Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / ELA 1* / Grade 1 (ELA Regional Curriculum)

Thursday, October 18, 2012, 10:46AM

Module 3: Informational-Unlocking the Text (Week 13, 6 Weeks)

Stage 1: Desired Results

FOCUS Common Core Learning Standards	SUPPORTING Common Core Learning Standards
FOCUS CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK–5, 1st Grade , Reading: Informational Text Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ▪ 1. Ask and answer questions about key details in a text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ▪ 2. Identify the main topic and retell key details of a text. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ▪ 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently. ▪ 10.With prompting and support, read informational texts appropriately complex for grade 1. **FOCUS CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK–5, 1st Grade , Writing** 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ▪ 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of	**SUPPORTING CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, NYS: 1st Grade , Reading: Informational Text** Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ▪ 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. ▪ 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. 6. Assess how point of view or purpose shapes the content and style of a text. ▪ 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ▪ 7. Use the illustrations and details in a text to describe its key ideas. 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. ▪ 8. Identify the reasons an author gives to

closure.

Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- 7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

Responding to Literature
11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

- 11. Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.

FOCUS CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK–5, 1st Grade , Speaking and Listening
Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- 6. Produce complete sentences when appropriate to task and situation.

support points in a text.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

SUPPORTING CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, NYS: 1st Grade , Reading: Foundational Skills
Print Concepts
1. Demonstrate understanding of the organization and basic features of print.

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.

	▪ g. Recognize and read grade-appropriate irregularly spelled words. Fluency 4. Read with sufficient accuracy and fluency to support comprehension. ▪ a. Read grade-level text with purpose and understanding. ▪ b. Read grade-level text orally with accuracy, appropriate rate, and expression. ▪ c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **SUPPORTING CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, NYS: 1st Grade , Writing** Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ▪ 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. ▪ 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. ▪ 5. 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. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. ▪ 6. With guidance and support from

	adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. ▪ 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **SUPPORTING CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, NYS: 1st Grade , Speaking and Listening** Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ▪ 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. ▪ 1a. 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). ▪ 1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. ▪ 1c. Ask questions to clear up any confusion about the topics and texts under discussion. ▪ 1d. Seek to understand and communicate with individuals from different cultural backgrounds. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ▪ 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. ▪ 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. ▪ 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. **SUPPORTING CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, NYS: 1st Grade , Language** Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ▪ 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ▪ 1a. Print all upper- and lowercase letters. ▪ 1b. Use common, proper, and possessive nouns. ▪ 1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). ▪ 1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). ▪ 1e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). ▪ 1f. Use frequently occurring adjectives. ▪ 1g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). ▪ 1h. Use determiners (e.g., articles,

	demonstratives). ▪ 1i. Use frequently occurring prepositions (e.g., during, beyond, toward). ▪ 1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ▪ 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ▪ 2a. Capitalize dates and names of people. ▪ 2b. Use end punctuation for sentences. ▪ 2c. Use commas in dates and to separate single words in a series. ▪ 2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. ▪ 2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. ▪ 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. ▪ 4a. Use sentence-level context as a clue to the meaning of a word or phrase. ▪ 4b. Use frequently occurring affixes as a clue to the meaning of a word. ▪ 4c. Identify frequently occurring root

	words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). 5. Demonstrate understanding of word relationships and nuances in word meanings. ▪ 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. ▪ 5a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. ▪ 5b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). ▪ 5c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). ▪ 5d. 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. 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. ▪ 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., I named my hamster Nibblet because she nibbles too much because she likes that).

Concepts

Macro-concepts:

- Literal understanding of text
- Inferential understanding of text
- Writing with evidence

Micro-concepts:

- Questioning
- Job of the author and illustrator/photographer
- Main topic and key details
- Connections between individuals, events, ideas, or information
- Opinion writing
- Shared research project

Enduring Understandings

Knowledge-based information is an ever-changing expanding genre that encompasses daily communication. The ability to comprehend and analyze informational texts develops critical thinking, promotes logical reasoning and expands one's sense of the world. (ODE, first grade, ELA model curriculum, 2011)

Critical Content	Skills
▪ Asking and answering questions, identifying main topic, sharing key details and making connections and inferences enhances understanding of informational text (RI 1.1, RI 1.2, RI 1.3, RI 1.10) ▪ Informative writing and expression of opinions are supported with facts (W 1.2) ▪ Shared research and writing projects are used as models for informative/explanatory writing (W 1.7) ▪ Personal response is used to enhance understanding (W 1.11) ▪ Relevant details are orally expressed and shared in complete sentences (SL 1.4, SL 1.6)	▪ Identify main topic and key details within informational texts (RI 1.2, RI 1.10) ▪ Ask and answer questions to demonstrate understanding (RI 1.1, RI 1.10) ▪ Retell facts and key details of a text (RI 1.2, RI 1.10) ▪ Describe how individuals, events, information, or ideas are connected across a text (RI 1.3) ▪ Write informative/explanatory texts including topic sentence, facts and closure (W 1.2) ▪ Participate in shared research and informative writing projects ("how-to" writing) (W 1.7) ▪ Create a personal response to an author or theme (poem, dramatization, art work, personal response) (W 1.11) ▪ Orally describe relevant details, ideas and feelings from informational text (SL 1.4) ▪ Orally produce complete sentences (SL 1.6)

Vocabulary

main topic, key details, author, illustrator, photographer, connections, text, retell, "how-to" writing, instructions, informational text, research, topic sentence, closure

Stage 2: Assessment Evidence

Assessments

Module 3: 1 Formative 1 Summative
Summative: Written: Informative

For a complete outline of the assessments please click the Red Link of the Assessment section

1 Formative 1 summatvie

Stage 3: Learning Plan	
Learning Activities	**Resources**

<< Previous Year

Last Updated: Thursday, October 18, 2012, 10:46AM

Atlas Version 7.2.6
© Rubicon International 2012. All rights reserved