

ELA COMMON CORE CURRICULUM UNIT*
North Smithfield Public Schools

TITLE OF UNIT 6: Discovery

COURSE OR GRADE : 1

LENGTH OF TIME: Approximately 6 weeks

OVERVIEW OF UNIT:

Students will compare and contrast two informational texts on the same topic. Students will write an informative piece in response to text.

FOCUS ELA STANDARDS:

Reading

- Ask and answer questions **RI.1.1**
- Retell (identify main topic/include details) **RI.1.2**
- Describe connections within text (ideas, events, info) **RI 1.3**
- Clarify meaning of words/phrases **RI 1.4**
- Use informational text features **RI.1.5**
- Use/Distinguish information from illustrations or text **RI 1.6, RI 1.7**
- Compare/Contrast two texts on the same topic **RI.1.9**
- Broad reading of text appropriate to grade 1 **RI 1.10**

Foundational Skills

- Recognize sentence features **RF 1.1**
- Phonemic Awareness **RF 1.2**
- Phonics/Decoding
 - ❖ **RF 1.3a.** --Digraphs
 - ❖ **RF1.3b** --CVC
 - ❖ **RF1.3c**—silent e, common vowel teams
 - ❖ **RF1.3d**—use number of vowels to determine syllables in a word
 - ❖ **RF1.3e**—decode two syllable words by breaking words into syllables
 - ❖ **RF1.3f** -- (ing, s, ed)
 - ❖ **RF1.3**--(high frequency words)
- Accuracy/fluency **RF1.4**

Writing

- **Informative W1.2 (60%)**
- Opinion **W1.1 (20%)**
- Narratives **W 1.3 (20%)**
- Develop and Strengthen Writing **W1.5**
- Publish using Technology **W1.6**
- Gather information to answer questions **W1.8**

Language

- Participate in collaborative conversations **SL1.1**
- Ask and answer questions **SL1.2**
- Ask and answer questions to clarify **SL1.3**
- Describe ideas clearly **SL1.4**
- Add drawings when appropriate **SL 1.5**
- Produce complete sentences **SL 1.6**
- Use language Conventions **L1.1**
- Demonstrate use of conventions in writing **L1.2**
 - ❖ **L1.2a** – (capitalize dates and names)
 - ❖ **L1.2b** –(use end punctuation)
 - ❖ **L1.2c** – (use commas for dates, lists)
 - ❖ **L1.2d** – (spell high frequency words)
 - ❖ **L1.2e** – (spell phonetically)
- Clarify meaning of words **L1.4** (using context clues, affixes, root words)
- Understand word relationships and word meanings **L 1.5**
Use words to signal simple relationships **L1.6**

ENDURING UNDERSTANDING:

How do different authors present information on the same topic? Why is it important to use many texts to learn about one topic?

PRIOR KNOWLEDGE:

- An understanding of informational text (text features, content vocabulary, main topic)

STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

- Students will make connections between ideas within text.
- Students will identify clarify meaning of words and phrases.
- Students will use text features to locate information.
- Students will identify reasons an author gives to support a text.
- Students will compare and contrast two texts on the same topic.
- Students will write informative pieces in response to text.

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CORE SELECTIONS:

Non-Fiction

- “Kid’s Inventions” and complementing leveled texts (from Treasures and bookroom)
- “Cool Jobs” and complementing leveled texts(from Treasures and bookroom)
- *Spring* (library Big Book)
- National Geographic book room books on the same topic (for compare/contrast)

VOCABULARY

- “Kid’s Inventions” – discovery, round, or, machine, better
- “Cool Jobs” – ordinary, only, ever, interesting, laugh

MENTOR TEXTS FOR INFORMATIONAL WRITING

- **Non-fiction Craft Lessons** by Ralph Fletcher (in Wing C lunchroom)

Non-Fiction K-2 Mini-Lessons with Mentor Text

Repeating a Key Line: *The Sun Is My Favorite Star*, by Frank Asch

Speaking Directly to the Reader: *Bats! Strange and Wonderful*, by Laurence Pringle

Making a Diagram: *Bugs*, by Nancy Winslow Parker

My Map, by Sara Fanelli

Exploratory: Talking Before You Write: *Kids at Work: Lewis Hine and the Crusade Against Child*

Labor, by Russell Freedman

Century Farm: One Hundred Years on a Family Farm, by Cris Peterson

Adding Supporting Details: *Exploding Ants: Amazing Facts About How Animals Adapt*,

by Joanne Settel

Labeling a Picture: *Feathers for Lunch*, by Lois Ehlert

The Honey Makers, by Gail Gibbons

Sea Turtles, by Gail Gibbons

Using Comparisons: *The Honey Makers*, by Gail Gibbons

Sea Turtles, by Gail Gibbons

Writing an Alphabet Information Book: *The Freshwater Alphabet Book*, by Jerry Pallotta

Exploratory: Observing the World: *If You Find a Rock*, by Peggy Christian

A Teaching Book: *I Want to Be an Astronaut*, by Bryon Barton

Writing Through a Mask: *Sierra*, by Diana Siebert

Designing a Question/Answer Book: *Who Hoots?*, by Katie Davis

ACTIVITIES, PRODUCTS, PERFORMANCE,:

- Class Discussion/literature response:** Students will compare and contrast the two books on the same topic.
 - o Example: How did the authors present information in the same way? How are these texts different?
- Informational pieces:** Students will write informational pieces in response to text.
- Multi-media/technology:** Discovery Education ; YouTube; www.cnbc.com/id/42497934/page/1 ; www.kidsdiscover.com/inventions-for-kids
- Graphic Organizers:** Students will compare and contrast texts through the use of graphic organizers (Venn Diagram, T-Chart) Notetaking

ADDITIONAL RESOURCES:

- Common Core Curriculum Maps*, Josey-Bass, publisher
- Common Core Standards <http://www.ride.ri.gov/instruction/commoncore.aspx>
- Treasures Additional Resources
- www.readworks.org --- GREAT website!!!!!!!
- www.teachingchannel.org --- WONDERFUL website!!!!

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ASSESSMENTS:

Common Task: Constructed Response/Informational: We have read many nonfiction books together about plants in our classroom. Choose a nonfiction book about plants that you remember. Write about the book you read. Tell what the book is about (its topic). Tell some things you learned from the book (facts about your topic). Be sure that your writing has a beginning, middle, and end.

LESSON PLAN for UNIT _____

LESSONS

- Lesson # 1 Summary:**

- Lesson #2 Summary:**

- Lesson #3 Summary:**

OBJECTIVES for LESSON # _____

- Materials/Resources:**

- Procedures:**
 - **Lead –in**

 - **Step by step**

 - **Closure**

- Instructional strategies:** see curriculum introduction

- Assessments:** see curriculum introduction
 - **Formative**

 - **Summative**