



Grade 1 - Unit 4 - Informational Reading and Writing

Unit Focus

Students will be going all over the world with authors - to the forest, ocean, mountains, space and back in time! They will be exposed to a wide variety of content and non-fiction formats as students dive into this genre through the lens of questioning, learning and discovering. Students will read 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 use RAN charts to record their learning and actively engage with an author while they wonder, question, learn and evaluate. This unit is timed as readers are approaching levels E, F and G as they move toward more independence and problem solving in their everyday reading life. Students will read books based on their interests and curiosities, and will be guided to choose just right books that they can read and learn from. A wide variety of content will be a part of shared readings and interactive read alouds in the classroom. Students will be encouraged to check out and bring home library books that they can enjoy with older readers at home to give students access to content that they may not be able to read independently at school.

Students will learn about how-to and all-about writing. Readers will organize their writing like the authors of the books they are reading and plan a main idea with supporting details. Writers will begin by thinking about the topics that they are already experts in! During this unit there is a focus on the POG work in product creation as students are taught how writers match their topic, audience, message and purpose to the product they decide to create. First graders know so much about their own hobbies, activities, homes, rooms, sports, nature and families that they can begin writing how-to and all about books right away. As writers learn more about reading to learn they may begin to incorporate some of their reading and research into their later products. Writers will use and add non-fiction text features as they learn more about the genre in reading and write under the influence of mentor authors. Students will publish two books throughout this unit.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Standards <ul style="list-style-type: none">Common Core<ul style="list-style-type: none">English Language Arts: 1<ul style="list-style-type: none">Reading: Informational Text<ul style="list-style-type: none">Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (CCSS.ELA-LITERACY.RI.1.4)With prompting and support, read informational texts appropriately complex for grade 1. (CCSS.ELA-LITERACY.RI.1.10)Demonstrate understanding of the organization and basic features of print. (CCSS.ELA-LITERACY.RF.1.1)Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (CCSS.ELA-LITERACY.RF.1.1.A)Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS.ELA-LITERACY.RF.1.2)Distinguish long from short vowel sounds in spoken single-syllable words. (CCSS.ELA-LITERACY.RF.1.2.A)	<i>Students will be able to independently use their learning to...</i> T1 Come to discussions with support for ideas, having asked probing questions and having analyzed appropriate evidence. T2 Use the writing process to thoughtfully produce and publish with a variety of tools for many intended audiences, purposes and messages.	
	Meaning	
	Understanding(s) <i>Students will understand that...</i> U1 Readers use appropriate strategies to construct meaning from texts. U2 Writers use a cyclical process of planning, drafting, revising, editing, publishing, and reflecting. U3 Readers make inferences about a text by using text evidence to support their thinking.	Essential Question(s) <i>Students will keep considering...</i> Q1 What's my strategy for reading this text? How do I know if it is working? Q2 How does following the writing process help a writer craft an effective piece of writing? Q3 What do good readers do?

Stage 1: Desired Results - Key Understandings

- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. *(CCSS.ELA-LITERACY.RF.1.2.B)*
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. *(CCSS.ELA-LITERACY.RF.1.2.C)*
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). *(CCSS.ELA-LITERACY.RF.1.2.D)*
- Know and apply grade-level phonics and word analysis skills in decoding words. *(CCSS.ELA-LITERACY.RF.1.3)*
- Know the spelling-sound correspondences for common consonant digraphs. *(CCSS.ELA-LITERACY.RF.1.3.A)*
- Decode regularly spelled one-syllable words. *(CCSS.ELA-LITERACY.RF.1.3.B)*
- Know final -e and common vowel team conventions for representing long vowel sounds. *(CCSS.ELA-LITERACY.RF.1.3.C)*
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. *(CCSS.ELA-LITERACY.RF.1.3.D)*
- Decode two-syllable words following basic patterns by breaking the words into syllables. *(CCSS.ELA-LITERACY.RF.1.3.E)*
- Read words with inflectional endings. *(CCSS.ELA-LITERACY.RF.1.3.F)*
- Recognize and read grade-appropriate irregularly spelled words. *(CCSS.ELA-LITERACY.RF.1.3.G)*
- Read with sufficient accuracy and fluency to support comprehension. *(CCSS.ELA-LITERACY.RF.1.4)*
- Read grade-level text with purpose and understanding. *(CCSS.ELA-LITERACY.RF.1.4.A)*
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. *(CCSS.ELA-LITERACY.RF.1.4.B)*
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. *(CCSS.ELA-LITERACY.RF.1.4.C)*
- Writing
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. *(CCSS.ELA-LITERATURE.W.1.8)*
- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. *(CCSS.ELA-LITERATURE.SL.1.1)*
- 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). *(CCSS.ELA-LITERACY.SL.1.1.A)*
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges. *(CCSS.ELA-LITERACY.SL.1.1.B)*

U4 Readers support their conclusions (inferences and interpretations) by citing appropriate details within the text.
U5 Readers apply knowledge of phonics and word analysis skills in decoding words.
U6 Writers support and elaborate on their claims or ideas with appropriate evidence, description, and detail.

Q4 How do I support and prove my thinking?
Q5 Why do we have/need rules of language?
Q6 How do I best support my purpose for writing?

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
<p><i>Students will know...</i></p> <p>K1 Informational books have a big idea. K2 Text features help readers learn. K3 Informational books share facts in different ways. K4 Informational readers think and question as they read. K5 There are two types of nonfiction writing, how to and all about. K6 Readers and writers use phonics when they decode and encode. K7 Vocabulary: similarities, differences, drafting, revising, editing, RAN chart, blends, digraphs, r-controlled sounds, syllables, conjunctions, determiners, common, proper, and possessive nouns, prepositions</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Identifying the topic of an informational book. S2 Answering questions by reading on, rereading and using text features S3 Using pictures, text and text features to figure out the meaning of new vocabulary words. S4 Comparing the content of two books about the same topic to identify similarities and differences. S5 Using a RAN Chart to question the text before, during and after reading. S6 Planning, drafting and revising text features to teach readers. S7 Using checklists and mentor texts to set goals for writing. S8 Consonant blends and digraph blends S9 Using rereading to restart and clarify writing. S10 Blending and reading words with up to four sounds S11 Segmenting and spelling words with up to five sounds S12 Suffix -s, ed, and ing added to words with four sounds</p>

Stage 1: Desired Results - Key Understandings

- Ask questions to clear up any confusion about the topics and texts under discussion. *(CCSS.ELA-LITERACY.SL.1.1.C)*
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *(CCSS.ELA-LITERACY.L.1.1)*
- Print all upper- and lowercase letters. *(CCSS.ELA-LITERACY.L.1.1.A)*
- Use common, proper, and possessive nouns. *(CCSS.ELA-LITERACY.L.1.1.B)*
- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). *(CCSS.ELA-LITERACY.L.1.1.C)*
- Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). *(CCSS.ELA-LITERACY.L.1.1.E)*
- Use frequently occurring conjunctions (e.g., and, but, or, so, because). *(CCSS.ELA-LITERACY.L.1.1.G)*
- Use determiners (e.g., articles, demonstratives). *(CCSS.ELA-LITERACY.L.1.1.H)*
- Use frequently occurring prepositions (e.g., during, beyond, toward). *(CCSS.ELA-LITERACY.L.1.1.I)*
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. *(CCSS.ELA-LITERACY.L.1.1.J)*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.1.2)*
- Use end punctuation for sentences. *(CCSS.ELA-LITERACY.L.1.2.B)*
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. *(CCSS.ELA-LITERACY.L.1.2.D)*
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. *(CCSS.ELA-LITERACY.L.1.2.E)*
- 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. *(CCSS.ELA-LITERACY.L.1.4)*
- Use sentence-level context as a clue to the meaning of a word or phrase. *(CCSS.ELA-LITERACY.L.1.4.A)*
- With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. *(CCSS.ELA-LITERACY.L.1.5)*
- Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. *(CCSS.ELA-LITERACY.L.1.5.D)*
- Language

S13 R- controlled vowel sounds: ar, or, er, ir, ur

S14 Reading with accuracy and prosody

S15 Closed syllable concept with short vowels

S16 Vowel teams: ai, ay, ee, ea, ey, oi, oy, oa, oe, ow, ou, oo, ue, ew, au, aw

S17 Segmenting and blending up to 5 sounds

Stage 1: Desired Results - Key Understandings

- 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). (*CCSS.ELA-LITERACY.L.1.6*)

Madison Public Schools Profile of a Graduate

- Inquiry: Posing, pursuing, and refining significant questions to deepen understanding about a topic or issue. (*POG.1.1*)
- Product Creation: Effectively use a medium to communicate important information. (*POG.3.2*)