Grade 1 - Unit 3 - Informational Reading and Writing

Unit Focus

In the unit, *Informational Reading and Writing*, students explore informational texts to build knowledge about the world while learning how nonfiction authors organize and communicate ideas. Through reading, discussion, and inquiry, students become "information detectives" who ask questions, gather facts, and identify main ideas and supporting details across texts. As students investigate topics related to science, history, animals, and communities, they learn how text features, illustrations, and vocabulary support understanding. This unit also supports students in becoming informational writers who can clearly teach others about topics they know and care about using facts, details, and purposeful organization.

Instruction is grounded in the Science of Reading, integrating systematic instruction in phonological awareness, phonics, vocabulary, fluency, comprehension, and writing development to support the growth of skilled, confident readers and writers. Students engage in structured literacy instruction through Heggerty, which provides daily practice in blending, segmenting, and manipulating sounds in spoken words; Fundations, which provides explicit instruction in phonics, handwriting, high-frequency words, and encoding; Bookworms, which supports vocabulary, comprehension, oral language, and knowledge building through shared reading and interactive read-aloud experiences; and Geodes, which provides connected-text practice that allows students to apply taught phonics skills while building fluency and confidence.

Students engage with high-quality texts that build knowledge, vocabulary, comprehension, and oral language while supporting close reading of grade-level standards, including a selection of National Geographic books including *At the Beach*, *Hop Bunny*, *Elephants*, *Hello Penguin*, *Sharks*, *Slither Snake*, *Lions*, *Jump Pup*, *Flutter Butterfly*, *Play Kitty*, *Go Cub* and *Climb Koala*. Students will also read *Life Cycles: Puppy to Dog* by Camilla de la Bedoyere, *How to Make Slime* by Lori Shores, *How to Make Ice Cream in a Bag* by Barbara Alpert, *Hark! A Shark!* by Bonnie Worth, *All About Sharks* by Bonnie Worth, *How to Make a Shark Laugh* by Chris Cate, *Scary Sharks* by Camilla de la Bedoyere, *Jellyfish* by Lola M. Schaefer, *Service Dogs* by Marie Brandle, *Baby Dogs* by Betsy Rathburn, *Long Tall Lincoln* by Jennifer Dussling, and *Martin Luther King Jr. A Peaceful Leader* by Harper Collins.

Stage 1: Desired Results - Key Understandings

Standard(s)

Common Core
English Language Arts: 1

- Ask and answer questions about key details in a text. (CCSS.ELA-LITERACY.RI.1.1)
- Identify the main topic and retell key details of a text. (CCSS.ELA-LITERACY.RI.1.2)
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (CCSS.ELALITERACY.RI.1.4)
- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (CCSS.ELALITERACY.RI.1.5)
- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (CCSS.ELA-LITERACY.RI.1.9)

Transfer

Students will be able to independently use their learning to...
T1 Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers.
T2 Use the cyclical writing process to produce and publish clear and coherent writing in which the development and organization are appropriate to a variety of audiences, purposes and messages.

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... **U1** Recognizing a text's structure and features helps readers make meaning and comprehend more effectively.	*Students will keep considering...* **Q1** How do I use text structures and features to better comprehend the text?

Stage 1: Desired Results - Key Understandings

- With prompting and support, read informational texts appropriately complex for grade 1. (CCSS.ELA-LITERACY.RI.1.10)
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (CCSS.ELA-LITERATURE.W. 1.2)
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (CCSS.ELALITERATURE.W.1.5)
- 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)
- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (CCSS.ELALITERACY.RF.1.1.A)
- Distinguish long from short vowel sounds in spoken single-syllable words. (CCSS.ELA-LITERACY.RF.1.2.A)
- 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.ELALITERACY.RF.1.2.C)
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (CCSS.ELALITERACY.RF.1.2.D)
- 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.ELALITERACY.RF.1.3.G)
- 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.ELALITERACY.RF.1.4.B)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.ELALITERACY.RF.1.4.C)

U2 Listening for, segmenting, and blending sounds strengthens decoding and spelling.
U3 Decoding strategies support accurate and fluent reading, which supports comprehension.
U4 Applying knowledge of new vocabulary deepens understanding of text.
U5 Monitoring comprehension and adjusting when something doesn't make sense is essential to understanding text.
U6 Writers make deliberate choices to communicate meaning clearly, using conventions, process, and evidence as they develop as authors.
U7 Effective readers and writers engage in conversations to share ideas, listen to others, and build understanding collaboratively.

Q2 How do I use what I know about sounds, letters, and patterns to read this text?
Q3 How does reading smoothly and using word parts help me understand what I read?
Q4 How can the words I know help me understand what I read?
Q5 What strategies can I use to understand what I read?
Q6 How can I use the writing process to make deliberate choices that communicate my ideas clearly?
Q7 How do I listen respectfully and share ideas in a group?

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know...	*Students will be skilled at...*
K1 Texts contain key ideas and details, and that asking questions, using text features, rereading, and understanding words helps them find and explain information.	**S1** Asking and answering questions about key details by reading on, rereading and using text features.
K2 Informational texts have main topics with supporting facts.	**S2** Identifying main topics and key details of an informational book.
K3 Text features help readers locate information.	**S3** Using text features in reading to locate information and in writing to organize ideas and share information clearly.
K4 Informational texts share facts in different ways.	**S4** Comparing and contrasting information from two books about the same topic.
K5 Informational readers think and question as they read.	**S5** Using a RAN Chart to question the text before, during and after reading.
K6 How to determine the meaning of new words using context and text features.	**S6** Using context, pictures, text, and text features to figure out the meaning of new vocabulary words.
K7 Reading with purpose, accuracy, and expression helps understanding.	**S7** Applying new vocabulary in reading and writing.
K8 Readers use phonics patterns to recognize and read unfamiliar words.	

Stage 1: Desired Results - Key Understandings

- 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.ELALITERACY.SL.1.1.A)
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (CCSS.ELALITERACY.SL.1.1.B)
- Ask questions to clear up any confusion about the topics and texts under discussion. (CCSS.ELA-LITERACY.SL.1.1.C)
- 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 frequently occurring conjunctions (e.g., and, but, or, so, because). (CCSS.ELALITERACY.L.1.1.G)
- Use determiners (e.g., articles, demonstratives). (CCSS.ELA-LITERACY.L. 1.1.H)
- 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.ELALITERACY.L.1.2.E)
- Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS.ELA-LITERACY.L.1.4.A)
- 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)

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)

K9 Information writing has a clear topic with supporting details, organized in a logical sequence, with a closing, and that revising, editing, and using correct conventions helps communicate ideas clearly.
K10 Effective discussions involve listening carefully, taking turns, and responding respectfully to others' ideas.
K11 Basic capitalization, punctuation, sentence structure, and spelling patterns.
K12 Fundations and Heggerty:

- Consonant blends and digraph blends
- Blending and reading words with up to four sounds
- Segmenting and spelling words with up to five sounds
- Suffix -s, ed, and ing added to words with four sounds
- R-controlled vowel sounds: ar, or, er, ir, ur
- Reading with accuracy and prosody
- Closed syllable concept with short vowels
- Vowel teams: ai, ay, ee, ea, ey, oi, oy, oa, oe, ow, ou, oo, ue, ew, au, aw
- Phoneme manipulation

S8 Naming a topic, providing supporting details, organizing ideas in a clear sequence, writing a closing statement, and revising and editing their work with guidance.
S9 Participating in discussions by listening carefully, taking turns speaking, and responding to peers' ideas.
S10 Using correct capitalization, punctuation, sentence structure, and spelling in their writing.