

Grade 1 - Unit 3 Reading - Reading to Learn

Unit Focus

Kindergarten readers learned about headings, captions, photos, table of contents and glossaries as they engaged with informational texts. They know how to learn from an author and figure out the main idea and details. Students will dive into non-fiction through the lens of questioning, learning and discovering. Students will compare and contrast how-to, all about and narrative non-fiction books and ask questions to figure out how the author’s main idea and supporting details provide an organizational structure for readers. Readers will actively engage with an author while they wonder, question, learn and evaluate. Students move toward more independence and problem solving in their everyday reading life during this unit. Students will choose just right books that they can read and learn from. They will fill their baskets with many high-interest books about animals, science, math and social studies topics from the class library, the multiple copy collection and the school library.

Reading Skills: Questioning, Synthesizing

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Common Core <i>English Language Arts: 1</i></p> <ul style="list-style-type: none"> • Reading: Informational Text <ul style="list-style-type: none"> ○ Ask and answer questions about key details in a text. (CCSS.ELA-LITERACY.RI.1.1) ○ Identify the main topic and retell key details of a text. (CCSS.ELA-LITERACY.RI.1.2) ○ Describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS.ELA-LITERACY.RI.1.3) ○ Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (CCSS.ELA-LITERACY.RI.1.4) ○ 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. (CCSS.ELA-LITERACY.RI.1.5) ○ Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (CCSS.ELA-LITERACY.RI.1.6) ○ Use the illustrations and details in a text to describe its key ideas. (CCSS.ELA-LITERACY.RI.1.7) 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Comprehend and engage with a variety of texts in order to become independent critical thinkers. (Synthesizing)</p> <p>T2 Engage in evidence-based discourse to consider multiple perspectives on a given topic. (Problem Identification)</p> <p>T3 Evaluate the author's message and purpose citing text evidence to support conclusions. (Synthesizing)</p> <p>T4 Identify current grade level high frequency words (snap words).</p> <p>T5 Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>T6 Decode words with common endings.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i></p> <p>U1 Readers monitor their comprehension and use strategies when meaning breaks down.</p> <p>U2 Readers use text structures and features to understand, question, and interpret text.</p> <p>U3 Critical readers reflect on and question the text, consider different perspectives to examine author's message.</p> <p>U4 Readers support and elaborate on their</p>	<p><i>Students will keep considering...</i></p> <p>Q1 What does the author want me to learn?</p> <p>Q2 Why should I talk and listen to others? How does my talking and listening change the way I think? The way others think?</p> <p>Q3 Theme: What is the author giving me to help me learn more and more? Do I still have questions? What can I do to find answers?</p> <p>Q4 How can we use our snap words to decode</p>	

Stage 1: Desired Results - Key Understandings

<ul style="list-style-type: none"> ○ Identify the reasons an author gives to support points in a text. <i>(CCSS.ELA-LITERACY.RI.1.8)</i> ○ Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <i>(CCSS.ELA-LITERACY.RI.1.9)</i> ● Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <i>(CCSS.ELA-LITERACY.RF.1.2)</i> <ul style="list-style-type: none"> ○ Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). <i>(CCSS.ELA-LITERACY.RF.1.2.D)</i> ● Know and apply grade-level phonics and word analysis skills in decoding words. <i>(CCSS.ELA-LITERACY.RF.1.3)</i> <ul style="list-style-type: none"> ○ Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <i>(CCSS.ELA-LITERACY.RF.1.3.D)</i> ○ Decode two-syllable words following basic patterns by breaking the words into syllables. <i>(CCSS.ELA-LITERACY.RF.1.3.E)</i> ○ Read words with inflectional endings. <i>(CCSS.ELA-LITERACY.RF.1.3.F)</i> ○ Recognize and read grade-appropriate irregularly spelled words. <i>(CCSS.ELA-LITERACY.RF.1.3.G)</i> ● Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <i>(CCSS.ELA-LITERATURE.SL.1.1)</i> <ul style="list-style-type: none"> ○ Ask questions to clear up any confusion about the topics and texts under discussion. <i>(CCSS.ELA-LITERACY.SL.1.1.C)</i> <p>Student Growth and Development 21st Century Capacities Matrix <i>Critical Thinking</i></p> <ul style="list-style-type: none"> ● Problem Identification: Students will be able to clarify the problem and pose significant questions for investigation. <i>MM.1.1</i> ● Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose. <i>MM.1.3</i> 	<p>interpretation with description and detail (both textual evidence and schema).</p> <p>U5 Theme: Readers use the text structures and author's craft to learn from and question a text</p> <p>U6 Students use their knowledge of letter sounds and words to become better at decoding and encoding.</p>	<p>more complex words (eat to help with cheat, seated)?</p> <p>Q5 Why is it important to read through a word?</p> <p>Q6 How can we use our detective skills and words we know to read words with common endings (es, ing, er, s, ed, y)?</p> <p>Q7 How can we use our snap words to be a better reader and writer?</p>
Acquisition of Knowledge and Skill		
Knowledge		Skill(s)
<p><i>Students will know...</i></p> <p>K1 Vocabulary: Informational, Nonfiction, Main Idea, Detail, text structures: question and answer, compare/contrast, how-to/procedures, non-fiction text features: title, table of contents, index, glossary, bold words, captions, maps, charts, tables, graphs, timelines, label, Tricky y, common word endings, read through,</p>		<p><i>Students will be skilled at...</i></p> <p>S1 Using a RAN Chart to question the text before, during and after reading.</p> <p>S2 Identifying the topic of an informational book.</p> <p>S3 Answering questions by reading on, rereading and using text features</p> <p>S4 Identifying the main idea of an informational text.</p> <p>S5 Using pictures, text and text features to figure out the meaning of new vocabulary words.</p> <p>S6 Comparing the content of two books about the same topic to identify similarities and differences.</p> <p>S7 Using a RAN Chart to track changes in thinking while reading (synthesizing)</p> <p>S8 Identifying each sound within a word.</p> <p>S9 Identify the vowel sound in each syllable of a word.</p> <p>S10 Decode grade level words.</p> <p>S11 Recognize grade level snap words.</p> <p>S12 Decode and encode words with common ending (er, s, es, ing, ed)</p>