

Reading: Informational Text Grade 1

Stage 1 Desired Results

ESTABLISHED GOALS:		
<u>Competencies:</u> - Students will demonstrate the ability to read and interpret increasingly complex informational print and non-print texts for pleasure, enrichment, and information in order to provide meaningful details. <u>Content Standards:</u> <u>Print Concepts</u> - RF.1.1 Demonstrate understanding of the organization and basic features of print. <u>Phonological Awareness</u> - RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <u>Phonics and Word Recognition</u> - RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. <u>Fluency</u> - RF.1.4 Read with sufficient accuracy and fluency to support comprehension. <u>Key Ideas and Details</u> - RI.1.1 Ask and answer questions about key details in a text. - RI.1.2 Identify the main topic and retell key details of a text. - RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. <u>Craft and Structure</u> - RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. - RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. - RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <u>Integration of Knowledge and Ideas</u> - RI.1.7 Use the illustrations and details in a text to describe its key ideas. - RI.1.8 Identify the reasons an author gives to support points in a text.	<i>Transfer</i>	
	Students will be able to independently use their learning to <i>make sense of information and share what they learned.</i>	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS Students will understand that... - effective readers use a variety of strategies to make sense of key ideas and details presented in a text. - analyzing texts for structure, purpose, and viewpoint allows a reader to gain insight and strengthen understanding. - to gain a keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats. - word analysis and decoding skills are foundational for success as a reader. - fluent readers accurately process print with expression at an appropriate rate. - students who are college and career ready read and interpret a variety of complex texts with confidence and independence.	ESSENTIAL QUESTIONS <i>How do you remember what you read?</i>
	<i>Acquisition</i>	
	Students will know... - that informational text is written for a specific purpose: to inform, describe, or explain. - that research is different from other types of writing. - that a complete sentence is a group of words that expresses a complete thought. - the spelling-sound correspondences for common consonant digraphs. - final -e and common vowel team conventions for representing long vowel sounds.	Students will be skilled at... - recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). - distinguishing long from short vowel sounds in spoken single-syllable words. - orally producing single-syllable words by blending sounds (phonemes), including consonant blends. - isolating and pronouncing initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

● RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <u>Range of Reading and Level of Text Complexity</u> ● RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. <u>Vocabulary Acquisition and Use</u> ● L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. ● L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. ● L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).		● segmenting spoken single-syllable words into their complete sequence of individual sounds (phonemes). ● decoding regularly spelled one-syllable words. ● using the knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. ● decoding two-syllable words following basic patterns by breaking the words into syllables. ● reading words with inflectional endings. ● recognizing and reading grade-appropriate irregularly spelled words. ● reading grade-level text with purpose and understanding. ● reading grade-level text orally with accuracy, appropriate rate, and expression on successive readings. ● using context to confirm or self-correct word recognition and understanding, rereading as necessary. ● asking and answering questions about key details in a text. ● identifying key details in a text (e.g., who, what, where, when, why, how). ● identifying the main idea or topic of a text. ● retelling the key details of a text. ● identifying individuals, events, ideas or pieces of information in a text. ● describing a connection, comparison, or cause and effect between two individuals, events, ideas, or pieces of information in a text. ● making and confirming predictions by using keywords (e.g., next, then) to demonstrate understanding of relationships between information and events. ● identifying unknown or unclear phrases. ● asking and answering questions to clarify or learn the meaning of words and phrases. ● identifying and giving examples of text features. ● explaining how text features help locate key facts or information. ● extracting information from diagrams.
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		● using information from a text to label a simple diagram. ● locating key facts or information using text features (headings, tables of contents, glossaries, electronic menus, icons). ● locating pictures and illustrations in a text and explaining what I learned from looking at them. ● explaining what I learned from reading or hearing the words of a text. ● distinguishing the difference between what I learned from the pictures or illustrations and what I learned from words. ● describing an illustration in a text. ● identifying details in a text. ● using the illustration and details in a text to describe the key ideas. ● identifying why an author wrote a text. ● identifying the points an author makes in a text. ● identifying the reasons an author gives to support the points in a text. ● comparing and contrasting two texts on the same topic by telling how they are alike and different. ● using reading strategies to help understand informational texts with prompting and support. ● using sentence-level context as a clue to the meaning of a word or phrase. ● using frequently occurring affixes as a clue to the meaning of a word. ● identifying frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). ● sorting words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. ● defining words by category and by one or more key attributes (e.g., a duck is a bird that swims). ● identifying real-life connections between words and their use (e.g., note places at home that are cozy).
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		- distinguishing 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. - using new words and phrases when speaking and writing. - using frequently occurring conjunctions to signal simple relationships.
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		<i>communicate clearly</i> <i>access and evaluate information</i> <i>make judgements and decisions</i> <i>collaborate with others</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	