

Mercer ELA Grade 1 Module 1

| Subject | Grade | Module | Suggested Timeline |
|-----------------------|-------|--------|--------------------|
| English Language Arts | 1 | 1 | 6 weeks |

Grade Level Summary

In first grade, students move toward independence as readers. They learn and apply more advanced phonological and phonics skills as they fluently read a variety of grade-level appropriate literary and informational texts. As they engage with texts, they expand their knowledge and use of vocabulary. They demonstrate their understanding of the details and central message in texts through activities such as retelling literature in sequence, explaining similarities and differences between texts, and asking or answering questions.

First grade students also write for a variety of purposes. They write to inform, to support an opinion, and to describe an experience. As they write, they organize their content, include a sense of closure, and use a variety of words and phrases. They master grade level conventions of language and use complete sentences when writing and speaking. First grade students also listen critically and pose clarifying questions.

Grade Level Modules

- Module 1: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 1
- Module 2: Craft and Structure: How an Author Develops Ideas, Concepts, Characters, and Experiences, Part 1
- Module 3: Integration of Knowledge and Ideas: Connecting Ideas with One Text, Part 1
- Module 4: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 2
- Module 5: Craft and Structure: How an Author Develops Ideas, Characters, and Experiences, Part 2
- Module 6: Integration of Knowledge and Ideas: Connecting Ideas Across Texts, Part 2

Module Title

Module 1: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 1

Module Overview

In this module, students learn how to determine the explicit meaning of a text. They ask and answer questions to determine the central message. They identify an informative topic and write pieces that include two or more facts and a sense of closure. They use narrative writing to describe an experience with thoughts and feelings.

Module Objectives

At the end of this module, students will be able to independently use their learning to:

- Determine the explicit meaning from informational text and literature
- Ask and answer questions to understand the explicit meaning of informational text and literature
- Write informational pieces about one specific topic
- Write narrative pieces which describe an experience with thoughts and feelings
- Apply beginning capitalization and end punctuation in both informational and narrative pieces

Focus Standards Addressed in this Module

CC.1.2.1.A

Identify the main idea and retell key details of text.

CC.1.2.1.B

Ask and answer questions about key details in a text.

CC.1.3.1.A

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CC.1.3.1.B

Ask and answer questions about key details in a text.

CC.1.4.1.B

Identify and write about one specific topic.

CC.1.4.1.C

Develop the topic with two or more facts.

CC.1.4.1.D

Group information and provide some sense of closure.

CC.1.4.1.O

Include thoughts and feelings to describe experiences and events

CC.1.4.1.P

Recount two or more appropriately sequences events using temporal words to signal event order and provide some sense of closure.

CC.1.4.1.Q

Use a variety of words and phrases.

CC.1.5.1.B

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Important Standards Addressed in this Module

CC.1.2.1.F

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

CC.1.2.1.G

Use the illustrations and details in a text to describe its key ideas.

CC.1.2.1.K

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content.

CC.1.3.1.C

Describe characters, settings, and major events in a story, using key details.

CC.1.3.1.G

Use illustrations and details in a story to describe characters, setting, or events.

CC.1.4.1.A

Write informative/ explanatory texts to examine a topic and convey ideas and information.

CC.1.4.1.F

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.

CC.1.4.1.K

Use a variety of words and phrases.

CC.1.4.1.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.1.R

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling

patterns, phonemic awareness and spelling conventions.

CC.1.4.1.T

With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CC.1.4.1.X

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

CC.1.5.1.A

Participate in collaborative conversations with peers and adults in small and larger groups.

CC.1.5.1.D

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Misconceptions

Students may not understand the difference between main idea and topic.

Proper Conceptions

When reading to students, point out the topic and main idea and explain the difference.

Concepts

- Main Idea
- Text Analysis
- Literary Elements
- Focus for Writing
- Content for Writing

Competencies

- Identify the main idea and retell key details of text
- Ask and answer questions about key details in a text.
- Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
- Informational: Identify and write about one specific topic. Opinion: Form an opinion by choosing among given topics. Narrative: Establish “who” and “what” the narrative will be about.

Vocabulary

Key details
Main idea
Topic
Facts
Retell
Recount

Assessment(s)

The assessments below include summative assessments (Formative assessment examples are located in the "Suggested Strategies to Support Design of Coherent Instruction"). The sample summative assessments below asks students to demonstrate the ability to include key ideas and details as they retell both literary and informational texts. Students will also write both narrative and informational pieces that include a topic, relevant facts or details, some organization, and a sense of closure.

Informational Reading (CC.1.2.1.A, CC.1.2.1.B, CC.1.5.1.B)

The teacher reads a text. Students will identify the main idea of the text and three facts from the text that relate to the main idea. Orally or on a graphic organizer, the students state or write the main idea and each fact in a complete sentence and/or an illustration depicting the fact.

Literature (CC.1.3.1.A, CC.1.3.1.B, CC.1.5.1.B)

The teacher reads the story such as *We Are Going On A Picnic* by Pat Hutchins. Students will orally or on a graphic organizer retell the story with a beginning, middle, and end. They will include details from the text as they retell the story.

Informational Writing (CC.1.4.1.B, CC.1.4.1.C, CC.1.4.1.D)

After listening to an informational text or multiple texts on a topic of study (e.g., animals, living/nonliving things, seasons, and pumpkins), students will write an informative piece in which they use key facts to explain the topic. Students will use informational texts on animals to find and write 3 facts with a topic and closing sentence. This activity can be used with most informational texts alouds. Once students have completed their rough draft, they will conference and edit with the teacher.

Narrative Writing (CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q)

After listening to literature depicting an experience with families or friends, the students will write a description of a personal experience or event using thoughts and feelings to describe the experience.

Suggested Strategies to Support Design of Coherent Instruction

Read Aloud

Teacher Read Aloud: The teacher reads aloud the mentor text; then, students pair/share details they remember from the story. Using an anchor chart, the teacher models how to retell a story. Students return to their seats and write in sequential order the read aloud's beginning, middle and end.

Sample Text: Little Red Hen, Three Little Pigs, Ugly Duckling, Jack and the Beanstalk,....

Narrative Writing

Students will learn the components of narrative writing. All narratives should encompass the following:

All narratives:

- Tell a story
- Can be real or make believe
- Have a beginning, middle, and end
- Have characters
- Have a setting
- May be in sequential order

The teacher models writing about events that occur during the school day. Students write a narrative in response to a prompt given by the teacher.

Suggestions for Formative Assessments

Main Ideas/Key Details (CC.1.2.1.A)

Students draw an illustration of the main idea and key details from an informational text and include a sentence or label describing the illustration. Pair students to reread a leveled text and determine the main idea and key details in that text.

During a read aloud, provide students with a whiteboard to record the main idea and/or key details from the text that support the main idea.

Questions about Key Details (CC.1.2.1.B)

During read alouds or small group reading instruction, students record either a question or an answer to a question about key details in the text they are reading.

During read alouds or small group reading instruction, the teacher asks questions about the key details in text that students answer on whiteboards, with a partner, or nonverbally.

Retell Events of Story (CC.1.3.1.A)

Students sequence illustrations from a story and orally retell the events of that story using the illustrations.

Students use a graphic organizer to retell the events in a familiar leveled fiction text.

Students work with a partner to order events in a story. They take turns retelling the events in the story.

Questions about Key Details (CC.1.3.1.B)

During read alouds or small group reading instruction, the students generate questions about the characters, setting, or details in the story.

In reading journals, students write answers to questions about the key details or sequence of the story.

Confirm Understanding of Text (CC.1.5.1.B)

Students listen to a story on media and generate questions and answers as they listen.

Students work in pairs to retell information presented orally and check partner's understanding.

Identifying and Writing about a Specific Topic (CC.1.4.1.B)

Develop topic with more than one fact (CC.1.4.1.D)

Group information (CC.1.4.1.D)

Students work in pairs to identify the topic in a partner's piece and note which details relate to the topic.

Students engage in a quick write in which they record the topic of an informational text and may also list some facts that support the topic.

Describe Experiences and Events (CC.1.4.1.O)

Sequenced events (CC.1.4.1.P)

Using a Variety of Words and Phrases (CC.1.4.1.Q)

Students review writing to listen for descriptive language and mark each time they have used descriptive language in a piece.

Student and teacher conference each week to identify descriptive words, temporal words, and beginning, middle, and ends to stories.

Differentiation

Interdisciplinary Connections

Additional Resources

Created By

Mercer Elementary First Grade Team

Copy of ELA Grade 1 Module 2

| Subject | Grade | Module | Suggested Timeline |
|-----------------------|-------|--------|--------------------|
| English Language Arts | 1 | 2 | 6 weeks |

Grade Level Summary

In first grade, students move toward independence as readers. They learn and apply more advanced phonological and phonics skills as they fluently read a variety of grade-level appropriate literary and informational texts. As they engage with texts, they expand their knowledge and use of vocabulary. They demonstrate their understanding of the details and central message in texts through activities such as retelling literature in sequence, explaining similarities and differences between texts, and asking or answering questions.

First grade students also write for a variety of purposes. They write to inform, to support an opinion, and to describe an experience. As they write, they organize their content, include a sense of closure, and use a variety of words and phrases. They master grade level conventions of language and use complete sentences when writing and speaking. First grade students also listen critically and pose clarifying questions.

Grade Level Modules

Module 1: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 1

Module 2: Craft and Structure: How an Author Develops Ideas, Concepts, Characters, and Experiences, Part I

Module 3: Integration of Knowledge and Ideas: Connecting Ideas within One Text, Part 1

Module 4: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 2

Module 5: Craft and Structure: How an Author Develops Ideas, Characters, and Experiences, Part 2

Module 6: Integration of Knowledge and Ideas: Connecting Ideas across Texts, Part 2

Module Title

Module 2: Craft and Structure: How an Author Develops Ideas, Concepts, Characters, and Experiences, Part I

Module Overview

In this module, students learn how authors craft different types of texts for different purposes. They explain those differences and use the features or elements of different texts to demonstrate and clarify understanding. They identify an informational topic and write pieces that include two or more facts and a sense of closure. They use narrative writing to describe an experience with thoughts and feelings and a variety of words.

Module Objectives

At the end of this module, students will be able to independently use their learning to:

- Use text features and search tools to locate key facts or information in informational text
- Explain the major differences between literature and informational text
- Write informational pieces about a topic with at least two ideas and a sense of closure
- Write narrative pieces that describe experiences with feelings and variety in word choice

Focus Standards Addressed in this Module

CC.1.2.1.E

Use various text features and search tools to locate key facts or information in a text.

CC.1.3.1.E

Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.

CC.1.4.1.D

Group information and provide some sense of closure.

CC.1.4.1.F

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.

CC.1.4.1.O

Include thoughts and feelings to describe experiences and events

CC.1.4.1.P

Recount two or more appropriately sequences events using temporal words to signal event order and provide some sense of closure.

CC.1.4.1.Q

Use a variety of words and phrases.

CC.1.4.1.R

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.

Important Standards Addressed in this Module

CC.1.1.1.B

Demonstrate understanding of the organization and basic features of print. • Recognize the distinguishing features of a sentence.

CC.1.3.1.D

Identify who is telling the story at various points in a text.

CC.1.3.1.F

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CC.1.4.1.A

Write informative/ explanatory texts to examine a topic and convey ideas and information.

CC.1.4.1.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.1.N

Establish who and what the narrative will be about.

CC.1.4.1.T

With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CC.1.4.1.X

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

CC.1.5.1.A

Participate in collaborative conversations with peers and adults in small and larger groups.

CC.1.5.1.B

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CC.1.5.1.C

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

CC.1.5.1.E

Produce complete sentences when appropriate to task and situation.

CC.1.5.1.G

Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.

| Misconceptions | Proper Conceptions |
|--|---|
| Informational text only uses photographs. | Informational text can have both photographs and illustrations. |
| Literary text always use illustrations. | Literary text can use both photographs and illustrations. |
| Readers read bold print in informational text with emphasis. | In informational text, bold print alerts reader to potential new vocabulary which can often be found in the glossary. |

| Concepts | Competencies | Vocabulary |
|--|--|---|
| <ul style="list-style-type: none">Text StructureText StructureContent for WritingOrganization for WritingWriting Conventions | <ul style="list-style-type: none">Use various text features and search tools to locate key facts or information in a text.Explain major differences between books that tell story and books that give information, drawing on wide reading or range of text types.Informational: Develop the topic with two or more facts. Opinion: Support the opinion with reasons related to the opinion. Narrative: Include thoughts and feelings to describe experiences and events.Informational: Group information and provide some sense of closure. Opinion: Create an organizational structure that includes reasons and provides some sense of closure. Narrative: Recount two or more | <p>Literary Informational Fiction Nonfiction Table of Contents Headings Captions Bold Print Personal Narrative Temporal words</p> |

appropriately sequenced events using temporal words to signal event order and provide some sense of closure.

- **Informational:** Choose words and phrases for effect. **Opinion:** Use a variety of words and phrases. **Narrative:** Use a variety of words and phrases.
- **Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling**

Assessment(s)

The assessments below include summative assessment examples (Formative assessment examples are located in the "Suggested Strategies to Support Design of Coherent Instruction"). The sample summative assessments ask students to use the features or elements of different texts to demonstrate the ability to explain the difference between literary and informational texts. Students will also write both narrative and informational pieces that include a topic, two or more facts or details, basic organization, and a sense of closure.

Informational Texts/Literary Texts (CC.1.2.1.E, CC.1.3.1.E)

The teacher reads aloud a text such as *Stellaluna* by Janell Cannon. Students determine and orally discuss if the text is fiction or nonfiction using the sentence frame: *Stellaluna* is fiction because Stellaluna is a make believe character.

The teacher reads aloud a text such as *Bats* by Gail Gibbons. Students determine and orally discuss if the text is fiction or nonfiction using the sentence frame: *Bats* is nonfiction because it gives facts about bats.

Informational Writing (CC.1.4.1.D, CC.1.4.1.F, CC.1.4.1.Q)

After listening to an informational text or multiple texts on a topic of study (e.g., pumpkins, bats, Pilgrims, seasons), students write an informational piece in which they focus on a topic, provide two or more facts, demonstrate basic organization, and provide a sense of closure.

Using teacher created rubrics, students are assessed on their focus, beginning, middle and end, and use of proper punctuation.

Narrative Writing (CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q, CC.1.4.1.R)

Using teacher selected texts, student will listen to literature depicting an

experience with families or friends. Students write a description of a personal experience or event using thoughts and feelings to describe the experience. Students provide two or more events, use temporal words, demonstrate some organization, and provide a sense of closure.

Using teacher created rubrics, students are assessed on their focus, beginning, middle and end, and use of proper punctuation.

Suggested Strategies to Support Design of Coherent Instruction

The strategies below can be utilized as formative assessments as part of daily instruction. Some of the concepts below include activities that are represented in a gradual release of responsibility model.

Anchor Chart

An anchor chart is intended to serve as a reference for applying a strategy during independent study. It outlines or describes procedures, and strategies related to a particular theme or topic and is posted in the classroom for reference by students. The charts are created with students. The teacher acts as the scribe while students brainstorm and provide ideas for the teacher to write on the chart. The chart is placed on the wall for students to make additions and modifications as learning progresses.

Text Features (CC.1.2.1.E)

- Teacher discusses with students that identifies basic features of informational text. (e.g., table of contents, headings, captions, bold print)
- Students listen to an informational text read aloud and will locate basic features of informational text. Sample questions to assess understanding might be:
 1. How does the table of contents help me become a better reader?
 2. Why do I need to look at the headings?
 3. Why do authors put captions in informational texts?
- Students read on leveled informational text and locate and read basic features of informational text.

Literary vs Informational Text (CC.1.3.1.E)

- Teacher creates an anchor chart with students that identifies the major differences between books that tell stories and books that give information.
- Students categorize a collection of books into literary and informational texts. Sample questions to assess understanding of literary vs informational text might be:

1. How did the illustrations help you make your decision?
2. What do you think the author's purpose was for writing this book?

Organization and Closure (CC.1.4.1.D)

- After listening to an informational read aloud about a topic, students will engage in shared or interactive writing in which they identify the topic, write at least two facts learned about that topic, and provide some sense of closure.

Use Variety Words and Phrases (CC. 1.4.1.P, CC. 1.4.1.Q)

- Teacher demonstrates a procedural activity (e.g., morning routine, carving a jack-o-lantern).
- Create a list of temporal words (i.e., first, next, then, after, finally, last)
- Teacher and students participate in shared writing activity that incorporates temporal words.
- Teacher and students create charts of commonly used vocabulary words (such as: family words, holidays, etc.)
- Students write a piece using temporal words (e.g., Students write a "how to" piece and publish this on the computer.)

Personal Narrative (CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q)

- Teacher models examples of personal narratives and students help determine the components of personal narrative writing. All personal narratives:
 1. Tell a story.
 2. Have the author as the main character.
 3. Are about the author's life.
 4. Have a beginning, middle, and end.
 5. May include temporal words.
 6. Tell how the author felt.
- Teacher guides a shared or interactive writing about a school experience. (e.g., field trip, fire drill, assembly)

Differentiation

Interdisciplinary Connections

Additional Resources

Created By

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Copy of ELA Grade 1 Module 2

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Module Title

Module 2: Craft and Structure: How an Author Develops Ideas, Concepts, Characters, and Experiences, Part I

Module Overview

In this module, students learn how authors craft different types of texts for different purposes. They explain those differences and use the features or elements of different texts to demonstrate and clarify understanding. They identify an informational topic and write pieces that include two or more facts and a sense of closure. They use narrative writing to describe an experience with thoughts and feelings and a variety of words.

Module Objectives

At the end of this module, students will be able to independently use their learning to:

- Use text features and search tools to locate key facts or information in informational text
- Explain the major differences between literature and informational text
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Use various text features and search tools to locate key facts or information in a text.

CC.1.3.1.E

Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.

CC.1.4.1.D

Group information and provide some sense of closure.

CC.1.4.1.F

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.

CC.1.4.1.O

Include thoughts and feelings to describe experiences and events

CC.1.4.1.P

Recount two or more appropriately sequences events using temporal words to signal event order and provide some sense of closure.

CC.1.4.1.Q

Use a variety of words and phrases.

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Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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Establish who and what the narrative will be about.

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Participate in collaborative conversations with peers and adults in small and larger groups.

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Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

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| Literary text always use illustrations. | Literary text can use both photographs and illustrations. |
| Readers read bold print in informational text with emphasis. | In informational text, bold print alerts reader to potential new vocabulary which can often be found in the glossary. |

| Concepts | Competencies | Vocabulary |
|--|--|---|
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appropriately sequenced events using temporal words to signal event order and provide some sense of closure.

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The teacher reads aloud a text such as *Bats* by Gail Gibbons. Students determine and orally discuss if the text is fiction or nonfiction using the sentence frame: *Bats* is nonfiction because it gives facts about bats.

Informational Writing (CC.1.4.1.D, CC.1.4.1.F, CC.1.4.1.Q)

After listening to an informational text or multiple texts on a topic of study (e.g., pumpkins, bats, Pilgrims, seasons), students write an informational piece in which they focus on a topic, provide two or more facts, demonstrate basic organization, and provide a sense of closure.

Using teacher created rubrics, students are assessed on their focus, beginning, middle and end, and use of proper punctuation.

Narrative Writing (CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q, CC.1.4.1.R)

Using teacher selected texts, student will listen to literature depicting an

experience with families or friends. Students write a description of a personal experience or event using thoughts and feelings to describe the experience. Students provide two or more events, use temporal words, demonstrate some organization, and provide a sense of closure.

Using teacher created rubrics, students are assessed on their focus, beginning, middle and end, and use of proper punctuation.

Suggested Strategies to Support Design of Coherent Instruction

The strategies below can be utilized as formative assessments as part of daily instruction. Some of the concepts below include activities that are represented in a gradual release of responsibility model.

Anchor Chart

An anchor chart is intended to serve as a reference for applying a strategy during independent study. It outlines or describes procedures, and strategies related to a particular theme or topic and is posted in the classroom for reference by students. The charts are created with students. The teacher acts as the scribe while students brainstorm and provide ideas for the teacher to write on the chart. The chart is placed on the wall for students to make additions and modifications as learning progresses.

Text Features (CC.1.2.1.E)

- Teacher discusses with students that identifies basic features of informational text. (e.g., table of contents, headings, captions, bold print)
- Students listen to an informational text read aloud and will locate basic features of informational text. Sample questions to assess understanding might be:
 4. How does the table of contents help me become a better reader?
 5. Why do I need to look at the headings?
 6. Why do authors put captions in informational texts?
- Students read on leveled informational text and locate and read basic features of informational text.

Literary vs Informational Text (CC.1.3.1.E)

- Teacher creates an anchor chart with students that identifies the major differences between books that tell stories and books that give information.
- Students categorize a collection of books into literary and informational texts. Sample questions to assess understanding of literary vs informational text might be:

3. How did the illustrations help you make your decision?
4. What do you think the author's purpose was for writing this book?

Organization and Closure (CC.1.4.1.D)

- After listening to an informational read aloud about a topic, students will engage in shared or interactive writing in which they identify the topic, write at least two facts learned about that topic, and provide some sense of closure.

Use Variety Words and Phrases (CC. 1.4.1.P, CC. 1.4.1.Q)

- Teacher demonstrates a procedural activity (e.g., morning routine, carving a jack-o-lantern).
- Create a list of temporal words (i.e., first, next, then, after, finally, last)
- Teacher and students participate in shared writing activity that incorporates temporal words.
- Teacher and students create charts of commonly used vocabulary words (such as: family words, holidays, etc.)
- Students write a piece using temporal words (e.g., Students write a "how to" piece and publish this on the computer.)

Personal Narrative (CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q)

- Teacher models examples of personal narratives and students help determine the components of personal narrative writing. All personal narratives:

7. Tell a story.
8. Have the author as the main character.
9. Are about the author's life.
10. Have a beginning, middle, and end.
11. May include temporal words.
12. Tell how the author felt.

- Teacher guides a shared or interactive writing about a school experience. (e.g., field trip, fire drill, assembly)

Differentiation

Interdisciplinary Connections

Additional Resources

Created By

Mercer Elementary First Grade Team

Copy of ELA Grade 1 Module 4

| Subject | Grade | Module | Suggested Timeline |
|-----------------------|-------|--------|--------------------|
| English Language Arts | 1 | 4 | 6 weeks |

Grade Level Summary

In first grade, students move toward independence as readers. They learn and apply more advanced phonological and phonics skills as they fluently read a variety of grade-level appropriate literary and informational texts. As they engage with texts, they expand their knowledge and use of vocabulary. They demonstrate their understanding of the details and central message in texts through activities such as retelling literature in sequence, explaining similarities and differences between texts, and asking or answering questions.

First grade students also write for a variety of purposes. They write to inform, to support an opinion, and to describe an experience. As they write, they organize their content, include a sense of closure, and use a variety of words and phrases. They master grade level conventions of language and use complete sentences when writing and speaking. First grade students also listen critically and pose clarifying questions.

Grade Level Modules

Module 1: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 1

Module 2: Craft and Structure: How an Author Develops Ideas, Concepts, Characters, and Experiences, Part 1

Module 3: Integration of Knowledge and Ideas: Connecting Ideas with One Text, Part 1

Module 4: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 2

Module 5: Craft and Structure: How an Author Develops Ideas, Characters, and Experiences, Part 2

Module 6: Integration of Knowledge and Ideas: Connecting Ideas Across Texts, Part 2

Module Title

Module 4: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 2

Module Overview

In this module, students learn how to determine the explicit meaning of a text. They ask and answer questions to determine the central message. Students use details as they describe events, people, or things from text or life experiences. They form an opinion and write pieces that include reasons to support the opinion in an organized structure with a sense of closure.

Module Objectives

At the end of this module, students will be able to independently use their learning to:

- Determine the explicit meaning from informational text and literature
- Ask and answer questions about the explicit meaning of text in order to retell the text in detail
- Write pieces that identify an opinion and support that opinion with reasons through an organized structure
- Use sufficient details to provide description

Focus Standards Addressed in this Module

CC.1.2.1.B

Ask and answer questions about key details in a text.

CC.1.3.1.A

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CC.1.3.1.B

Ask and answer questions about key details in a text.

CC.1.4.1.I

Support the opinion with reasons related to the opinion.

CC.1.4.1.J

Create an organizational structure that includes reasons and provides some sense of closure.

CC.1.4.1.K

Use a variety of words and phrases.

CC.1.4.1.L

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.

CC.1.5.1.C

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

[CC.1.5.1.E](#)

Produce complete sentences when appropriate to task and situation.

Important Standards Addressed in this Module

[CC.1.2.1.A](#)

Identify the main idea and retell key details of text.

[CC.1.2.1.C](#)

Describe the connection between two individual, events, ideas, or pieces of information in a text.

[CC.1.2.1.F](#)

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

[CC.1.2.1.J](#)

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

[CC.1.2.1.K](#)

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content.

[CC.1.3.1.H](#)

Compare and contrast the adventures and experiences of characters in stories.

[CC.1.3.1.I](#)

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content

[CC.1.3.1.J](#)

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

[CC.1.3.1.K](#)

Read and comprehend literature on grade-level, reading independently and proficiently.

[CC.1.4.1.G](#)

Write opinion pieces on familiar topics.

[CC.1.4.1.H](#)

Form an opinion by choosing among given topics.

[CC.1.4.1.T](#)

With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

[CC.1.4.1.U](#)

With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.

CC.1.4.1.X

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

CC.1.5.1.A

Participate in collaborative conversations with peers and adults in small and larger groups.

CC.1.5.1.B

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CC.1.5.1.F

Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.

CC.1.5.1.G

Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.

Misconceptions

An opinion piece is synonymous with an argumentative piece.

Proper Conceptions

In an opinion piece, students form an opinion and support it. In argumentative writing, students present a counter argument.

Concepts

- Text Analysis
- Theme
- Text Analysis
- Content for Writing
- Organization for Writing
- Writing Style
- Writing Conventions
- Evaluating Information
- Context

Competencies

- Ask and answer questions about key details in a text.
- Ask and answer questions about key details in a text.
- Retell stories including key details and demonstrate understanding of their central message or lesson.
- Informational: Develop the topic with two or more facts. Opinion: Support the opinion with reasons related to the opinion. Narrative: Include thoughts and feelings to describe experiences and events.
- Informational: Group

Vocabulary

- opinion
- question words
- Venn diagram
- compare
- contrast

information and provide some sense of closure.

Opinion: Create an organizational structure that includes reasons and provides some sense of closure. **Narrative:**

Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.

- **Informational:** Choose words and phrases for effect. **Opinion:** Use a variety of words and phrases. **Narrative:** Use a variety of words and phrases.
- Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- Produce complete sentences when appropriate to task and situation.

Assessment(s)

The assessments below include summative assessment examples (Formative assessment examples are located in the "Suggested Strategies to Support Design of Coherent Instruction"). The sample summative assessments require students to ask and answer questions about key details in literary and informational text. Students will write an opinion piece that includes reasons, an organized structure, and a sense of closure.

Retelling (CC.1.3.1.A)

After listening to a teacher read aloud, such as *Tacky the Penguin* by Helen Lester, students identify the key details in the story.

Opinion Writing (CC.1.4.1.G, CC.1.4.1.I, CC.1.4.1.J, CC.1.4.1.K)

After listening to an informational text about seasons, students create post-it notes as to which season they think is the best. Students state their opinion,

give three reasons why, and create a class chart and bar graph to display the results.

Suggested Strategies to Support Design of Coherent Instruction

The strategies below can be utilized as formative assessments as part of daily instruction. Each of the concepts below include activities that are represented in a gradual release of responsibility model.

Questioning Text (CC.1.2.1.B) (CC.1.3.1.B)

- Teacher creates an anchor chart with students which displays key question words (e.g., who, what, where, when, why, and how). Teacher models how to read a text and ask questions while reading to clarify understanding (think aloud).
- After reading an informational text and a literary text, students work with a partner to generate a question about the text read to clarify understanding. Text content may include: penguins, polar bears, pond life, etc.
- In small groups, students independently read on level informational and literary text and generate questions to clarify understanding.

Retelling (CC.1.3.1.A)

- Teacher reads aloud and models how to retell a literary text using pictures, puppets, and stuffed animals. Teacher retells the beginning, middle, and end including the characters, setting, problem and solution (key details).
- Students work with partner to retell a literary text, such as *The Mitten* by Jan Brett, using picture prompts.
- After reading on leveled literary text, students verbally retell the text including the beginning, middle, and end including the characters, setting, problem, and solution (key details).

Compare and Contrast (CC.1.2.1.C, CC.1.3.1.H)

- Teacher introduces compare and contrast by comparing and contrasting two students in the classroom.
- Using a Venn diagram, teacher and students categorize the information about the two students.

Comparing two books

- Using two books, such as *The Hat* and *The Mitten* by Jan Brett, students

and teacher work together to compare and contrast the two stories using a Venn diagram.

Comparing characters within one book

- Teacher reads *The Town Mouse and the City Mouse* by Susanna Davidson.
- Students work in pairs to compare and contrast the two mice.

Comparing two pieces of information within a text

After reading an informational text, students will choose two arctic animals (e.g., polar bears, walrus) and will compare and contrast the two animals using a Venn diagram.

Opinion Writing (CC.1.4.1.G, CC.1.4.1.I, CC.1.4.1.J, CC.1.4.1.K)

- Teacher creates an anchor chart displaying the components of an opinion piece of writing (e.g., opinion statement, reason 1, reason 2, reason 3, and restating the opinion).
- After reading a text, students work with teacher to do an interactive writing as to why a cat would be the best pet. The opinion writing includes an opinion statement, three supporting reasons, and restates the opinion as the closing.
- The students then work with a partner to write an opinion piece on why dogs would make the best pet using the components of an opinion piece.

Ask and Answer Questions (CC.1.5.1.C, CC.1.5.1.E)

- The teacher models how to ask questions to clarify understanding or to gather additional information.
- Students read an on level book to the class while the teacher models how to ask questions to clarify understanding or gather additional information.
- Students are placed in partners with on leveled text. One student reads the text and the other student asks questions to clarify understanding.

Differentiation

Interdisciplinary Connections

Additional Resources

Created By

Mercer Elementary First Grade Team

Copy of ELA Grade 1 Module 5

| Subject | Grade | Module | Suggested Timeline |
|-----------------------|-------|--------|--------------------|
| English Language Arts | 1 | 5 | 6 Weeks |

Grade Level Summary

In first grade, students move toward independence as readers. They learn and apply more advanced phonological and phonics skills as they fluently read a variety of grade-level appropriate literary and informational texts. As they engage with texts, they expand their knowledge and use of vocabulary. They demonstrate their understanding of the details and central message in texts through activities such as retelling literature in sequence, explaining similarities and differences between texts, and asking or answering questions.

First grade students also write for a variety of purposes. They write to inform, to support an opinion, and to describe an experience. As they write, they organize their content, include a sense of closure, and use a variety of words and phrases. They master grade level conventions of language and use complete sentences when writing and speaking. First grade students also listen critically and pose clarifying questions.

Grade Level Modules

Module 1: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 1

Module 2: Craft and Structure: How an Author Develops Ideas, Concepts, Characters and Experiences, Part 1

Module 3: Integration of Knowledge and Ideas: Connecting Ideas with One Text, Part 1

Module 4: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 2

Module 5: Craft and Structure: How an Author Develops Ideas, Characters, and Experiences, Part 2

Module 6: Integration of Knowledge and Ideas: Connecting Ideas Across Texts, Part 2

Module Title

Module 5: Craft and Structure: How an Author Develops Ideas, Characters, and Experiences, Part 2

Module Overview

In this module, students examine how authors craft texts to expand a reader's understanding of ideas, concepts, characters, and experiences. They explain those differences and use the features or elements of different texts to demonstrate and clarify understanding. They learn how to determine the explicit meaning of a text. They ask and answer questions to analyze author's craft. They write informative pieces with a coherent structure.

Module Objectives

At the end of this module, students will be able to independently use their learning to:

- Explain how authors develop ideas, concepts, and experiences through choices in textual elements and structures
- Use textual features or elements to demonstrate and clarify understanding of the author's message
- Use a coherent structure to write informative piece
- Apply grade level conventions of language in their writing
- Use sufficient details to describe events, people, or things

Focus Standards Addressed in this Module

[CC.1.2.1.E](#)

Use various text features and search tools to locate key facts or information in a text.

[CC.1.3.1.E](#)

Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.

[CC.1.3.1.F](#)

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

[CC.1.3.1.J](#)

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

[CC.1.3.1.K](#)

Read and comprehend literature on grade-level, reading independently and proficiently.

[CC.1.4.1.B](#)

Identify and write about one specific topic.

[CC.1.4.1.C](#)

Develop the topic with two or more facts.

[CC.1.4.1.D](#)

Group information and provide some sense of closure.

[CC.1.4.1.F](#)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.

[CC.1.4.1.T](#)

With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

[CC.1.5.1.D](#)

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Important Standards Addressed in this Module

[CC.1.2.1.C](#)

Describe the connection between two individual, events, ideas, or pieces of information in a text.

[CC.1.2.1.F](#)

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

[CC.1.2.1.G](#)

Use the illustrations and details in a text to describe its key ideas.

[CC.1.2.1.J](#)

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

[CC.1.3.1.D](#)

Identify who is telling the story at various points in a text.

[CC.1.4.1.A](#)

Write informative/ explanatory texts to examine a topic and convey ideas and information.

[CC.1.4.1.E](#)

Choose words and phrases for effect.

[CC.1.4.1.U](#)

With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.

[CC.1.4.1.V](#)

Participate in individual or shared research and writing projects.

[CC.1.4.1.W](#)

With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

CC.1.4.1.X

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

CC.1.5.1.A

Participate in collaborative conversations with peers and adults in small and larger groups.

CC.1.5.1.C

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

CC.1.5.1.E

Produce complete sentences when appropriate to task and situation.

CC.1.5.1.G

Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.

Misconceptions

Informational text features are not important to read or look at.

Proper Conceptions

Reading informational text features guides understanding.

Concepts

- Text Structure
- Text Structure
- Range of Reading
- Vocabulary Acquisition and Use
- Focus for Writing
- Content for Writing
- Organization for Writing
- Production and Distribution of Writing
- Writing Conventions
- Purpose, Audience and Task

Competencies

- Use various text features and search tools to locate key facts or information in a text.
- Explain major differences between books that tell story and books that give information, drawing on wide reading or range of text types.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Read and comprehend literature on grade level, reading independently and proficiently.
- Use words and phrases acquired through conversations, reading, and being read to, and responding to texts,

Vocabulary

poem
 labels
 charts
 graphs
 maps
 sidebars
 senses
 adjectives
 vocabulary
 explanatory

including words that signal connections and relationships between words and phrases.

- **Informational:** Identify and write about one specific topic. **Opinion:** Form an opinion by choosing among given topics. **Narrative:** Establish “who” and “what” the narrative will be about.
- **Informational:** Develop the topic with two or more facts. **Opinion:** Support the opinion with reasons related to the opinion. **Narrative:** Include thoughts and feelings to describe experiences and events.
- **Informational:** Group information and provide some sense of closure. **Opinion:** Create an organizational structure that includes reasons and provides some sense of closure. **Narrative:** Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.
- With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

Assessment(s)

The assessments below include summative assessment examples (Formative assessment examples are located in the "Suggested Strategies to Support Design of Coherent Instruction").

Informational Text Features (CC.1.2.1.E, CC.1.2.1.G)

- Teacher assesses understanding of informational text features through a scavenger hunt.
 - After reading an informational text, students identify informational text features located in that specific text.

Words and phrases that appeal to the senses (CC.1.3.1.F)

After reading a poem together, students discuss words that appeal to the senses.

Read and comprehend literature on grade level (CC.1.2.1.L, CC.1.3.1.K)

- Teacher uses grade level assessment to measure students' accuracy and comprehension.

Informational Writing (Explanatory) (CC.1.4.1.B, CC.1.4.1.C, CC.1.4.1.D, CC.1.4.1.F)

- Students write explanatory piece on a given topic. (e.g., How to plant a seed.)

Speaking (CC.1.5.1.D)

- Students present a special object to the class. Students give at least two details about that object, tell how they feel about it, and explain why.

Suggested Strategies to Support Design of Coherent Instruction

The strategies below can be utilized as formative assessments as part of daily instruction. Some of the concepts below include activities that are represented in a gradual release of responsibility model.

Informational Text Features (CC.1.2.1.E, CC.1.2.1.G)

- Teacher reviews basic text features of informational text (e.g., table of contents, headings, captions, bold print, glossary, index).
- Teacher uses sample mentor text, to locate and discuss text features.
 - Sample questions to assess understanding might be:

- How do the illustrations and graphs help you better understand this topic?
 - What was the author's purpose for adding this chart or map?
- In small groups, students preview a collection of informational text to locate labels, charts, graphs, and maps.
- Students read on level informational text and locate and use basic features of informational text to help guide understanding.

Words and phrases that appeal to the senses (CC.1.3.1.F)

- Teacher creates an anchor chart that lists the five senses. Teacher creates bags with varying objects. Students are to explain to their peers what the mystery object is using their senses. Students use their senses to identify adjectives that describe the object.
- Teacher reads poems or texts that have many adjectives for each of the five senses. Teacher displays poem for class to see. After reading the poem several times, teacher and class work together to discuss words that appeal to the senses and identify the sense to which it appeals.

Expanding and Using Vocabulary (CC.1.2.1.J, CC.1.3.1.J)

- Teacher reads texts aloud and stops to highlight interesting vocabulary. Interesting words found are recorded.
 - Sample questions to assess understanding:
 - What do you think this interesting word means?
 - What clues from the text help you to determine the meaning?
 - Does this word remind you of another word that you have seen before?

Read and comprehend literature on grade level (CC.1.2.1.L, CC.1.3.1.K)

- During shared reading student and teacher read on grade level text. Teacher guides comprehension through questioning.

Explain differences between informational and literary text (CC.1.3.1.E)

- Teacher reviews differences between informational and literary texts (from module 2 and 3).
- Teacher reads aloud two texts (one literary and one informational). Teacher and students discuss which text is informational and which is literary and how they determined the difference. Teacher

guides discussion towards how good readers use what they have learned from an informational text to better understand other texts that they are reading.

- Suggested text pairings:
 - *Frog and Toad* by Arnold Lobel/ *Frogs* by Gail Gibbons

Informational Writing (Explanatory) (CC.1.4.1.B, CC.1.4.1.C, CC.1.4.1.D, CC.1.4.1.F)

- Teacher models making a peanut butter and jelly sandwich, making an ice cream sundae, how to eat an Oreo cookie, etc.. Using interactive writing, teacher and students write an explanatory piece that includes a topic sentence, two or more directions with temporal words, and a closing sentence.
- Teacher lists several explanatory topics on the board. (e.g., How to make your bed. How to brush your teeth. How to ride a bike.) Students choose one topic and write a procedural piece that includes a topic sentence, two or more directions with temporal words, and a closing sentence.
 - After all students have written their piece, teacher pairs them with a partner. Students read their piece to their partner. The partner suggests details that can strengthen writing, as well as checking for grade appropriate conventions.
 - Students revise their piece and publish if time allows.

Speaking (CC.1.5.1.D)

- Teacher models choosing an object that is special to them, gives two or more details about that object, tells how they feel about it and why.

Differentiation

Interdisciplinary Connections

Additional Resources

Created By

Mercer Elementary First Grade Team

Copy of ELA Grade 1 Module 6

| Subject | Grade | Module | Suggested Timeline |
|-----------------------|-------|--------|--------------------|
| English Language Arts | 1 | 6 | 6 Weeks |

Grade Level Summary

In first grade, students move toward independence as readers. They learn and apply more advanced phonological and phonics skills as they fluently read a variety of grade-level appropriate literary and informational texts. As they engage with texts, they expand their knowledge and use of vocabulary. They demonstrate their understanding of the details and central message in texts through activities such as retelling literature in sequence, explaining similarities and differences between texts, and asking or answering questions.

First grade students also write for a variety of purposes. They write to inform, to support an opinion, and to describe an experience. As they write, they organize their content, include a sense of closure, and use a variety of words and phrases. They master grade level conventions of language and use complete sentences when writing and speaking. First grade students also listen critically and pose clarifying questions.

Grade Level Modules

- Module 1: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 1
- Module 2: Craft and Structure: How an Author Develops Ideas, Concepts, Characters, and Experiences, Part 1
- Module 3: Integration of Knowledge and Ideas: Connecting Ideas with One Text, Part 1
- Module 4: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 2
- Module 5: Craft and Structure: How an Author Develops Ideas, Characters, and Experiences, Part 2
- Module 6: Integration of Knowledge and Ideas: Connecting Ideas Across Texts, Part 2

Module Title

Module 6: Integration of Knowledge and Ideas: Connecting Ideas Across Texts, Part 2

Module Overview

In this module, students examine how authors craft texts to expand a reader's understanding of ideas, concepts, characters, and experiences. They explain those differences and use the features or elements of different texts to demonstrate and clarify understanding. They learn how to determine the explicit meaning of a text. They ask and answer questions to analyze author's craft and write informational pieces with a coherent structure.

Module Objectives

At the end of this module, students will be able to independently use their learning to:

- Use words and phrases from texts to describe the key ideas and characters
- Explore how different authors use elements within texts
- Write opinion pieces that include supportive reasons, variety in word choice, and an organizational structure
- Write informative pieces that include a clear topic supported by facts with a coherent structure
- Apply appropriate punctuation, grammar, and spelling to their writing

Focus Standards Addressed in this Module

CC.1.2.1.E

Use various text features and search tools to locate key facts or information in a text.

CC.1.2.1.J

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

CC.1.3.1.E

Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.

CC.1.3.1.F

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CC.1.3.1.J

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

CC.1.4.1.B

Identify and write about one specific topic.

CC.1.4.1.C

Develop the topic with two or more facts.

CC.1.4.1.D

Group information and provide some sense of closure.

CC.1.4.1.F

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.

CC.1.4.1.I

Support the opinion with reasons related to the opinion.

CC.1.4.1.J

Create an organizational structure that includes reasons and provides some sense of closure.

CC.1.4.1.K

Use a variety of words and phrases.

CC.1.4.1.L

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.

CC.1.4.1.T

With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CC.1.5.1.B

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CC.1.5.1.E

Produce complete sentences when appropriate to task and situation.

Important Standards Addressed in this Module

CC.1.2.1.G

Use the illustrations and details in a text to describe its key ideas.

CC.1.2.1.H

Identify the reasons an author gives to support points in a text.

CC.1.2.1.I

Identify basic similarities in and differences between two texts on the same topic.

CC.1.2.1.K

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on

grade-level reading and content.

[CC.1.2.1.L](#)

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

[CC.1.3.1.G](#)

Use illustrations and details in a story to describe characters, setting, or events.

[CC.1.3.1.H](#)

Compare and contrast the adventures and experiences of characters in stories.

[CC.1.3.1.I](#)

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content

[CC.1.3.1.K](#)

Read and comprehend literature on grade-level, reading independently and proficiently.

[CC.1.4.1.A](#)

Write informative/ explanatory texts to examine a topic and convey ideas and information.

[CC.1.4.1.E](#)

Choose words and phrases for effect.

[CC.1.4.1.G](#)

Write opinion pieces on familiar topics.

[CC.1.4.1.H](#)

Form an opinion by choosing among given topics.

[CC.1.4.1.U](#)

With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.

[CC.1.4.1.V](#)

Participate in individual or shared research and writing projects.

[CC.1.4.1.W](#)

With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

[CC.1.4.1.X](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

[CC.1.5.1.A](#)

Participate in collaborative conversations with peers and adults in small and larger groups.

[CC.1.5.1.C](#)

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

CC.1.5.1.F

Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.

CC.1.5.1.G

Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.

Misconceptions

A play is read the same as a fictional text.

A fairy tale is real.

Proper Conceptions

A play is read in parts.

A fairy tale is make-believe.

Concepts

- Vocabulary Acquisition and Use
- Text Structure
- Text Structure
- Vocabulary
- Vocabulary Acquisition and Use
- Focus for Writing
- Content for Writing
- Organization for Writing
- Production and Distribution of Writing
- Writing Style
- Writing Conventions
- Critical Listening
- Context

Competencies

- Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
- Use various text features and search tools to locate key facts or information in a text.
- Explain major differences between books that tell story and books that give information, drawing on wide reading or range of text types.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Informational: Identify and write about one specific topic. Opinion: Form an opinion by choosing among given topics. Narrative: Establish “who” and “what” the narrative will be about.
- Informational: Develop the topic with two or more

Vocabulary

- fairy tale
- fractured fairy tale
- play
- script
- narrator
- research report

facts. Opinion: Support the opinion with reasons related to the opinion.

Narrative: Include thoughts and feelings to describe experiences and events.

- **Informational: Group information and provide some sense of closure. Opinion: Create an organizational structure that includes reasons and provides some sense of closure. Narrative: Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.**
- **With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.**
- **Informational: Choose words and phrases for effect. Opinion: Use a variety of words and phrases. Narrative: Use a variety of words and phrases.**
- **Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling**
- **Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.**
- **Produce complete sentences when appropriate to task and**

situation.

Assessment(s)

Wide Range of Text Types (CC.1.3.1.E, CC.1.3.1.G, CC.1.3.1.H, CC.1.3.1.J)

- After listening to two versions of the same fairy tale, students will compare and contrast the two stories using sentence frames.

Present a Research Topic (CC.1.5.1.B, CC.1.5.1.E, CC.1.5.1.F)

- After researching a specific topic, students will orally present their research to the class and answer questions about their research from peers.

Write an opinion (CC.1.4.1.G, CC.1.4.1.H, CC.1.4.1.I, CC.1.4.1.J, CC.1.4.1.K, CC.1.4.1.L)

- After listening to a text such as *Duck Rabbit*, by Amy Krouse Rosenthal and Tom Lichtenheld, students write an opinion as to whether or not the illustration is a duck or a rabbit. Students will cite evidence from the text to support their opinion.
- Students will provide an opening sentence, two reasons related to the opinion, and a sense of closure.

Suggested Strategies to Support Design of Coherent Instruction

Wide Range of Text Types (CC.1.3.1.E, CC.1.3.1.F, CC.1.3.1.G, CC.1.3.1.H, CC.1.3.1.J)

- Teacher reads two or more versions of a book surrounding the same character (i.e., *Cinderella*, *Three Little Pigs*, *Little Red Hen*).
- Teacher and students review the concept of compare and contrast as taught in Module 4.
- Using a Venn diagram, teacher and students compare and contrast the elements of the book read (i.e., characters, feelings, setting, problem, solution, events).

Wide Range of Text Types (CC.1.3.1.E, CC.1.3.1.F, CC.1.3.1.K)

- In a whole group setting, groups of students are assigned the same part to do a choral reading of a specific play.
- In small groups, students are assigned individual parts to practice and perform for the class based on their reading levels.

Research a Topic (CC.1.2.1.E, CC.1.4.1.A, CC.1.4.1.B, CC.1.4.1.C, CC.1.4.1.D, CC.1.4.1.F, CC.1.4.1.T, CC.1.4.1.V, CC.1.4.1.X)

- Teacher models how to research a topic by reading a book and recording facts on chart paper.
- Based on a unit of study (i.e., animals, space, weather), students will choose a topic to research by reading a book and recording facts.
- Teacher models how to use facts to write a research report that includes a topic sentence, two or more facts, and a sense of closure.
- With guidance and support students, use facts to write a rough draft of their research report.
- Teacher models how to publish the research report either in a traditional manner or electronically.

- With guidance and support from adults, students publish their research either in a traditional manner or electronically.

Write an opinion (CC.1.4.1.G, CC.1.4.1.H, CC.1.4.1.I, CC.1.4.1.J, CC.1.4.1.K, CC.1.4.1.L)

- After reading two fairy tales such as: *The True Story of the Three Little Pigs* by Jon Scieszka and Lane Smith and *The Three Little Pigs* by James Marshall students will discuss their opinion of which character is telling the truth and why. Students will refer back to the text and cite evidence to support their opinion. (i.e., I think _____ is telling the truth. One reason is _____. Another reason is _____. That is why I think _____ is telling the truth.)

Differentiation

Interdisciplinary Connections

Additional Resources

Created By

Mercer Elementary First Grade Team