.1.L.4 DETERMINE** or **CLARIFY** the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, **CHOOSING** flexibility from an array of strategies.  
**CCR.1.L.5** With guidance and support from adults, **DEMONSTRATE** understanding of word relationships and nuances in word meanings.  
**CCR.1.L.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).

**Priority and Supporting CCSS**

**CCR.1.RL.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.  
**CCR.1.RI.3** DESCRIBE the connection between two individuals, events, ideas, or pieces of information in a text.  
**CCR.1.RI.8** IDENTIFY the reasons an author gives to support points in a text.  
**CCR.1.RI.9** IDENTIFY basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  
**CCR.1.L.4b** USE frequently occurring affixes as a clue to the meaning of a word or phrase.  
**CCR.1.L.4c** IDENTIFY frequently occurring root words.  
**CCR.1.L.5a** SORT words into categories.  
**CCR.1.L.5c** IDENTIFY real-life connections between words and their use.

**Grade One English Language Arts  
Unit 8 Reading**

<b>Concepts (What students need to know)</b>	<b>Skills (What students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>
<b>RI.8</b> <ul style="list-style-type: none"> <li>How to identify reasons authors support points</li> </ul>	<b>RI.8</b> <b>IDENTIFY</b> (reasons author gives to support points)	5
<b>RI.9</b> <ul style="list-style-type: none"> <li>Similarities/compare</li> <li>Differences/contrast</li> <li>Illustrations</li> <li>Descriptions/details</li> <li>Procedures/steps (e.g., experiments, directions, recipes)</li> </ul>	<b>RI.9</b> <b>IDENTIFY</b> (basic similarities in and differences between two texts in the same topic)	1,5
<b>L.5a</b> <ul style="list-style-type: none"> <li>How to sort</li> <li>Categories</li> </ul>	<b>L.5a</b> <b>SORT</b> (words into categories)	3

<b>Essential Questions</b>	<b>Corresponding Big Ideas</b>
<ol style="list-style-type: none"> <li>1. What strategies can I use to help me better understand key ideas and details in informational texts?</li> <li>2. Why is it important for me to identify similarities and differences between two texts on the same topic?</li> </ol>	<ol style="list-style-type: none"> <li>1. Good readers make connections between individuals, events or pieces of information in order to better understand informational texts.</li> <li>2. Authors of informational texts provide information on topics using features such as illustrations, descriptions and procedures.</li> </ol>

**Grade One English Language Arts  
Unit 8 Reading**

**Learning Activities**

**Focus of Unit**

- Identifying reasons authors give to support points in a text.
- Identifying similarities and differences between texts on same topics
- Sorting words into categories

**Activities**

**Note:** During this unit, students will sort words into categories. These can be integrated into the below activities as a warm up activity for a pre-reading activity. Discuss how different words in a text can be sorted into categories. Give examples of different categories and have students come up with words that fit each category (e.g. color words, foods, community helpers). Have students sort selected words from informational text into categories and discuss how sorting words can help better understand particular concepts.

<b>Community Helper</b>	<b>Tool</b>
doctor	stethoscope
firefighter	ax
police officer	handcuffs

- The students will describe the connection between two individuals, events, ideas, or pieces of information in a text.
  - Review text features for informational texts and discuss how the title of a text tells the main topic that the whole text is about. Discuss how authors often tell about many different topics or ideas within one text that are all related to the main topic. Explain that the headings tell the reader the different topics (e.g. individuals, events, or ideas) that will be covered in the text. Students should be encouraged to make predictions.
    - *The title tells the reader what the whole book will be about. This book is called Community Helpers so we know that every section of the book will talk about a*

**Teacher Notes**

**Grade One English Language Arts  
Unit 8 Reading**

*community helper.*

- *Look at the table of contents. Which community helpers are listed? These will be the topics for each section in this book. We will learn about doctors, teachers, and mailmen.*
- While reading an informational text, model for students how to use the headings and sub-headings during reading to check predictions and to model active reading.
  - *The topic of this page is \_\_\_\_\_. But as I read on, what I realize this section is all about is mostly about \_\_\_\_\_.*
  - *The heading on this page says \_\_\_\_\_. When I turn that into a sentence, I would say this is mostly about \_\_\_\_\_.*
  - *The heading says \_\_\_\_\_. As I read, the words and look at the pictures/diagram/captions and put all that information together, I think it is really about \_\_\_\_.*
- During reading, identify key facts from two sections and record information on a graphic organizer (e.g. t-chart, 2-column chart). Provide opportunities for students to turn and talk with a partner as they look for similar information about both of the individuals, events, or ideas from the text.

Book 1 – Important points / facts	Book 2 – Important points / facts
1.	1.
2.	2.
3.	3.
4.	4.

- Conduct close readings of two different books about the same topic or similar topics (e.g., doctor, nurse). Discuss how the books are the same or similar because they are about the same individual, event, or idea.
  - *What do you notice that is the same in both texts? How do you know?*
- Make a chart with two columns and make a list of what is learned in each book. Identify how the information from each text is connected, or how they are the same.
- Possible Journal Entries: (add illustrations to entries)

**Grade One English Language Arts  
Unit 8 Reading**

- *Both books tell about* \_\_\_\_\_.
- *In both books I learned that* \_\_\_\_\_.
- *Both individuals* \_\_\_\_\_.

- Students will identify similarities and differences between texts on the same topic. Select various forms of text to compare (e.g. web sites, newspapers, magazines, brochures, books, encyclopedia articles) depending on the topic under study. **Note:** See Science and Social Studies curricula topics.
  - Review author’s purpose for writing informational text. Discuss how different authors use different ways/methods to convey information (e.g. charts, graphs, diagrams, illustrations, descriptions, procedures). Explain to students that when you read two, or even three, books on the same topic that good readers will use what they learned from the first book to think about how the second, or third, book may be the same or different.
    - *How is the information in this book the same from the first book? How do you know?*
    - *How is the information in this book different from the first book? How do you know?*
    - *What do you notice about the illustrations? How are they the same or different?*
  - Complete a graphic organizer (t-chart, 3-column chart, Venn diagram) to illustrate similarities and differences between different texts. Have students turn and talk with a partner to discuss similarities and differences between the two texts.
  - Discuss the most important point or the author’s purpose for writing each text and explain to students that two texts on the same topic may have different purposes (e.g. how to plant a seed vs. the life cycle of a plant). Review with students the different methods that the authors used in each text to convey the most important point or main topic (e.g., charts, graphs, diagrams, illustrations, descriptions, procedures).
  - Have students compare two different texts on the same topic using a graphic organizer. (see example that follows)

**Grade One English Language Arts  
Unit 8 Reading**

<b>Topic:</b>	
<b>Text #1</b>	<b>Text #2</b>
Most important point / author's purpose	Most important point / author's purpose
Key details	Key details
Similarities:	
Differences:	Differences:

o Possible journal entries:

- *The texts were the same because \_\_\_\_\_.*
- *Both texts taught about \_\_\_\_\_.*
- *In the first text the author used a \_\_\_\_\_ to teach about the topic. In the second text, the author used a \_\_\_\_\_.*
- *The author's purpose for writing the first text was \_\_\_\_\_. The author's purpose for writing the second text was \_\_\_\_\_.*

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text

**Additional**

- Word Sorts
- Word Walls
- Journals
- Echo reading/Choral reading/Partner reading
- Literacy Centers

**Vocabulary**

**Author's purpose-** the reason or reasons an author has for writing a selection

**Compare-** to tell how two or more things or ideas are alike

**Connection-** an association or a relationship; a link

**Contrast-** to tell how two or more things or ideas are different

**Grade One English Language Arts  
Unit 8 Reading**

<p><b>Describe-</b> to use words to tell or write about something</p> <p><b>Description-</b> a statement that describes</p> <p><b>Illustration-</b> a picture, diagram, drawing or map used to explain</p> <p><b>Important point-</b> the main points that that the author is trying to express</p> <p><b>Key detail-</b> the single most important part of a whole or thought</p> <p><b>Steps-</b> an action to achieve a goal</p> <p><b>Text feature-</b> an element that stands out form other parts of text to help the reader understand information</p>
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Assessment	Performance Task
<p><b>Formal</b></p> <ul style="list-style-type: none"> <li>-Rubric</li> </ul> <p><b>Informal</b></p> <ul style="list-style-type: none"> <li>-Student work from Learning Activities</li> <li>-Teacher observations</li> <li>-Anecdotal notes</li> <li>-Running Records</li> </ul>	TBD

Instructional Strategies
<p><b>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</b></p>

Resources	Technology Resources
<p><b>Instructional</b></p> <ul style="list-style-type: none"> <li>-Student Work</li> <li>-Informational Texts (Science and Social Studies and How-To Texts)</li> <li>-Leveled Informational Texts (Science and Social Studies and How-To Texts)</li> </ul>	<ul style="list-style-type: none"> <li>Successmaker</li> <li>Lexia</li> <li><a href="http://www.schoolwidedfundamentals.com">www.schoolwidedfundamentals.com</a></li> </ul>



**Grade One English Language Arts  
Unit 8 Reading**

<p>-Anchor Texts:</p> <ul style="list-style-type: none"><li>• TBD</li></ul> <p>Additional Text Suggestions</p> <p>-Language Arts Addendum</p> <p><b><u>Teacher</u></b></p> <p>-Supporting Resources for Unit</p> <p>-<i>Word Matters</i> by Fountas and Pinnell</p> <p>-<i>Guided Reading</i> by Fountas and Pinnell</p> <p>-Science and Social Studies Curriculum</p> <p>-Language Arts Curriculum Addendum</p> <p>-<i>Kidwriting</i> by Eileen Feldgus and Isabell Cardonik</p> <p>-Student Assessment</p>	
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<b>Interdisciplinary Connections</b>
Science and Social Studies Topics