

ELA Grade 1 Unit 1

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| Grade/Subject | Grade 1/ ELA |
| Unit Title | Building Joyful and Independent Readers |
| Overview of Unit | In this unit, students will learn how to become an active self-motivated reader. Students will build reading stamina, learn how to use reading strategies independently, and learn who they are as readers. Students will use their reading strategies to read accurately and comprehend what they are reading. |
| Pacing | 4 Weeks |

Essential Questions

What do good readers do?
 Why does reading matter?
 Why is it important to know myself as a reader?
 How do I get better at reading?
 Why is it important to read fluently? (Able to read the words and comprehend what I read?)

Core Standards

| Foundational Reading (RF) | Reading Literature (RL) | Reading Informational Texts (RI) | Writing (W) | Speaking & Listening (SL) | Language (L) |
|---|--|---|--------------------|---|--|
| RF 1.4 Read will sufficient accuracy and fluency to support comprehension RF1.4 a Read-on-level text with purpose and understanding RF1.4b Read on-level text orally with accuracy, appropriate rate, expression on successive readings. | RL. 1.1 Ask and answer questions about key details in a text. | | | SL 1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL1.1 a. Follow agreed-upon rules for discussions | L.1.1 Demonstrate a command of the conventions of standard English grammar and usage when writing or speaking L1.1a. Print all upper-and lower case letters |

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| <p>RF1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>RL 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson</p> | | | <p>SL 1.1 b Build on others' talk in conversations by responding to the comments of others through multiple exchanges</p> | <p>L1.1c. Use singular and plural nouns with matching verbs in basic sentences</p> |
| | <p>RL 1.4 Identify words and phrases in stories or poems that suggest feelings of appeal to the senses.</p> | | | <p>SL 1.1.c Ask questions to clear up any confusion about the topics and texts under discussion</p> | <p>L1.1e. Use verbs to convey a sense of past, present, and future.</p> |
| | <p>RL 1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types</p> | | | <p>SL 1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> | <p>L.1.2 Demonstrate command of the conventions of standard English Capitalization, punctuation, and spelling when writing L.1.2a Capitalize dates and names of people</p> |
| | <p>RL 1.10 With prompting and support read prose and poetry of appropriate complexity for grade 1.</p> | | | <p>SL 1.5 Add drawings or other visual displays to description when appropriate to clarify ideas, thoughts, and feelings clearly.</p> | <p>L.1.2b Use end punctuation for sentences. L.1.2d Use conventional spelling patterns and for frequently occurring irregular words.</p> |

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| | | | | SL 1.6 Produce complete sentences when appropriate to task and situation | L1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions |
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K-U-D

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| KNOW <i>Facts, formulas, information, vocabulary</i> | DO <i>Skills of the discipline, social skills, production skills, processes (usually verbs/verb phrases)</i> <i>Hint: Use the standards!</i> |
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| <ul style="list-style-type: none"> ● How to read to self (How to be an active & independent reader) ● What a just right book ● How to read with someone (partner) ● What schema is ● How to use strategies when reading to solve problems and understand what I am reading ● How to create a reading goal ● The difference between fiction and nonfiction | <ul style="list-style-type: none"> ● Pick a reading spot, stay in one place, read the whole time, and read silently or use a whisper voice ● Choose a just right book using the I PICK strategy for just right books ● Choose a partner, low voice, sitting (EKKK) Check for understanding, Echo Reading, being a reading coach ● Keep a daily reading log ● Increase reading stamina to 30 minutes daily ● Activate schema before and during reading ● Initiate problem solving strategies when reading independently <ul style="list-style-type: none"> ● Set a reading goal ● Explain what good readers do ● Identify and explain how fiction and non-fiction are different |
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UNDERSTAND
Big ideas, generalizations, principles, concepts, ideas that transfer across situations

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| <p>Students will understand that...</p> <ul style="list-style-type: none"> ● it is important to know yourself as a reader. ● good readers use various strategies while reading. ● readers grow and get better at reading over time. ● the more words I know the better reader I become. ● when you re-read a text you are able to read it more fluently and gain additional information from the text. |
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Vocabulary

Academic Vocabulary

Independent
 Metacognition
 Schema
 Stamina
 Strategy
 Fiction
 Literary
 Informational
 Non-fiction
 Photograph
 Illustration
 Fluency
 Rate
 Pace
 Punctuation
 Character
 Setting
 Events
 Problem
 Solution
 Retell

ALL About Me As a Reader Rubric RUBRIC

| _____/20 | Exceeds Expectations 4 | Meets Expectations 3 | Approaches Expectations 2 | Emergent 1 |
|--|--|--|--|--|
| Demonstrate who they are as a reader | <p>Explains the types of books he/she likes to read and identifies the genre.</p> <p>Explains the I-PICK strategy for selecting Just Right/Good Fit books.</p> | <p>Can identify the types of books he/she like to read by topic and names a title.</p> <p>Writes 3 of the four I-PICK ideas in the how to select Just Right/ Good Fit books.</p> | <p>Can identify the types of books he/she likes to read by topic or title</p> <p>Writes 2 of the four I-PICK ides in the how to select Just Right/ Good Fit books.</p> | <p>With support can identify types of books he/she likes to read by topic.</p> <p>Tells or writes one way he/she selects a Just Right/Good Fit book.</p> |
| Demonstrates understanding of what good readers do | Writes a minimum of three strategies good readers use and explains why or how they help the reader. | Writes three strategies good readers use. | Writes/Tells two strategies good readers use. | Writes or tells one strategy good readers use. |

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| Set a Reading Goal | Sets multiple reading goals. | Sets attainable short term reading goal. | Sets a general reading goal. | With support sets a reading goal. |
| Standard L1.2 a.b. Language Conventions Capitalization/ Punctuation | Writes all titles using appropriate capitalization. Writes all proper names with capital letter and begins all sentences with a capital letter. | Writes with spaces between words. Writes all proper names & begins all sentences, with a capital letter and capitalizes the proper noun I. Ends all sentences with appropriate punctuation. | Capitalizes all sentences with a capital letter and capitalizes the proper noun I. | Uses lowercase and uppercase letters in words. |
| Standard L2.d,e Language Conventions Spelling | Generalizes learned spelling patterns when writing. | Uses conventional spelling for words with common spelling patterns and for frequently spelled high-frequency words. Spells untaught words phonetically. | Writes a letter or letters for most consonants and short vowel sounds. Spells untaught words phonetically. | Uses phonetic spelling when writing words. |
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Formative Rubric

Distinguishing Between Books that Tell Stories (fiction) and books that give information (non-fiction)

| | Exceeds Expectations 4 | Meets Expectations 3 | Approaches Expectations 2 | Emergent 1 |
|---|--|---|---|---|
| Standard R.L. 1.5 Explain major differences between books that tell stories and books that give information. | Explains major differences between fiction and non-fiction. Identifies a fiction title and non-fiction title in books currently reading. | Explains major differences fiction/non-fiction. | Can define the words fiction and non-fiction. | Can define fiction or non-fiction. Confuses the words fiction and non-fiction. |

ELA Grade 1 Unit 2

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| Grade/Subject | Grade 1/ ELA |
| Unit Title | Unlocking Literature |
| Overview of Unit | In this unit, students will retell a story using story elements, text language, and key details from the text. While unlocking the structure of narrative text the students will also demonstrate their understanding of the story’s central message. As students learn the elements of a narrative story, they will begin to write narrative stories, which include a beginning, middle and end. |
| Pacing | 9-12 Weeks |

| K-U-D | |
|---|--|
| KNOW <i>Facts, formulas, information, vocabulary</i> | DO <i>Skills of the discipline, social skills, production skills, processes (usually verbs/verb phrases)</i> <i>Hint: Use the standards!</i> |
| <ul style="list-style-type: none"> ● How a narrative text is structured ● What problem/need is the main character experiencing ● What gets in the character’s way ● What words do the words play in describing the characters ● How do the details in the story help me understanding the setting and what happens (events) ● How is the character’s problem resolved (What events lead to the resolution of the character’s problem.) ● How is the main character different at the end of the story than at the beginning ● What did the main character learn by the end of the story ● How does the setting impact the story ● How do the illustrations help me picture the characters, setting, and events. ● What types of details can the illustrator show better with pictures than the author can with words ● How to increase meaning of the text through discourse ● How to develop a narrative written piece ● How to use temporal words to link story events ● What details or words to add when I reread and edit my writing | <ul style="list-style-type: none"> ● Identify the structure of a story (beginning, middle, and end) ● Identify key details ● Retell a story using the correct sequence events and key details ● Use temporal language that helps them describe the sequence of the story (first, next, then, finally) ● Retell stories including story elements (characters, setting, problem, solution), text language and key details ● Identify how the problem and how the important events and describe how they lead to the resolution ● Describe the characters feelings and explain how they impact the characters actions ● Identify the central message/lesson of a story using text evidence and prior knowledge to infer the author’s meaning ● Engage in collaborative conversation ● Write a narrative piece to explain a personal experience ● Use temporal words in writing ● Edit written using teacher suggestions |

UNDERSTAND

Big ideas, generalizations, principles, concepts, ideas that transfer across situations

Students will understand **that...**

- Readers retell to make meaning of text.
- Authors write for different purposes-some authors write to convey a message.
- Characters demonstrate feelings/behaviors that convey the central message.
- All parts of a text (story elements, illustration, etc) work together to convey a message.
- Readers infer to make meaning of a text.
- Determining the central message makes reading meaningful for them.

Vocabulary

Academic Vocabulary

Schema

Illustration

Retell

Literature

Narrative

Character

Setting

Events

Problem-Kick Off

Solution

Central Message

Lesson

ELA Grade 1 Unit 3

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|-------------------------|---|
| Grade/Subject | Grade 1/ ELA |
| Unit Title | Exploring Informational Texts |
| Overview of Unit | In this unit, students will read and analyze informational text in order to distinguish between the main topic, key ideas, and key details. In addition, they will use information to make and write informed opinions that are supported by text evidence. |
| Pacing | 9-12 Weeks |

Essential Questions

How does learning new information change our schema?
 Why is it important to determine the text structure of the text I am reading?
 How does information help me make informed opinions?

Core Standards

| Foundational Reading (RF) | Reading Literature (RL) | Reading Informational Texts (RI) | Writing (W) | Speaking & Listening (SL) | Language (L) |
|--|---|--|---|--|---|
| RF 1.4 Read will sufficient accuracy and fluency to support comprehension RF1.4 a Read-on-level text with purpose and understanding RF1.4b Read on-level text orally with accuracy, appropriate rate, expression on successive reading RF1.4c Use context to confirm recognition and understanding, | RL 1.5 Students explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | RI 1.1 Students ask and answer questions about key details in a text. | W.1.1 Students write opinion pieces, in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide a sense of closure. | SL 1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL1.1 a. Follow agreed-upon rules for discussions SL 1.1 b Build on others' talk in conversations by responding to the | L.1.1 Demonstrate a command of the conventions of standard English grammar and usage when writing or speaking L1.1a. Print all upper-and lower case letters L1.1c. Use singular and plural nouns L1.1e. |
| | | RI 1.2 Students identify the | W1.5 With guidance and support | SL 1.1.c | |

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| | | main topic and retell details of a text. | from adults, students focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | Ask questions to clear up any confusion about the topics and texts under discussion SL 1.2 Students ask and answer questions about key details in a text read aloud or information presented orally or through other media. | Use verbs to convey a sense of past, present, and future. |
| | | Students describe the connections between two individuals, events, ideas, or pieces of information in a text. | | | |
| | | RI 1.4 Students ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | | SL 1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | L.1.2 Demonstrate command of the conventions of standard English Capitalization, punctuation, and spelling when writing L.1.2a Capitalize dates and names of people |
| | | RI 1.5 Students know and use various features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | | SL 1.5 Add drawings or other visual displays to description when appropriate to clarify ideas, thoughts, and feelings clearly. | L.1.2b Use end punctuation for sentences. L.1.2d Use conventional spelling patterns and for frequently |
| | | RI 1.6 Students distinguish | | SL 1.6 Produce complete | |

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| | | between information provided by pictures or other illustrations and information provided by the words in a text. | | sentences when appropriate to task and situation | occurring irregular words. L1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions |
| | | RI 1.7 Students use the illustrations and details in a text to describe its key ideas. | | | |
| | | RI 1.8 Students identify the reasons an author gives to support points in a text. | | | |
| | | RI 1.9 Students identify basic similarities in and difference between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | | | |
| | | RI 1.10 With prompting and support, students read informational texts appropriately complex for grade 1. | | | |
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K-U-D

KNOW

Facts, formulas, information, vocabulary

- What do the authors of literary and informational texts include and why?
- How an informational text is organized (organizational pattern)
- What are the functions of text features
- How the information in each section relates to the section title and the main topic of the whole text
- How to determine the main topic
- How to distinguish between key details and supporting details
- How to ask and answer questions about key details in a text-that I read, read aloud or information presented orally or through other media
- How to learn and figure out the meaning of new content-specific vocabulary
- How to ask and answer questions to determine or clarify the meaning of unfamiliar words
- How to locate and determine the meaning of important words by using various vocabulary acquisition skills, such as using bold-face print, glossary, italics, rereading, using context clues
- How to increase meaning of the text through discourse
- How to develop an opinion piece of writing

DO

*Skills of the discipline, social skills, production skills, processes (usually verbs/verb phrases)
Hint: Use the standards!*

- Distinguish & explain the differences between texts that tell stories and informational texts
- Determine how the photographs, text features, and the words work together to help me understand the main topic.
- Determine the organization pattern of an informational text
- Distinguish between the main topic, key ideas, and supporting details.
- Ask and answer questions about key details in a text
- Find words or phrases repeated by the author to help me determine the main topic, key ideas, or key details
- Figure out the meaning of words using photographs or text features (content specific or bold words)
- Figure out unknown words using context clues
- Engage in collaborative conversation
- Write an informed opinion that includes reasons and an introduction and conclusion
- Edit written using teacher suggestions

UNDERSTAND

Big ideas, generalizations, principles, concepts, ideas that transfer across situations

Students will understand **that...**

- Readers need to read text closely to make determinations about what is important
- Readers need to know the function of various text features in order to determine how they clarify information
- Readers read for a variety of purposes
- Readers choose a text based on their purpose for reading

Vocabulary

Academic Vocabulary

Opinion

Schema

Text Evidence

Informational text

Introduction

Main topic

Closure

Key ideas

Text Features:

Key details

*Title *Headings *Captions * Bold Print

Content Specific Vocabulary

* Photographs *Table of Contents * Glossary