



# Unit Planner: Unit 3: Informational Text

## English Language Arts 1

Sunday, August 1, 2020

\*Archdiocesan Essential Curriculum > 2020-2021 > Grade 1 > English Language Arts > English Language Arts 1 (BP) > Week 10 - Week 16

### Unit 3: Informational Text

#### Stage 1: Desired Results

General Information	Essential Question(s)
<p>This unit is designed to help students learn more about informational text structures. They will read a variety of informational text and write about a topic. Students will continue to spell and decode short vowel words, but they will include consonant digraphs. Students will identify syllables and begin to differentiate between long and short vowel sounds.</p>	<ul style="list-style-type: none"> <li>How does making a prediction before reading a text help the reader understand the text?</li> <li>How do pictures and other text features support the understanding of a text when reading?</li> </ul>
<p><b>Enduring Understandings and Knowledge</b></p> <p><b>Students will understand:</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>That they can locate information in a text including the main idea and key details.</li> <li>That they can use text features to help them find information.</li> <li>That information can be gained through both words and pictures in a text.</li> <li>That vowels can make different sounds (long and short).</li> <li>That consonant digraphs are two consonants that produce one unique sound.</li> <li>Words are made up of syllables.</li> <li>We can add inflectional endings to words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>How to write to inform others about a topic.</li> <li>How to include relevant facts when writing about a topic.</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>That they can ask and answer questions about a text.</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>How to read and spell words with consonant digraphs.</li> <li>That long vowel sounds are different from short vowel sounds.</li> <li>That there are different types of nouns.</li> <li>It is important to write dates, months, and</li> </ul>	<p><b>Skills</b></p> <p><b>Students will be able to:</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Identify the main topic and key details of a text.</li> <li>Identify unfamiliar words and phrases.</li> <li>Use text features to locate information in a text</li> <li>Distinguish between information provided by pictures/illustrations and information provided by words in a text.</li> <li>Use context clues.</li> <li>Distinguish between long and short vowel sounds.</li> <li>Spell consonant digraph words (ex- ch, sh, th, wh).</li> <li>Read words with consonant digraphs.</li> <li>Identify base words and read words with inflectional endings.</li> <li>Determine the number of vowels in a word and connect that each syllable must have a vowel sound.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write informative texts including a topic with facts.</li> <li>Write several sentences using the facts that are all related to the topic.</li> <li>Write an introductory sentence about a topic.</li> <li>Write a concluding sentence about a topic.</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions about a text.</li> </ul>

<p>names of people with capital letters.</p>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>● Use common, proper and possessive nouns.</li> <li>● Use singular and plural nouns.</li> <li>● Capitalize dates, months, and names of people.</li> </ul>
<p>Connections to Catholic Identity / Other Subjects</p> <p><b>Religion:</b></p> <ul style="list-style-type: none"> <li>● Identify key details in Bible stories; ask and answer questions about Bible stories.</li> </ul> <p><b>Science and Social Studies:</b></p> <ul style="list-style-type: none"> <li>● Use text features to locate information; identify main ideas and details.</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>● Identify key details of story problems.</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>● base word</li> <li>● common noun</li> <li>● context clues</li> <li>● definition</li> <li>● details</li> <li>● digraph</li> <li>● electronic menu</li> <li>● glossary</li> <li>● heading</li> <li>● icon</li> <li>● illustrations</li> <li>● inflectional Ending</li> <li>● informative</li> <li>● main idea</li> <li>● plural</li> <li>● possessive noun</li> <li>● proper noun</li> <li>● singular noun</li> <li>● table of contents</li> <li>● text features</li> </ul>

Standards & Frameworks Addressed

**MD: College & Career Ready: Reading/ELA Frameworks PreK-5**

**MD: Grade 1**

**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.**

RI.1.1. 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.**

RI.1.2. Identify the main topic and retell key details of a 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.**

RI.1.4. 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.**

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.

**6. Assess how point of view or purpose shapes the content and style of a text.**

RI.1.6. 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.**

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

**Reading: Foundational Skills**

## **Phonological Awareness**

### **RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

- a. Distinguish long from short vowel sounds in spoken single-syllable words.

## **Phonics and Word Recognition**

### **RF.1.3. 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).
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- f. Read words with inflectional endings.

## **Fluency**

### **RF.1.4. Read with sufficient accuracy and fluency to support comprehension.**

- a. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

## **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.**

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Name a topic.

Supply some facts about the topic.

Provide some sense of closure.

## **Speaking and Listening**

### **2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

## **Language**

### **Conventions of Standard English**

#### **1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

L.1.1b. Use common, proper, and possessive nouns.

L.1.1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

#### **2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

L.1.2a. Capitalize dates and names of people.

## **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.**

L.1.4a. Use sentence-level context as a clue to the meaning of a word or phrase.

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## Teaching Ideas/Resources

- [Content Area Expert Resources](#)