



Comprehensive Curriculum

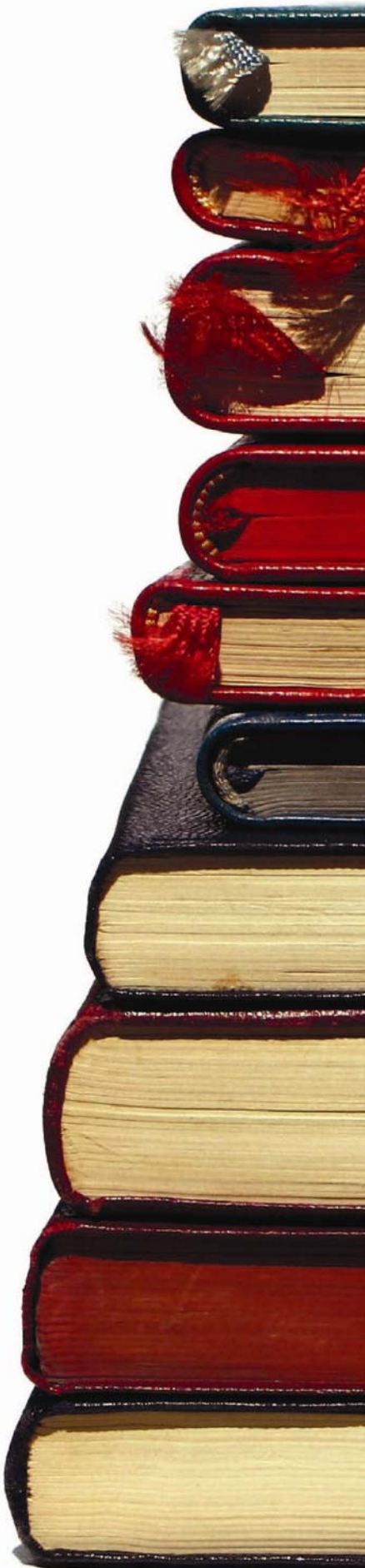
Revised 2008

Grade 1 English Language Arts



Louisiana Department of
EDUCATION

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**Grade 1
English Language Arts**

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Louisiana Comprehensive Curriculum, Revised 2008 **Course Introduction**

The Louisiana Department of Education issued the *Comprehensive Curriculum* in 2005. The curriculum has been revised based on teacher feedback, an external review by a team of content experts from outside the state, and input from course writers. As in the first edition, the *Louisiana Comprehensive Curriculum*, revised 2008 is aligned with state content standards, as defined by Grade-Level Expectations (GLEs), and organized into coherent, time-bound units with sample activities and classroom assessments to guide teaching and learning. The order of the units ensures that all GLEs to be tested are addressed prior to the administration of *iLEAP* assessments.

District Implementation Guidelines

Local districts are responsible for implementation and monitoring of the *Louisiana Comprehensive Curriculum* and have been delegated the responsibility to decide if

- units are to be taught in the order presented
- substitutions of equivalent activities are allowed
- GLEs can be adequately addressed using fewer activities than presented
- permitted changes are to be made at the district, school, or teacher level

Districts have been requested to inform teachers of decisions made.

Implementation of Activities in the Classroom

Incorporation of activities into lesson plans is critical to the successful implementation of the Louisiana Comprehensive Curriculum. Lesson plans should be designed to introduce students to one or more of the activities, to provide background information and follow-up, and to prepare students for success in mastering the Grade-Level Expectations associated with the activities. Lesson plans should address individual needs of students and should include processes for re-teaching concepts or skills for students who need additional instruction. Appropriate accommodations must be made for students with disabilities.

New Features

Content Area Literacy Strategies are an integral part of approximately one-third of the activities. Strategy names are italicized. The link ([view literacy strategy descriptions](#)) opens a document containing detailed descriptions and examples of the literacy strategies. This document can also be accessed directly at <http://www.louisianaschools.net/1de/uploads/11056.doc>.

A *Materials List* is provided for each activity and *Blackline Masters (BLMs)* are provided to assist in the delivery of activities or to assess student learning. A separate Blackline Master document is provided for each course.

The *Access Guide to the Comprehensive Curriculum* is an online database of suggested strategies, accommodations, assistive technology, and assessment options that may provide greater access to the curriculum activities. The *Access Guide* will be piloted during the 2008-2009 school year in Grades 4 and 8, with other grades to be added over time. Click on the *Access Guide* icon found on the first page of each unit or by going directly to the url <http://mconn.doe.state.la.us/accessguide/default.aspx>.



Grade 1
English Language Arts
Unit 1: A World of Books

Time Frame: Approximately six weeks



Unit Description

This unit emphasizes strategies and skills used in reading and responding to a variety of texts, including concepts about print and how books work. A wide variety of grade-level appropriate literature is used to introduce story elements. This unit includes read-alouds, shared reading and writing, and partner and independent reading of appropriate-level text. Vocabulary, writing, and grammar instruction is ongoing throughout the school year and is relevant to the current unit.

Student Understandings

Students will read and respond to a variety of literature. Journals, student-made books, and story webs will be completed to show evidence of the students' understanding of the content. Students will practice the early reading strategies and skills necessary to become independent readers and writers. Making real-life connections will help students better understand stories.

Guiding Questions

1. Can students use pictures, background knowledge, story details, and titles to predict outcomes?
2. Can students distinguish between reality and fantasy in stories read aloud by the teacher?
3. Can students connect events in a story to real-life experiences?
4. Can students demonstrate appropriate reading behaviors?
5. Can students read and respond orally and visually to a wide variety of children's literature?
6. Can students identify story elements (characters, setting, plot)?

Unit 1 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
03.	Use pictures and context clues to confirm meaning of unfamiliar words (ELA-1-E1)
12a.	Identify story elements of speaker or narrator (ELA-1-E3)
12b.	Identify story elements of setting (ELA-1-E3)
12c.	Identify story elements of characters (ELA-1-E3)

GLE #	GLE Text and Benchmarks
12d.	Identify story elements of plot (ELA-1-E3)
12e.	Identify story elements of problems and solutions (ELA-1-E4)
13.	Identify literary devices, including dialogue (ELA 1 E4)
14.	Retell a story's beginning, middle, and end (ELA-1-E5)
16.	Compare the similarities/differences between events in a story and events in life (ELA-1-E6)
17.	Identify themes in texts and relate themes to personal prior experience or experience of others (ELA-1-E6)
18.	Demonstrate oral reading fluency of at least 40 words per minute in first-grade text with appropriate phrasing and intonation (ELA-1-E7)
19.	Identify and state/tell cultural differences found in literature read aloud (ELA-6-E1)
20.	Explain the difference between a fable and a fairy tale (ELA-6-E2)
21.	Distinguish between a poem, a fable, and a fairy tale (ELA-6-E3)
22a.	Demonstrate understanding of information in texts using a variety of strategies, including identifying the main idea and some details in a text (ELA-7-E1)
22b.	Demonstrate understanding of information in texts using a variety of strategies, including after finishing a story, discuss predictions made during reading to determine whether they were reasonable (ELA-7-E1)
22c.	Demonstrate understanding of information in texts using a variety of strategies, including making simple inferences about characters and events (ELA-7-E1)
22d.	Demonstrate understanding of information in texts using a variety of strategies, including resolving questions about meaning by using prior knowledge, basic reasoning skills, context clues, and pictures during read-alouds (ELA-7-E1)
23.	Identify alternative solutions and consequences to a problem in texts (ELA-7-E2)
25b.	Apply basic reasoning skills by telling differences between reality and fantasy in texts (ELA-7-E4)
25c.	Apply basic reasoning skills by formulating questions beginning with <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , and <i>why</i> about texts read independently (ELA-7-E4)
26.	Write simple stories with a central idea or event; a beginning, middle, and end; and details (ELA-2-E1)
28a.	Participate in group writing activities and processes, including using prewriting strategies, including listing, brainstorming, and drawing to generate ideas for writing (ELA-2-E3)
31b.	Write for various purposes, including responses that follow simple formats, including envelopes, lists, and journals (ELA-2-E6)
48.	Ask questions to clarify directions and/or classroom routines (ELA-4-E2)
49a.	Retell stories with sequential order using vocabulary from the story (ELA-4-E3)
49b.	Retell stories with descriptive words to answer questions about characters, settings, and events of a story (ELA-4-E3)
56.	Engage in discussions about classroom procedures and rules (ELA-4-E7)

Sample Activities

Activity 1: Independent Reading (Ongoing) (GLEs: 03, 18)

Materials List: classroom library and books from the school library, leveled books used during guided reading groups, big books, charts and poems, Writing Rubric BLM

Daily independent reading is very important. Several times during the day students will read independently or on their own.

- Rereading a familiar book can be an integral part of guided reading group instruction. Rereading a book that has been read with the group previously is an excellent way to practice reading strategies.
- While working at literacy stations, students will have the opportunity to read poems, stories and songs independently that have been taught during whole group instruction. Reading and rereading familiar text builds fluency and confidence in beginning readers.
- Personal reading is a time when all students are engaged in reading. The teacher may read a book or circulate among students, depending on the level of the students. Personal reading provides an opportunity for students to read according to their individual interests and abilities.

Activity 2: Vocabulary Development (Ongoing) (GLEs: 03, 16, 17, 22b)

Materials List: read-aloud book, charts, word wall, paper for vocabulary cards, binder or folder.

Vocabulary is developed in first grade through the shared reading of stories. As stories are shared daily, teachers will use *directed reading – thinking activity* or *DR-TA* ([view literacy strategy descriptions](#)). In using *DR-TA*, students will make predictions about the story based on the cover and title. It is important to have students make connections through personal experiences that are related to the story content. These predictions may or may not be recorded. As the teacher shares the story, s/he will stop at various points to discuss vocabulary and predictions. Through the use of context and picture cues, the students will infer the meaning of unknown vocabulary words. Meanings will be confirmed collaboratively. Listed below are some suggestions to develop vocabulary:

- The teacher will record vocabulary words on a special list to review often.
- Students will create oral sentences using the vocabulary words. The teacher may record sentences to demonstrate writing.
- The teacher and students work together to make large *vocabulary cards* ([view literacy strategy descriptions](#)) that can be put together alphabetically to form a class dictionary. The dictionary can be used for review and during writing.
- The teacher and students may keep a tally record of the times students use the vocabulary words correctly in conversation or in writing.

Activity 3: Writing/Grammar (Ongoing) (GLEs: 26, 28a, 31b)

Materials List: board, chart paper, corrective tape, word wall, classroom dictionaries, paper, and journals/logs, Writing Rubric BLM.

In early childhood classrooms writing/grammar will be taught daily. Grammar and punctuation instruction is embedded within the writing lessons daily.

- Writing lessons must begin with a great deal of modeling by the teacher. The teacher will model writing by “thinking out loud” as she writes and will demonstrate inventive spelling and the conventions of writing. The teacher should model writing often.
- Shared (Interactive) writing is a process where the teacher and the students write a text together, using a “shared pen” technique. The students write the parts they know while the teacher fills in the unknown and guides the writing process. It can be done with the whole class or in small groups. Shared writing is a powerful tool used with beginning writers to demonstrate how writing works. It shows students how their ideas can be recorded on paper and how they can participate in that writing.
- Guided writing is designed to teach a specific skill or strategy to the whole group, small group, or individual. In this process, the student does his/her own writing with the teacher’s scaffolding support through mini-lessons and conferences.
- Independent writing gives students an opportunity to apply skills or strategies that have been demonstrated by the teacher. Most of the time, students will choose topics about which to write. Examples of a student’s writing may include journal entries, response logs, creative stories, and personal experiences. The teacher should begin the year with labeling and listing activities. Stories written by students may consist of a single sentence at the beginning of the year. The teacher may use the Writing Rubric BLM to assess students’ skills.

Activity 4: Procedures and Rules (GLEs: 48, 56)

Materials List: story about a character’s first day of school

The teacher will read a story about a character’s first day of school. Examples that may be used can be found in the Suggested Selections at the end of the unit.

Students will discuss the need for rules and procedures. Students, with teacher’s guidance, will generate appropriate rules as the teacher records them on a chart. The teacher will spend several weeks demonstrating routines and procedures. Students should practice proper routines associated with working in a group, exiting classroom, center behavior, and other routines. Understanding and following rules and procedures are ongoing skills as other procedures are added to facilitate classroom instruction.

The teacher will conduct an *opinionnaire* ([view literacy strategy descriptions](#)) related to this activity. *Opinionnaires* are developed by generating statements about a topic that require

students to state their opinion and defend it. The teacher will make a statement about school rules and record them on the board. Examples of statements may include:

We don't need rules in the classroom.

The students in our class will be happier if we follow rules.

As a group, students will discuss the statements. Each student is asked to explain the reasons for his/her personal opinion. The teacher may ask leading questions to encourage reluctant students to state their opinions and reasons.

Activity 5: Different Kinds of Books (GLEs: 16, 19, 25b)

Materials List: stories or books that show cultural differences

The teacher will share a variety of literature, including some stories that show cultural differences. Some examples of these stories are located in the Suggested Reading List at the end of the unit.

A resource in which to find activities to build cultural awareness is *Hands Around the World* by Susan Milord. Students will vote on their favorite piece of literature and explain why they enjoyed it. They will discover that readers have a range of works the readers find interesting. The students will use a class chart to categorize the works read as reality or fantasy. Then they will discuss how some events in the stories are related to real life. The teacher will guide students to list similarities and compare the literature shared. The teacher will lead a discussion of cultural differences that are noted in these stories.

Activity 6: What Kind of Book? (GLEs: 19, 20, 21, 22b)

The teacher will model how readers set a purpose before reading by giving an example of a question that may be answered in the literary selection. In this activity, students will explore various types of compositions, including examples of poetry, fables, and fairy tales. After listening to selections, the students will review the characteristics of a genre, such as fairy tales, which include the following:

- a setting in the distant past, as suggested by the beginning “Once upon a time”
- a difficult problem solved at the end
- things happening or appearing in groups of three
- characters who have magical powers
- the granting of wishes
- characters who are kings, queens, and other royalty
- imaginary creatures
- a happy ending

The teacher and students will point out characteristics of each genre through shared reading and readers' workshop. For example, when kings and queens are the characters in a fairy tale, teachers and students will bring attention to that characteristic of fairy tales. After reading,

students will confirm predictions made prior to reading as reasonable or not. Readers will also tell about other cultures represented in the stories.

Teachers make a class chart with categories entitled *Fable*, *Fairy Tale*, and *Poem*. Through the year, students will add titles read under the appropriate genre heading.

Activity 7: Pair It (GLEs: 12a, 12b, 12c, 12d, 12e, 22a)

Materials List: fiction and nonfiction books about the same topic, A Story Web BLM

Select a topic and share a nonfiction and a fiction book. This strategy helps students gain prior knowledge using informational texts before reading fiction. For example, teachers may share an informational book about caterpillars and Eric Carle's *Very Hungry Caterpillar*. Other examples of fact/fiction pairs are included in the Suggested Selections List found at the end of the unit.

Students will compare and contrast the different text structures and will identify story elements (speaker or narrator, setting, characters, plot, and problems and solutions). The teacher will use A Story Web BLM to demonstrate making a story web by filling in characters, setting, plot, problems, and solutions. After another story is read, students will work in pairs to create a mobile, a paper-folding, or an accordion book to show the story elements. Discussion and demonstration of story elements should be ongoing as other stories are shared.

Activity 8: Focus Lesson—Show How (GLEs: 18, 22b, 22c, 22d, 23)

Materials List: appropriate level fiction books, magnetic letters, dry erase boards and markers, sentence strips, Early Reading Behaviors Checklist BLM

In small guided reading groups, students will practice “during reading” strategies, focusing on only one at a time. Appropriate level text should be used for instruction in reading groups. Examples of strategies include how to make predictions, read and verify, ask questions, read to confirm, activate prior knowledge, and make connections. Such strategies help students to (1) comprehend the events in a story, (2) understand the setting and its impact on other story elements, including characters' traits and actions, (3) make inferences, and (4) identify alternative solutions and consequences to problems. The teacher should demonstrate reading behaviors such as one-to-one word matching, using pictures for clues, using known words as anchors, and using phonics to decode words. Students should be given many opportunities to practice these strategies with teacher support. Groups should meet at least three times a week and more often as needed. After reading a selection, students may draw or write an alternate ending to the story. A checklist of early reading behaviors is included in the Early Reading Behaviors Checklist BLM.

Activity 9: Mystery Bags (GLEs: 12c, 22c, 49b)

Materials List: bag, pictures or objects symbolic of characters

Some examples of stories that could be used for this activity are included in the Suggested Selections List at the end of the unit.

The teacher will share a selection and provide a whimsical bag to spark student interest. A decorated paper bag will do. The teacher will place in the bag objects or pictures that are symbolic of the characters in the story and have students guess which character each object represents. When all objects have been revealed, the students will use descriptive words for each character. Students will discuss character motives and traits that reveal the personality of that character. In addition, they may tell about a person in their lives who reminds them of the character and why. Students, working with partners, may create a mystery bag for other characters from stories read aloud.

Students will participate in *Professor Know-It-All* ([view literacy strategy descriptions](#)). The teacher will divide the class into groups of three or four students. Each group will have a turn to become the experts on a certain character and his/ her motives. Groups should work together to discuss the character and come up with possible questions they may be asked. The teacher will visit each group to assist and prompt students who need help. The teacher may provide ties, graduation caps, or clipboards to add to the novelty of the activity. One at a time, groups will be called on to come to the front of the room to act as the experts and will answer questions from each of the other groups and from the teacher.

Activity 10: Character Word Grid (GLEs: 12c, 22c)

Materials List: chart paper, markers

Students will listen to and discuss several stories over a period of a week or two. The teacher will assist students in recalling characters about whom they have read. The teacher, with input from students, will make a *word grid* ([view literacy strategy descriptions](#)) featuring four different characters the students will choose from familiar stories; the teacher will write the names on the grid. The students will give four character traits to go across the top of the grid. Some examples may include: *friendly*, *smart*, *helpful*, *kind*, *mean*, or *clever*. The teacher and students will discuss each character and place a check in the box connected with traits that apply to that character. After the character grid is completed, the teacher may ask students to orally respond to compare/contrast questions about the characters. This will help students notice similarities and differences in characters. Students should be encouraged to ask similar questions of their peers.

Characters	Mean	Cheerful	Kind	Brave
Clifford			X	X
Tina		X	X	
Franklin		X	X	
Goldilocks			X	X

Activity 11: Beginning, Middle, End (GLEs: 14, 49a)

Materials List: sentence strips

Students will listen as the teacher reads a selection aloud, such as *Goldilocks and the Three Bears*. The students will discuss events from the story as the teacher records the events on sentence strips. Pictures may also be used to help students read the sentences. The teacher will write headings on the board or chart: *Beginning*, *Middle*, and *End*. The teacher will then lead a discussion on beginning, middle, and end. The teacher will provide examples from other selections to show how a story does not make sense if the events occur in a different order. The students will place each event on the sentence strips under *beginning*, *middle* or *end* heading, according to where the event took place in the story. When the strips are in place, the students will retell the story in proper sequence. Students will work in groups to illustrate story events and place them in story order.

Activity 12: Details, Details (GLEs 22a, 49a)

Materials List: sentence strips, hula hoop or yarn

The teacher will share two stories for this activity. Examples of stories may include “Clifford” books by N. Bridwell or Franklin books by P. Bourgeois. The teacher will have details from each story written on sentence strips, including some picture clues to help with reading the detail. Two hula hoops or circles of yarn will be placed on the floor, labeled with the story titles. As detail strips are pulled from the stack, students place the detail in the appropriate story circle. Detail strips are then sequenced according to the order of the story. The teacher explains that the main idea of a story is the idea of the entire story. The main idea may have to be stated for the students since this is the introductory activity to main idea. Show how each detail supports the main idea.

Activity 13: What Are the Elements? (GLEs: 12a, 12b, 12c, 12d, 12e, 13, 25c)

Materials List: paper, pencils, crayons

Students will continue to identify story elements, such as the impact of character, setting, problem, solution, and how a theme is developed. The teacher will model how to use the five W’s (who, what, when, where, why) to formulate questions, and the students will respond orally and in writing or pictures to literal and inferential questions they formulate. They will use story-mapping and *graphic organizers* ([view literacy strategy descriptions](#)) to show their understanding of cause-effect, problem-solution, connection between texts, and prior knowledge or real-life experiences. During the reading of a story, students will identify dialogue by telling when a character is speaking. The teacher will demonstrate the use of quotation marks on dialogue, and the students will locate the quotation marks in selections as the selections are read, or they will create oral sentences that need quotation marks.

Activity 14: Workshop (GLEs: 16, 19, 22c, 49a, 49b)

Materials List: crayons, journals, pencils

This culminating activity encompasses many of the areas covered in this unit. The teacher will lead this activity. Students will discuss the literature shared in this unit. They will tell how a certain piece related to an experience in their lives, how characters' actions were influenced by events in certain stories, and how cultural differences were stated in some stories. These responses may be recorded in a journal by dictation, writing, or drawing pictures. Students will choose a story to retell to the teacher, using sequential order and descriptive words from the selection.

Sample Assessments

General Guidelines

Documentation of student understanding is recommended to be in the form of portfolio assessment. Teacher observations and records, as well as student-generated products, may be included in the portfolio. All items should be dated and clearly labeled to show student growth over time.

General Assessments

- Students will categorize literature as reality or fantasy. They will tell reasons for their answers.
- Students will record responses to literature read. Some journal topics may include:
 - how a story relates to a student's experience
 - writing an alternate ending to the story
 - cultural differences found in literature
- Students will categorize literary works as fable, fairy tale, or poem. They will orally list two or three characteristics of each genre.

Activity-Specific Assessments

- Activity 7: Students will listen to a story read by the teacher. With writing assistance, students will fill in a story web, including the story elements (e.g., characters, setting, plot, problem, and solution). See A Story Web BLM for an example.
- Activity 11: The teacher chooses a story to assess beginning, middle, and end. Students will fold a sheet of art paper into three sections and draw an event from the beginning, middle, and end of the story. The teacher may wish to have students

dictate to the teacher the event that is drawn.

- Activity 13: After a story is read aloud, the teacher will interview each student to assess the understanding of formulating questions beginning with *who*, *what*, *when*, *where*, and *why*. The student will be given two points for each question formulated. One point will be given for each question devised beginning with one of the five W's. Another point will be given if the question shows comprehension of the story.

Suggested Selections

Activity 4

Aseltine, Lorraine. *First Grade Can Wait*
Howe, James. *The Day the Teacher Went Bananas*
Myers, Bernice. *It Happens to Everyone*
Rathmann, Peggy. *Officer Buckle and Gloria*
Rey, H. A. *Curious George Goes to School*
Wiseman, Bernard. *Morris Goes to School*

Activity 5

Fox, Mem. *Whoever You Are*
Ichikawa, Satomi. *My Father's Shop*
Lyon, George Ella. *Dreamplace*
Morris, Ann. *The Baby Book and Hats, Hats, Hats*
Pollaco, Patricia. *Mrs. Katz and Tush and Thundercake*
Ringhold, Faith. *Tar Beach*
Rubalcaba, Jill. *Uncegil's Seventh Spot*

Activity 7

Gibbons, Gail. *Weather Forecasting* and Serfozo, Mary. *Rain Talk*
Maestro, Betsy. *Why Do Leaves Change Color?* and Ehlert, Lois. *Red Leaf, Yellow Leaf*
Markle, Sandra. *Outside and Inside Spiders* and Kirk, David. *Miss Spider's Tea Party*

Activity 9

Aliki. *We Are Best Friends*
Bourgeois, P. *Franklin's New Friend*
Cohen, Miriam. *It's George*
DePaola, Tommie. *Meet the Barkers-Morgan and Moffat Go to School*
DePaola, Tommie. *Pajamas for Kit*
James, Simon. *Leon and Bob*

Other Suggested Readings

Bourgeois, P. *Franklin's New Friend*
Bridwell, Norman. Clifford books
Brown, Marc. *Arthur's Back to School Day*
Cocca-Leffler, Maryann. *Wednesday is Spaghetti Day*
Cohen, Miriam. *When Will I Read?*
Ehlert, Lois. *Red Leaf, Yellow Leaf*
Gibbons, Gail. *Weather Forecasting*
Howe, James. *The Day the Teacher Went Bananas*
Ichikawa, Satomi. *My Father's Shop*
Johnson, Angela. *The Leaving Morning*
Legge, David. *Bamboozled*
Morris, Ann. *Hats, Hats, Hats*
Munsch, Robert. *Smelly Socks*
Munsch, Robert. *Stephanie's Ponytail*
Numeroff, Laura. *Beatrice Doesn't Want To*
Numeroff, Laura. *If You Give a Mouse a Cookie*
Rathmann, Peggy. *Officer Buckle and Gloria*
Rey, H. A. *Curious George Goes to School*
Teague, Mark. *How I Spent My Summer Vacation*

Grade 1
English Language Arts
Unit 2: Put on Your Thinking Cap

Time Frame: Approximately four weeks



Unit Description

This unit focuses on critical thinking skills through the use of a wide variety of grade-appropriate texts during shared reading. Some examples of the critical skills that will be addressed are cause-effect relationships, simple inferences, and comparing character traits. An additional focus for this unit includes the different purposes for which authors write: to entertain, to inform, or to describe. Vocabulary, writing, and grammar instruction is ongoing throughout the school year and is relevant to the current unit.

Student Understandings

Students make predictions and inferences and compare character traits as they are exposed to engaging literature. Students respond to literature orally and in writing, using journals and other forms of writing and/or drawing. Students will continue using strategies as they read grade appropriate texts. They will discover and use words that have more than one meaning. Students will show understanding of stories by formulating questions beginning with *who*, *what*, *where*, *when*, and *why* about a story.

Guiding Questions

1. Can students identify cause-effect relationships in stories?
2. Can students compare traits of characters?
3. Can students make predictions during reading?
4. Can students make simple inferences about characters and events in a story?
5. Can students identify the author's purpose?

Unit 2 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
03.	Use pictures and context clues to confirm meaning of unfamiliar words (ELA-1-E1)
07.	Give more than one definition for grade-appropriate words that have more than one meaning (ELA-1-E2)
10.	Identify table of contents in a book (ELA-1-E3)

GLE #	GLE Text and Benchmarks
12a.	Identify story elements, including speaker or narrator (ELA-1-E4)
12b.	Identify story elements, including setting (ELA-1-E4)
12c.	Identify story elements, including characters (ELA-1-E4)
12d.	Identify story elements, including plot (ELA-1-E4)
12e.	Identify story elements, including problems and solutions (ELA-1-E4)
14.	Retell a story's beginning, middle, and end (ELA-1-E5)
16.	Compare the similarities/differences between events in a story and events in life (ELA-1-E6)
17.	Identify themes in texts and relate themes to personal prior experiences or experience of others (ELA-1-E6)
18.	Demonstrate oral reading fluency of at least 40 words per minute in first-grade text with appropriate phrasing and intonation (ELA-1-E7)
19.	Identify and state/tell cultural differences found in literature read aloud (ELA-6-E1)
22a.	Demonstrate understanding of information in texts using a variety of strategies, including identifying the main idea and some details in a text (ELA-7-E1)
22b.	Demonstrate understanding of information in texts using a variety of strategies including after finishing a story, discuss predictions made during reading to determine whether they were reasonable (ELA-7-E1)
22c.	Demonstrate understanding of information in texts using a variety of strategies including making simple inferences about characters and events (ELA-7-E1)
22d.	Demonstrate understanding of information in texts using a variety of strategies including resolving questions about meaning by using prior knowledge, basic reasoning skills, context clues, and pictures during read-alouds (ELA-7-E1)
23.	Identify alternative solutions and consequences to a problem in texts (ELA-7-E2)
24.	Identify an author's purpose for writing (e.g., to entertain, to inform, to describe) (ELA-7-E3)
25a.	Apply basic reasoning skills by identifying simple causes and effects in stories (ELA-7-E4)
25c.	Apply basic reasoning skills by formulating questions beginning with <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , and <i>why</i> about texts read independently (ELA-7-E4)
26.	Write simple stories with a central idea or event; a beginning, middle, and end; and details (ELA-2-E1)
28a.	Participate in group writing activities and processes, including using prewriting strategies, including listing, brainstorming, and drawing to generate ideas for writing (ELA-2-E3)
28c.	Participate in group writing activities and processes, including writing a first draft of a story, letter, or description using complete sentences (ELA-2-E3)
29a.	Independently write a variety of grade-appropriate compositions, including simple letters, notes, and stories (ELA-2-E4)
31b.	Write for various purposes, including responses that follow simple formats, including envelopes, lists, and journals (ELA-2-E6)
32.	Write a legible sentence demonstrating proper figure grounding on a line and appropriate spacing between words (ELA-3-E1)

GLE #	GLE Text and Benchmarks
33b.	Use standard English punctuation, including periods, exclamation points, and question marks at the end of sentences (ELA-3-E2)
37.	Distinguish between a complete and an incomplete sentence (ELA-3-E3)
38.	Identify different types of sentences including telling, asking, and exclaiming (ELA-3-E3)
57a.	Locate information using the organization features of various media, including the keyboard to enter information of a computer (ELA-5-E1)
58.	Use various sources, including print materials and observations, to gather information to explain a topic (ELA-5-E2)

Sample Activities

Activity 1: Independent Reading (Ongoing) (GLEs: 03, 18)

Materials List: classroom library and books from the school library, leveled books used during guided reading groups, big books, charts and poems.

Daily independent reading is very important. Several times during the day students will read independently or on their own.

- Rereading a familiar book can be an integral part of guided reading group instruction. Rereading a book that has been read with the group previously is an excellent way to practice reading strategies.
- While working at literacy stations, students will have the opportunity to read poems, stories, and songs independently that have been taught during whole group instruction. Reading and rereading familiar text builds fluency and confidence in beginning readers.
- Personal reading is a time when all students are engaged in reading. The teacher may read a book or circulate among students, depending on the level of the students. Personal reading provides an opportunity for students to read according to their individual interests and abilities.

Activity 2: Vocabulary Development (Ongoing) (GLEs: 03, 16, 17, 22b, 22d)

Materials List: read-aloud book, chart paper, word wall, paper for vocabulary cards, binder or folder.

Vocabulary is developed in first grade through the shared reading of stories. As stories are shared daily, teachers will use *directed reading- thinking activity* or *DR-TA* ([view literacy strategy descriptions](#)). While using *DR-TA*, students will make predictions about the story based on the cover and title. These predictions may or may not be recorded. It is important to have students make connections through personal experiences that are related to the story

content. As the teacher shares the story, s/he will stop at various points to discuss vocabulary and predictions. Through the use of context and picture cues, the students will infer the meaning of unknown vocabulary words. Meanings will be confirmed collaboratively. Listed below are some suggestions to develop vocabulary:

- The teacher will record vocabulary words on a special list to review often.
- Students will create oral sentences that include the vocabulary words. The teacher may record sentences to demonstrate writing.
- The teacher and students work together to make large vocabulary cards that can be put together alphabetically to form a class dictionary. The dictionary can be used for review and during writing.
- The teacher and students may keep a class tally record of the times students use the vocabulary words correctly in conversation or in writing.

Activity 3: Writing/Grammar (Ongoing) (GLEs: 26, 28a, 28c, 29a, 31b, 32)

Materials List: board, chart paper, corrective tape, word wall, classroom dictionaries, paper, journals/logs, Writing Rubric BLM (see Unit 1).

In early childhood classrooms writing/grammar will be taught daily. Grammar and punctuation instruction is embedded within the writing lessons daily.

- The teacher will continue to model writing for the students. This is a time when teachers demonstrate using skills that have been taught as those skills occur in their writing. Again, they are “thinking out loud” as they write and demonstrate conventions of writing.
- Shared (interactive) writing is a process where the teacher and students write a text together, using a “shared pen” technique. As students progress in their writing skills, time spent in shared writing will decrease. Shared writing is a powerful tool used with beginning writers to demonstrate how writing works. It shows students how their ideas can be recorded on paper and how they can participate in that writing. Struggling writers benefit greatly from shared writing.
- Guided writing is designed to teach a specific skill or strategy to the whole group, small group, or individual. In this process, the student does his/her own writing with the teacher’s scaffolding support through mini-lessons and conferences.
- Independent writing gives students an opportunity to apply skills or strategies that have been demonstrated by the teacher. Most of the time, students choose topics about which to write. To help students who have difficulty in generating topics about which to write, teacher will conduct a *brainstorming* activity ([view literacy strategy descriptions](#)). Students, with teacher’s help, will generate many ideas for stories. The teacher will record story ideas on a chart that students will refer to now and later. Examples of topics may include pets, trips, or family. Make it clear that all ideas are accepted. Encourage students to think of personal experiences. Review the list of possible writing topics often and add to it as students think of other ideas. The teacher will continue to use many forms of writing, such as journals, lists, response logs, and personal stories.

Students should be encouraged to use inventive spelling as they write their ideas. Students should know that every word in their writing will not be spelled correctly or as it is in books. Students will be more willing to write when they are freed from using only words that they know how to spell. This unit provides many opportunities for students to participate in writing activities independently, in small groups, or with the class. Students will write poetry and their responses to poetry. Students should also continue writing creative stories. Refer to Writing Rubric BLM in Unit 1 for assessment.

Activity 4: Focus Lessons (GLEs: 03, 18, 22a, 22c, 25a)

Materials List: appropriate grade level books, magnetic letters, dry erase boards and markers, sentence strips

In small guided reading groups, students will continue to practice “during reading” strategies. Students are instructed to make predictions about a story, read to confirm, and make inferences. The teacher will show students how to use known high frequency words as anchors. The teacher should observe students as they read to see what strategies students use to examine unknown words. Lessons should be based on developing strategies that students are not using, such as rereading to see what word would make sense, using first letter to check, and looking through the word. Teachers will monitor students’ fluency during group time. The teacher and students will discuss stories to identify simple causes and effects, main idea and details, and inferences made about characters and events. Familiar books should be reread for increased fluency. Groups will continue to meet at least three times a week and more often as needed.

Activity 5: Explore Themes (GLEs: 12a, 12b, 12c, 12d, 12e, 17)

Materials List: books about the same topic

Teachers select literature that provides different perspectives on a theme or topic, such as friendship, food, or spiders (around Halloween). For example, books may include *Miss Spider’s Tea Party*, *The Very Busy Spider*, and *Anansi the Spider*. The variety of sources can include visual art and newspapers, as well as many types of literature. Students will listen to a variety of works to develop background knowledge about the chosen topic. Then they will tell how characters’ actions solve a problem or show character traits. Students will orally identify the story elements (speaker, characters, setting, plot, problems, and solutions) of one of the stories shared. The teacher and students compare selections of literature by using a *graphic organizer* ([view literacy strategy descriptions](#)). *Graphic organizers* are visual illustrations of an idea. The specific *graphic organizer* used in this case is a story web that shows story elements pertaining to a particular story. The teacher may create a story web or use The Story Web BLM (Unit 1). As students tell the characters, setting, problem, and solution, the teacher will record the information on the story web. The following website can be accessed for additional graphic organizers:

<http://www.eduplace.com/graphicorganizer/index.html>

Activity 6: Table of Contents (GLE: 10)

Materials List: overhead projector, books with a table of contents

The teacher will use an overhead projector to demonstrate the purpose of a table of contents. Students will practice using a table of contents with a partner. Titles of chapters, stories, or topics from books are called out by the teacher or by designated students; groups of students work together to use the table of contents to find the specific story or chapter called. The skills for using a table of contents should be practiced by students each time different books are introduced in the classroom.

Activity 7: Cultural Differences (GLEs: 10, 19, 57a, 58)

Materials List: cultural literature, computers, reference books

Students will read and/or listen to the teacher read a variety of literature that presents diverse cultures. A guest speaker representing a different culture could be invited to the classroom to speak to the students regarding the culture. Students will also research the culture by using the computers and grade-appropriate encyclopedias or other reference books. Students will use the table of contents in the books to locate information about clothing, food, and customs. Students may bring in food and other items from that culture to display or share.

Activity 8: Words with Multiple Meanings (GLE: 07)

Materials List: chart paper, drawing paper

Many words have more than one meaning, and the sentences in which words are embedded reveal the correct meanings. Teachers should read aloud each of the following sentences to students:

Robert belongs to Cub Scout Pack 27.

Ann helped her sister pack her suitcase.

Then students should tell what the word *pack* means in each sentence. The teacher should write student responses on a chart.

Students continue the activity by reading the following sentences:

She went to the school play.

I want to play with the new game.

Bob made a great football play for his team.

Then students should be asked what the word *play* means in each sentence. Student responses should be written on the chart. Students may add to this list whenever multi-meaning words are encountered in reading.

Students enjoy riddles in which the answer is a multiple-meaning word. Examples:

- This word names an animal that flies at night. It also names a stick used to hit a ball.
- This word names an animal that makes a quacking sound. It also means to lower your head quickly.

Students will work in pairs to create pantomimes or draw pictures that suggest the multiple meanings of words, such as *jam*, *spring*, *batter*, *pitcher*, *well*, *top*, *tire*, *slip*, *pen*, *saw*. The objective is for students to recognize words with multiple meanings and use multiple-meaning words in their spoken and written language. To conclude the lesson, the students discuss why it is important to understand that some words have more than one meaning.

Activity 9: Guess My Character (GLEs: 12c, 22c)

Materials List: a variety of books, construction paper or other art materials to make masks

As students continue to listen to a variety of literature, they are introduced to numerous characters. Students will choose a character and make a mask depicting that character. The students will select a part of the character's dialogue to speak. Other students will guess the character. The teacher and students will discuss how character dialogue reveals character motivation and supports traits. The teacher will give examples of a character's actions, and the students will tell what those actions reveal about the character.

Activity 10: Author's Purpose (GLE: 24)

Materials List: a variety of literature, chart paper

Students read and listen to a variety of literature and determine whether the author's purpose is to inform, entertain, or describe. The teacher will make a chart with the following headings: *Inform*, *Entertain*, and *Describe*. The students will record story titles under the appropriate heading as the author's purpose for writing a selection is determined. Introduce *Question the Author (QtA)* ([view literacy strategy descriptions](#)) to help students to construct meaning from the stories they listen to or read. The teacher will list the types of questions the students may ask of the author. Examples of questions may include: *What is the author trying to say?* or *What does the author really mean by what she/he said here?*. The teacher will model questions to ask and then have students ask questions themselves. Students should be encouraged to question the author as other stories are shared. This strategy will require modeling and work over time for students to become effective at questioning the author.

Activity 11: Depth of Reading (GLEs: 23, 24, 25c)

Materials List: children's books, board or chart to record questions, drawing paper

The teacher will continue to share engaging literature during shared reading. As stories are read, students are instructed how to question, read, confirm, skim, make predictions, make inferences, and draw conclusions. For this activity, the teacher explains to students that they will be creating questions about the story for their peers. List question words on the board: *who*, *what*, *when*, *where*, and *why*. Students will be instructed to think about the story and use a question word to create a question to ask the class. The teacher may record questions on the board or share the questions and answers orally. The types of questions the students ask will show their level of comprehension. During shared reading, students may also:

- discuss how the piece is related to personal experience,
- discuss and draw possible alternate solutions to the problem in a story, and
- determine the author's purpose for writing the piece.

Activity 12: Events in a Story (GLEs: 14, 33b, 37, 38)

Materials List: sentence strips, cards with ending marks

The teacher will read a selection that has an obvious beginning, middle, and end. This activity is similar to Activity 11 in Unit 1. In this activity, the emphasis will be on punctuation, complete and incomplete sentences, and types of sentences. After the story is read, the students will tell events from the beginning, middle, and end of the story. The teacher will record some of the events in complete sentences and others in incomplete sentences. Students will discuss whether the sentences are complete or incomplete and will orally make all sentences complete. The teacher will give examples of declarative (telling), interrogative (asking), and exclamatory (exclaiming) sentences about the story and discuss the proper ending mark for each. Students will orally make sentences of each type.

Another activity may involve using cards with the ending marks (i.e., period, question mark, and exclamation mark). The students will raise the proper card when the teacher or an assigned student orally gives an example of a telling, asking, or exclaiming sentence.

Activity 13: Retelling using *Story Chains* (GLEs: 12c, 12d, 12e, 14)

Materials List: paper, chart paper, or art paper to record story chains

To improve comprehension through story retelling, the teacher may use *story chains* ([view literacy strategy descriptions](#)). After a story is read, the students are put in groups of four or five and will be given a number. The teacher will distribute paper to each group. The first student will write or draw the beginning of the story. The paper is then passed on to the next member of the group to write or draw the next event of the story. Groups should continue this process until each student has had a turn or the end of the story is written or drawn.

Students should be encouraged to include story elements, such as characters, plot, problem, and solution as they are working. Each group may share its retelling of the story with the class using its story chain.

Sample Assessments

General Guidelines

Documentation of student understanding is recommended to be in the form of portfolio assessment. Teacher observations and records, as well as student-generated products, may be included in the portfolio. All items should be dated and clearly labeled to show student growth over time.

General Assessments

- Students will draw or write about cultural differences in literature.
- The teacher may use a checklist to evaluate a student's oral retelling of a story. Items to be checked would include the story elements (characters, setting, problem, and solution).
- The teacher will observe students as they use a table of contents. Observations will determine students' ability to use a table of contents and need for further instruction in this area.

Activity-Specific Assessments

- Activity 3: Students will be given a prompt about which to write. Students' writing will be evaluated by using Writing Rubric BLM (See Unit 1).
- Activity 8: Students draw or write about four words with more than one meaning. The students demonstrate they know the different meanings for that word.
- Activity 9: Students will draw or write a description of a character of their choice. The teacher should question students about the use of descriptive words to assess whether students are making appropriate inferences about characters.
- Activities 10 and 11: After sharing a story, students should be interviewed to assess these two activities. The teacher asks each student to formulate questions about a text. Students should also be able to tell the author's purpose for writing a certain selection. Use the Depth of Reading Checklist BLM to assess these skills

Grade 1
English Language Arts
Unit 3: Let's Read—Fairy Tales and Fables

Time Frame: Approximately five weeks



Unit Description

This unit focuses on reading, responding to, and identifying the characteristics of fables and fairy tales. Skills will be addressed through fairy tales and fables. Simple cause and effect, compound words, and identifying the author's purpose for writing will be taught by using fables and fairy tales. Vocabulary, writing, and grammar instruction is ongoing throughout the school year and is relevant to the current unit.

Student Understandings

Students will read and respond to fables and fairy tales. They will respond orally or will use pictures and simple sentences. Students will continue practicing beginning reading and writing strategies. They will develop writing and higher level thinking skills as they evaluate character choices and relate fables and fairy tales to their own lives.

Guiding Questions

1. Can students identify basic differences among genres (e.g., fables and fairy tales)?
2. Can students read (e.g., in shared reading activities) and respond to fables and fairy tales?
3. Can students identify the author and illustrator of a book?
4. Can students sequence details, sentences, or pictures from a story?
5. Can students tell or write how a literary selection is related to real life?
6. Can students identify compound words in print?

Unit 3 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
02d.	Demonstrate understanding of phonics by recognizing base words and their inflectional forms (e.g., suffixes, -s, -es, -ed, -ing, -est, -er) (ELA-1-E1)
03.	Use pictures and context clues to confirm meaning of unfamiliar words (ELA-1-E1)
04.	Identify grade-appropriate compound words in print (ELA-1-E1)
08.	Identify the author and illustrator of a book (ELA-1-E2)
12a.	Identify story elements, including speaker or narrator (ELA-1-E4)

GLE #	GLE Text and Benchmarks
12b.	Identify story elements, including setting (ELA-1-E4)
12c.	Identify story elements, including characters (ELA-1-E4)
12d.	Identify story elements, including plot (ELA-1-E4)
12e.	Identify story elements, including problems and solutions (ELA-1-E4)
16.	Compare the similarities/differences between events in a story and events in a story and events in life (ELA-1-E6)
17.	Identify themes in texts and relate themes to personal prior experience or experience of others (ELA-1-E6)
18.	Demonstrate oral reading fluency of at least 40 words per minute in first-grade text with appropriate phrasing and intonation (ELA-1-E7)
20.	Explain the difference between a fable and a fairy tale (ELA-6-E2)
21.	Distinguish between a poem, a fable, and a fairy tale (ELA-6-E3)
22b.	Demonstrate understanding of information in texts using a variety of strategies, including after finishing a story, discuss predictions made during reading to determine whether they were reasonable (ELA-7-E1)
22c.	Demonstrate understanding of information in texts using a variety of strategies, including making simple inferences about characters and events (ELA-7-E1)
22d.	Demonstrate understanding of information in texts using a variety of strategies, including resolving questions about meaning by using prior knowledge, basic reasoning skills, context clues, and pictures during read-alouds (ELA-7-E1)
23.	Identify alternative solutions and consequences to a problem in texts (ELA-7-E2)
24.	Identify an author's purpose for writing (e.g., to entertain, to inform, to describe) (ELA-7-E3)
25a.	Apply basic reasoning skills by identifying simple causes and effects in stories (ELA-7-E4)
25b.	Apply basic reasoning skills by telling differences between reality and fantasy in texts (ELA-7-E4)
26.	Write simple stories with a central idea or event; a beginning, middle, and end; and details (ELA-2-E1)
28a.	Participate in group writing activities and processes using prewriting strategies, including listing, brainstorming, and drawing to generate ideas for writing (ELA-2-E3)
28c.	Participate in group writing activities and processes including writing a first draft of a story, letter, or description using complete sentences (ELA-2-E3)
28d.	Participate in group writing activities and processes by conferencing with a teacher or peers about how to improve writing and incorporate ideas into final paper (ELA-2-E3)
29a.	Independently write a variety of grade-appropriate compositions, including simple letters, notes, and stories (ELA-2-E4)
30.	Use literary devices including dialogue and sensory details in shared writing activities (ELA-2-E5)
31b.	Write for various purposes, including responses that follow simple formats, including envelopes, lists, and journals (ELA-2-E6)
32.	Write a legible sentence demonstrating proper figure grounding on a line and appropriate spacing between words (ELA-3-E1)

GLE #	GLE Text and Benchmarks
33a.	Use standard English punctuation, including correctly writing common contractions such as <i>isn't</i> , <i>we'll</i> , and <i>I'd</i> (ELA-3-E2)
33b.	Use standard English punctuation, including periods, exclamation points, and question marks at the end of sentences (ELA-3-E2)
33c.	Use standard English punctuation, including commas to separate words in a series (ELA-3-E2)
34.	Capitalize the first word of a sentence, names of people, the pronoun I, and the names of months and days (ELA-3-E2)
35.	Use the singular and plural forms of high-frequency and commonly used words (ELA-3-E3)
39a.	Identify and use knowledge of parts of speech, including basic singular and plural nouns, pronouns, and verbs (ELA-3-E4)
42c.	Spell unfamiliar words using various phonics strategies, including matching familiar words and word parts (ELA-3-E5)
45.	Speak clearly at a speed and volume appropriate for purpose and setting (ELA-4-E1)
46.	Follow classroom procedures (e.g., organizing materials) according to teacher directions (ELA-4-E2)
47.	Give or explain directions for simple processes (e.g., explaining an assignment) to classmates (ELA-4-E2)
48.	Ask questions to clarify directions and/or classroom routines (ELA-4-E2)
49a.	Retell stories with sequential order using vocabulary from the story (ELA-4-E3)
49b.	Retell stories with descriptive words to answer questions about characters, settings, and events of a story (ELA-4-E3)
50.	Recite parts of familiar literature to the class (ELA-4-E4)

Sample Activities

Activity 1: Independent Reading (Ongoing) (GLEs: 03, 18)

Materials List: classroom library and books from the school library, leveled books used during guided reading groups, big books, charts and poems.

Daily independent reading is very important. Several times during the day, students will read independently or on their own.

- Rereading a familiar book can be an integral part of guided reading group instruction. Rereading a book that has been read with the group previously is an excellent way to practice reading strategies.
- While working at literacy stations, students will have the opportunity to read poems, stories and songs independently that have been taught during whole group instruction. Reading and rereading familiar text builds fluency and confidence in beginning readers.

- Personal reading is a time when all students are engaged in reading. The teacher may read a book or circulate among students, depending on the level of the students. Personal reading provides an opportunity for students to read according to their individual interests and abilities.

Activity 2: Vocabulary Development (Ongoing) (GLEs: 03, 16, 17, 22b, 22d)

Materials List: read-aloud book, charts, word wall, paper for vocabulary cards, binder or folder.

Vocabulary is developed in first grade through the shared reading of stories. As stories are shared daily, teachers will use *directed reading- thinking activity* or *DR-TA* ([view literacy strategy descriptions](#)). While using *DR-TA*, students will make predictions about the story based on the cover and title. These predictions may or may not be recorded. It is important to have students make connections through personal experiences that are related to the story content. As the teacher shares the story, she/he will stop at various points to discuss vocabulary and predictions. Through the use of context and picture cues, the students will infer the meaning of unknown vocabulary words. Meanings will be confirmed collaboratively. Listed below are some suggestions to develop vocabulary:

- The teacher will record vocabulary words on a special list to review often.
- Students will create oral sentences that include the vocabulary words. The teacher may record sentences to demonstrate writing.
- The teacher and students will work together to make large vocabulary cards that can be put together alphabetically to form a class dictionary. The dictionary can be used for review and during writing.
- The teacher and students may keep a class tally record of the times students use the vocabulary words correctly in conversation or in writing.

Activity 3: Writing/Grammar (Ongoing) (GLEs: 26, 28a, 28c, 29a, 31b, 32)

Materials List: board, chart paper, corrective tape, word wall, classroom dictionaries, paper, and journals/logs, Writing Rubric BLM (see Unit 1).

In early childhood classrooms, writing/grammar will be taught daily. Grammar and punctuation instruction is embedded within the writing lessons daily.

- The teacher will continue to model writing for the students. This is a time when teachers demonstrate using skills that have been taught as those skills occur in the students' writing. Again, students are "thinking out loud" as they write and demonstrate conventions of writing.
- Shared (interactive) writing is a process where the teacher and students write a text together, using a "shared pen" technique. As students progress in their writing skills, time spent in shared writing will decrease. Shared writing is a powerful tool used with beginning writers to demonstrate how writing works. It shows students how their

ideas can be recorded on paper and how they can participate in that writing. Struggling writers benefit greatly from shared writing.

- Guided writing is designed to teach a specific skill or strategy to the whole group, small group, or individual. In this process, the student does his/her own writing with the teacher's scaffolding support through mini-lessons and conferences.
- Independent writing gives students an opportunity to apply skills or strategies that have been demonstrated by the teacher. Most of the time, students choose topics about which to write. To help students who have difficulty in generating topics about which to write, teacher will conduct a *brainstorming* activity ([view literacy strategy descriptions](#)). Students, with teacher's help, will generate many ideas for stories. The teacher will record story ideas on a chart that students will refer to now and later. Examples of topics may include pets, trips, or family. Make it clear that all ideas are accepted. Encourage students to think of personal experiences. Review the list of possible writing topics often and add to it as students think of other ideas. The teacher will continue to use many forms of writing, such as journals, lists, response logs, and personal stories. Refer to Writing Rubric BLM in Unit 1.

Students should be encouraged to use inventive spelling as they write their ideas. They should know that every word in their writing will not be spelled correctly or as it is in books. Students will be more willing to write when they are freed from using only words that they know how to spell. This unit provides many opportunities for students to participate in writing activities independently, in small groups, or with the class. Students should also continue writing creatively.

Activity 4: Introduction to Fables and Fairy Tales (GLEs: 20, 21, 23)

Materials List: fables and fairy tales, chart paper, drawing paper, markers and pencils, Early Reading Behaviors Checklist BLM (see Unit 1).

The teacher will provide high-interest literature for students to listen and respond to, including fables and fairy tales. Introduce the genres of fables and fairy tales by discussing characteristics of each. Make a list of these characteristics on a chart for future reference during this unit. As fables and fairy tales are explored, additional characteristics should be added to the list. Characteristics of fables and fairy tales may include:

- Fairy tales are stories that include magic and fascination.
- Fairy tales and fables often include animals and imaginary characters that dress, talk, and think like people do. They may include fairies, wizards, and trolls.
- Fables teach a life lesson or moral, and they teach concepts such as honesty, kindness, and bravery.
- Fairy tales demonstrate the concept of good overcoming evil.
- People in different countries may tell the same stories in their own way.

The students will give different endings for fables and fairy tales as these stories are shared. The teacher will discuss what would happen if circumstances were different in a story. For example, what if the giant had been friendly in *Jack and the Beanstalk*? What if the

shoemaker had caught one of the elves in *The Elves and the Shoemaker*? The students may draw or write simple sentences to show different endings/circumstances. They will continue to categorize selections under the correct genre on the class genre chart made in Unit 1. This unit also continues to review other strategies and skills used in beginning reading and writing activities found in Unit 1. Monitoring should continue for students who have not mastered the skills found on the Early Reading Behaviors Checklist BLM started in Unit 1.

Activity 5: Time to Practice My Strategies (GLEs: 08, 22c, 22d, 23, 24, 25a, 25b, 33a, 33c)

Materials List: various fables and fairy tales, learning logs, Unit 3 Checklist BLM

Students are given opportunities for shared reading and writing through the use of fables and fairy tales. They will identify the author and illustrator of each story. As these stories are shared, the students will participate in discussions about reality and fantasy. In addition, they will discuss possible reasons for characters' actions, relating characters' personalities and choices to events in the story. They will give examples of cause and effect. The class will suggest alternate endings and/or solutions to problems in stories and will tell the author's purpose for writing the selection. As fables and fairy tales are shared, the teacher should point out how contractions are used. The teacher and the students will find examples of commas used in a series. The students will be assessed throughout this unit by using the Unit 3 Checklist BLM.

The students will respond to fables and fairy tales in a *learning log* ([view literacy strategy descriptions](#)). In the learning log is where students will record ideas, understandings, and reactions to fables and fairy tales. The learning log may be in the form of a journal or a folder with paper. The students may be asked to write simple responses or to draw a picture as a response to the fables and fairy tales. Reluctant and developing writers should have the opportunity to dictate ideas to the teacher. After sharing a fable or fairy tale, the teacher may use one of the following examples of prompts. Of course, the teacher may use other prompts that are pertinent to a certain selection.

- What did you learn from this story?
- Do you think the character made the right choice?
- What would happen if the story had a different ending?

Time should be allotted for students to share their ideas from their *learning logs*, and the class will discuss thoughts and reactions to the selection.

Activity 6: Word Endings (GLEs: 02d, 35, 39a)

Materials List: chart paper, art paper, laminated copies of poems or stories, highlighters, magazines with pictures

The teacher will explain root words and suffixes (-s, -es, -ed, -ing, -est, -er) and will provide examples. If available, teachers may share a book like *Big, Bigger, Biggest*. The class will

work in small groups to find words with suffixes in selections they are reading. The students will work together to make a group list. Then they will assist the teacher in making a class list of words with suffixes; the class list should be reviewed often. The class will tell the root word of each of the words. Each student will fold a piece of art paper into three sections and will choose a word from the list to illustrate. For example, a student may draw *high*, *higher*, *highest*. The students may create books showing singular and plural words through the use of student illustrations or magazine pictures. As a center activity, students may use laminated copies of a poem or story and highlight or circle words with suffixes that are included in the poem or story.

Teacher Note: Decodable words with suffixes should be used for this activity. Examples of such words include: walked, jumping, mopping.

Activity 7: Theater Time (GLEs: 12a, 12b, 12c, 12d, 12e, 30, 50)

Materials List: supplies to make puppets, such as paper bags, construction paper, yarn, glue, markers; Theater Time Rubric BLM; props for professor know-it-all (e.g., graduation cap, gown, pointer, etc.)

Students should be divided into groups of three or four. Each group will choose a fable or fairy tale and prepare a puppet show. With teacher assistance, the students will make puppets and write scripts for the performance. The puppet show should demonstrate student understanding of the story elements—plot, character, setting, problem, and solution. During puppet shows, students will be assessed by using the Theater Time Rubric BLM.

The teacher will use *professor know-it-all* ([view literacy strategy descriptions](#)) so the students may demonstrate their knowledge of story elements. Groups of students who performed the puppet show will each take turns playing the professors. Other students will question the group about the characters, the setting, problem(s), and solution(s) related to the fable or fairy tale they performed. The teacher may then lead a discussion about the story elements.

Activity 8: Time to Write (GLEs: 28a, 28c, 28d, 29a, 33a, 33b, 34, 42c)

Materials List: fairy tale or fable to share, chart paper, markers, Venn Diagram BLM, Time to Write Rubric BLM

Teacher Note: This activity will take more than one day to complete.

The teacher will share a fairy tale or fable, such as *Goldilocks and the Three Bears*. To emphasize character development, the teacher will use a *graphic organizer* ([view literacy strategy descriptions](#)), such as a Venn diagram, to compare two characters in a fable or fairy tale. The students will orally share words that describe characters from fables and fairy tales they have read. The teacher will record responses and demonstrate how to complete the Venn diagram. The students will then choose two characters to compare by using the Venn

Diagram BLM to record their character descriptions. The teacher will lead a discussion on how to use these character descriptions in writing.

The students will *brainstorm* ([view literacy strategy descriptions](#)) and orally share ideas the class could use to write a make-believe story about animals. The teacher will model writing the story as students take turns dictating ideas and/or sentences to the teacher, who will remind students about character descriptions. The teacher will model how to spell unknown words by using familiar words and words parts. As the story is written, both the teacher and the students should make sure they are using complete sentences with an end mark. The teacher should also point out the correct use of contractions and should stress the capitalization of the pronoun *I* and the names of people. The class will illustrate and orally read the story.

Each student will write a fictional story about an animal. The students should be encouraged to check for a beginning, middle, and end in their stories. As the writing progresses, the class should edit for appropriate punctuation and capitalization. Peers may also suggest more specific descriptive words that would make the story more interesting. Each class member will then create a book of his/her story, adding illustrations and a cover. Upon completion, the books will be shared with the class. Students' books will be assessed by using the Time to Write Rubric BLM.

Activity 9: Compound Words (GLEs: 04, 49a, 49b)

Materials List: compound word cards (color-coded), art paper (12" x 18")

The class will continue to listen to fables and fairy tales or other selections in which compound words are used. Students will orally retell the story, using sequential order and descriptive words about the characters. Fables and fairy tales lend themselves to a discussion of character choices and plot.

The students will give examples of compound words after explanation of compound words is given by teacher. In advance, the teacher will prepare cards of two colors. One color card will have the first word of a compound word; the other color will have the second word. Each student will receive a card. When the teacher gives the signal, students will find the matching card to make a compound word. Each pair of students will share its compound word with the class. Students will look for examples of compound words around the classroom or think of examples from home (e.g., lunchbox, mailbox, toothbrush, etc.) and orally recite examples of compound words that are meaningful to them. Additional oral compound word activities, tape recordings, and/or computer software can be placed in the listening center with headsets, if available, for skill reinforcement.

- Students will make a paper folding with four examples of compound words. They will fold a piece of art paper (12"x18") into four sections. Two folds will be made—one across and one lengthwise. Next, the students will write and illustrate one

compound word in each of the four sections. They will be given two points for each compound word written and illustrated correctly.

Activity 10: Fun with Fairy Tales and Fables (GLEs: 20, 22c, 45, 46, 47, 48, 49a, 49b, 50)

Materials List: simple props, Dramatic Presentation BLM

The class will listen to a variety of fables and fairy tales, review characteristics of each, and tell how each work should be categorized. They will discuss the moral in each fable and how it can be applied to their lives. Good sources of these types of works include *Aesop's Fables* and *Grimm's Fairy Tales*. The students will work in small groups to prepare a dramatic presentation of a fairy tale or fable, using simple props and scenery. They will practice acting out the play with emphasis on intonation and use of dialogue to demonstrate characters' motives in the story. As a variation, the setting can be changed to a more contemporary setting. Another variation could be to show the fairy tale from a diverse culture. These productions could be performed for younger students at school. Students will be assessed by using the Dramatic Presentation BLM.

Sample Assessments

General Guidelines

Documentation of student understanding is recommended to be in the form of portfolio assessment. Teacher observations and records, as well as student-generated products may be included in the portfolio. All items should be dated and clearly labeled to show student growth over time.

General Assessments

- Specific topics for journal entries may include:
 - Predictions for stories
 - Alternate endings to stories
 - Author's purpose
- Students will draw illustrations to represent the meaning of a story.
- Use the Unit 3 Checklist BLM for an overall assessment of this unit.
 - Does the student follow classroom procedures according to teacher directions?
 - Is the student able to identify the author's purpose in stories?
 - Is the student able to identify simple causes and effects in stories?
 - Is the student able to tell the difference between reality and fantasy and give reasons for his/her answers?

- Is the student able to listen to and recognize compound words when read in and out of context?

Activity-Specific Activities

- Activity 7: Students will be scored as they perform their puppet show based on a fairy tale or fable by using the Theater Time Rubric BLM.
- Activity 8: Students' books about animals will be assessed by using the Time to Write Rubric BLM.
- Activity 9: Students will make a paper folding with four examples of compound words. The students will fold a piece of art paper (12"x18") into four sections. Two folds will be made—one across and one lengthwise. They will write and illustrate one compound word in each of the four sections and will be given two points for each compound word written and illustrated correctly.
- Activity 10: Students will work in groups and will be assessed during the dramatic presentations of the fairy tales or fables by using the Dramatic Presentation Rubric BLM.

Grade 1
English Language Arts
Unit 4: Research Methods

Time Frame: Approximately four weeks



Unit Description

This unit focuses on locating factual information by using a variety of sources, such as nonfiction books, computers, newspapers, and magazines. These activities may be used in conjunction with science or social studies units or on topics of choice. Information learned will be recorded on cards and in student-created books.

Student Understandings

With teacher assistance, students find information about chosen topics using various resources. They will compare factual works and fiction books during shared reading experiences. Students will learn to research a topic as the teacher models researching. Groups of students or individuals will provide oral feedback to assist the teacher in recording information in a list, chart, or web.

Guiding Questions

1. Can students gather information in a shared group activity to provide feedback to the teacher in completing a list, chart, or web?
2. With teacher assistance, can students graphically represent information (e.g., webs or charts) in an individual or group setting?
3. With teacher assistance, can students locate, record, and share information from a variety of sources?
4. With teacher assistance, can students locate and read information on simple charts and graphs?

Unit 4 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
03.	Use pictures and context clues to confirm meaning of unfamiliar words (ELA-1-E1)
16.	Compare the similarities/differences between events in a story and events in life (ELA-1-E6)
17.	Identify themes in texts and relate themes to personal prior experience or experience of others (ELA-1-E6)

18.	Demonstrate oral reading fluency of at least 40 words per minute in first-grade text with appropriate phrasing and intonation (ELA-1-E7)
22b.	Demonstrate understanding of information in texts, including after finishing a story, discuss predictions made during reading to determine whether they were reasonable (ELA-7-E1)
22d.	Demonstrate understanding of information in texts by resolving questions about meaning by using prior knowledge, basic reasoning skills, context clues, and pictures during read-alouds (ELA-7-E1)
25c.	Apply basic reasoning skills by formulating questions beginning with <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , and <i>why</i> about texts read independently (ELA-7-E4)
26.	Write simple stories with a central idea or event; a beginning, middle, and end; and details (ELA-2-E1)
27.	Use specific action and descriptive words when writing a story, description, or narration (e.g., <i>stomped</i> instead of <i>walked</i> and <i>magnificent</i> instead of <i>big</i>) for a specific purpose and/or audience (ELA-2-E2)
28a.	Participate in group writing activities and processes, including using prewriting strategies, including listing, brainstorming, and drawing to generate ideas for writing (ELA-2-E3)
28c.	Participate in group writing activities and processes, including writing a first draft of a story, letter, or description using complete sentences (ELA-2-E3)
29a.	Independently write a variety of grade-appropriate compositions, including simple letters, notes, and stories (ELA-2-E4)
29b.	Independently write a variety of grade-appropriate compositions, including simple informational descriptions (ELA-2-E4)
31b.	Write for various purposes, including responses that follow simple formats, including envelopes, lists, and journals (ELA-2-E6)
32.	Write a legible sentence demonstrating proper figure grounding on a line and appropriate spacing between words (ELA-3-E1)
36.	Identify and use a subject and a verb when writing a complete sentence (ELA-3-E3)
39c	Identify and use knowledge of parts of speech, including simple transitional words including <i>first</i> , <i>second</i> , and <i>finally</i> (ELA-3-E4)
41.	Create phonetically spelled written work that can be read by the writer and others (ELA-3-E5)
44.	Alphabetize to the first letter (ELA-3-E5)
57a.	Locate information using the organization features of various media, including the keyboard to enter information on a computer (ELA-5-E1)
57b.	Locate information using the organization features of various media, including a picture dictionary (ELA-5-E1)
58.	Use various sources, including print materials and observations, to gather information to explain a topic (ELA-5-E2)
59.	Record data through pictures or words (ELA-5-E3)
60.	Use graphic organizers to categorize information and create informal outlines

	individually and during class discussions (ELA-5-E3)
61.	Use technology to publish class work such as research questions and answers (ELA-5-E4)
62.	Locate and read information on simple charts and graphs (ELA-5-E6)

Sample Activities

Activity 1: Independent Reading (Ongoing) (GLEs: 03, 18)

Materials List: classroom library and books from the school library, leveled books used during guided reading groups, big books, charts, and poems.

Daily independent reading is very important. Several times during the day students will read independently or on their own.

- Rereading a familiar book can be an integral part of guided reading group instruction. In addition, rereading a book that has been read with the group previously is an excellent way to practice reading strategies.
- While working at literacy stations, students will have the opportunity to read poems, stories, and songs independently that have been taught during whole-group instruction. Reading and rereading familiar text builds fluency and confidence in beginning readers.
- Personal reading is a time when all students are engaged in reading. The teacher may read a book or circulate among students, depending on the level of the students. Personal reading provides an opportunity for students to read according to their individual interests and abilities.

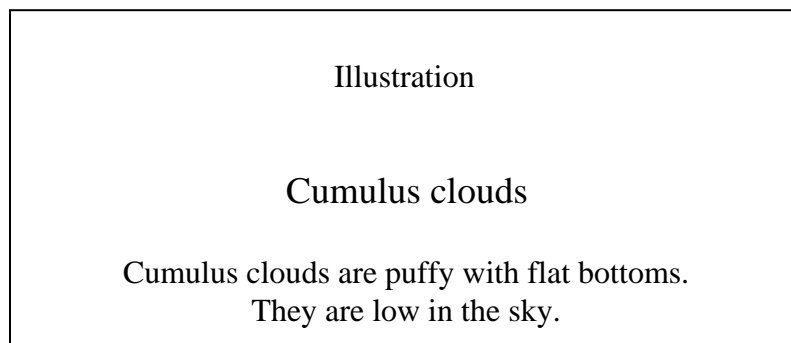
Activity 2: Vocabulary Development (Ongoing) (GLEs: 03, 16, 17, 22b, 22d)

Materials List: read-aloud nonfiction books, charts, word wall, 5" x 7" index cards, vocabulary cards

Exploration of nonfiction topics is a good avenue for vocabulary development in first grade. As new vocabulary is encountered, use the following activities:

- Teacher will make a chart to record vocabulary words related to the topic.
- Students will create oral sentences using the vocabulary words. Teacher may record sentences to demonstrate writing.
- Teachers use *vocabulary cards* ([view literacy strategy descriptions](#)) to develop students' knowledge of key vocabulary. When students create vocabulary cards, they see connections among words, examples of the word, and the attributes associated with the word. This strategy helps students to understand word meanings and key concepts by relating unfamiliar concepts with familiar concepts. The teacher will demonstrate making a vocabulary card by using a 5" x 7" card. The teacher will

write the word in the middle of the card. To add variety, students may use pencils, colored pencils, or markers. Add an illustration and a sentence using the word. Students may check each other's cards for capital letters and periods in the correct place. Students should be given time to regularly review their cards independently and with a partner in preparation for quizzes and other class activities. An example pertaining to a science unit on weather follows.



Activity 3: Writing/Grammar (Ongoing) (GLEs: 26, 28a, 28c, 29a, 31b, 32)

Materials list: board, chart paper, corrective tape, word wall, classroom dictionaries, paper, and journals/logs, Writing Rubric (See Unit 1).

In early childhood classrooms writing/grammar will be taught daily. Grammar and punctuation instruction is embedded within the writing lessons daily.

- Teachers will continue to model writing for the students. This is a time when teachers demonstrate how students will implement previously taught skills as those skills occur in their writing. Again, they are “thinking out loud” as they write and demonstrate conventions of writing.
- Shared (interactive) writing is a process where the teacher and students write a text together, using a “shared pen” technique. As students progress in their writing skills, time spent in shared writing will decrease. Shared writing is a powerful tool used with beginning writers to demonstrate how writing works. It shows students how their ideas can be recorded on paper and how they can participate in that writing. Struggling writers also benefit greatly from shared writing.
- Guided writing is designed to teach a specific skill or strategy to the whole group, small group, or individual. In this process, the student does his/her own writing with the teacher's scaffolding support through mini-lessons and conferences.
- Independent writing gives students an opportunity to apply skills or strategies that have been demonstrated by the teacher. Most of the time, students choose topics about which to write. To help students who have difficulty in generating topics, teacher will conduct a *brainstorming* activity ([view literacy strategy descriptions](#)). Students, with the teacher's help, will generate many ideas for stories. The teacher will record story ideas on a chart that students will refer to immediately and again later. Examples of topics may include pets, trips, or family. Make it clear that all

ideas are accepted. Also, encourage students to think of personal experiences. Review the list of possible writing topics often and add to it as students think of other ideas. The teacher will continue to use many forms of writing, such as journals, lists, response logs, and personal stories.

Students should be encouraged to use inventive spelling as they write their ideas. Students should know that every word in their writing will not be spelled correctly or as it is in books. Students will be more willing to write when they are freed from using only words they know how to spell. This unit provides many opportunities for students to participate in writing activities independently, in small groups, or with the class. Students will write about the information they learn from factual books, as well as write creatively. Refer to Writing Rubric BLM in Unit 1.

Activity 4: Let's Share Information (GLEs: 57a, 57b, 58)

Materials List: chart paper, newspapers, magazines, books, other available information, KWL Chart BLM

Teachers help students decide on topics of interest to explore. Teachers may choose to use a current science or social studies topic for the activities. Teacher and students will make a chart with three columns labeled *What We Know*, *What We Want to Know*, and *What We Have Learned*, known as a KWL chart. Students will *brainstorm* ([view literacy strategy descriptions](#)) what they already know about the topic and what they want to know. Teacher records statements on the KWL Chart BLM (on chart paper). The chart will be displayed so the teacher and students can record what the students learn throughout the study. Students and/or teacher will bring in sources of information related to the topic from newspapers, magazines, books, simple dictionaries, graphs, and charts, as well as locate those sources in the classroom literature for overall awareness. The teacher will demonstrate the use of these sources and the computer to locate information. Students may share what they learned about their topic and which sources they used.

Activity 5: Alphabetical Order (GLE: 44)

Materials List: cards, pocket chart

Students will dictate a list of words about the topic in Activity 4. The teacher will write words on cards to place in a pocket chart. Words should have different beginning letters since students will need to alphabetize to the first letter. Using the alphabet chart in the classroom, students, with the teacher's guidance, will place the words in alphabetical order. This activity will be repeated several times. The teacher will demonstrate how words are ordered alphabetically in a picture dictionary. Students should practice alphabetical order while they are in learning centers. They will arrange words in alphabetical order on a felt board or in a pocket chart and record the words on paper.

Activity 6: What We Have Read (GLEs: 22b, 25c, 36, 39c, 60)

Materials List: chart paper, markers, Comprehension Questions Rubric BLM

This activity consists of several steps. These steps can be done in one or multiple lessons, depending on the level of engagement of the students.

- Students will orally tell sentences about the topic from Activity 4. The teacher records the sentences in a shared reading activity, noting how the author used transitional words, such as *first*, *second*, and *finally*.
- Following a teacher-facilitated discussion about nouns and verbs, students will use different colored markers to underline the nouns and verbs in sentences of decodable text. With teacher assistance, students will list nouns and verbs on a chart.
Variation: The teacher can also work orally in shared group activities for the identification and underlining of nouns and verbs.
- The teacher will model using *graphic organizers* ([view literacy strategy descriptions](#)) about the topic. Graphic organizers are visual illustrations of verbal statements. They help the learner to comprehend text and to solve problems by showing at a glance the key parts of the whole and their relationship. Graphic organizers help students to organize information. With a partner, students will complete graphic organizers, such as simple webs or charts to show what they have learned.
- Students will use the completed graphic organizers to generate their own comprehension questions (Who? What? When? Where? Why? And How?) for their peers. Students will share their questions with the class. Teacher will evaluate students' questions using the Comprehension Questions Rubric BLM.

Activity 7: Focus Lessons (GLEs: 22d, 29b, 44, 58, 59)

Materials List: chart paper, fiction and nonfiction books about the same topic

Students continue to participate in mini-lessons for using nonfiction sources and for learning how to locate information. The teacher will read to the students a fiction book and a nonfiction book about the same topic. For example, *Weather Words* by Gail Gibbons and *The Wind Blew* by Pat Hutchins could be shared. Students will compare the books by telling the characteristics of each. They will record the characteristics on a chart. Students will find other sources for information about the same topic. They will also apply their knowledge of alphabetical order to use the index and glossary to find information. Students will use inventive spelling to write a summary sentence about the topic. Partners will share the information they learned.

Activity 8: Researching Topics (GLEs: 29a, 57a, 57b, 58, 59)

Materials List: books, magazines, computers, cards

The teacher will model the process of researching a topic. If available, teachers may choose to take students to the school library. Some possible topics related to science are magnets, sound, and light. The teacher and students will discuss how to find appropriate books and magazines. Then the teacher will model using the computer and encyclopedias to locate information. Students may watch a factual movie or television show about the topic. The teacher will also demonstrate making notes on cards. Students will then make notes on cards and will share this information later. Students who are reluctant writers should be given the opportunity to dictate their research to the teacher or librarian.

Activity 9: Letter Writing with a Different Perspective (GLEs: 26, 27, 41)

Materials List: chart paper or board, Letter Writing Rubric BLM

Students will participate in a *RAFT writing* ([view literacy strategy descriptions](#)) activity. *RAFT* writing is suited to give students the opportunity to apply and extend their understandings once new information and concepts have been acquired. It gives students the chance to look at content from a different perspective. The acronym *RAFT* stands for:

R- Role of the writer

A- Audience (to whom or what the *RAFT* is being written)

F- Form that the writing will take, as in a letter, a song, etc.

T- Topic

The teacher will model this activity. Begin by explaining what each letter of the acronym stands for. An example from Social Studies GLE 7: *Identify human features in the local regions such as farms, cities, buildings, and roads* and GLE 10: *Identify and compare differences in land use (e.g., rural and city settlements)* follows.

R- Farmer

A- People who live in the city

F- Letter

T- Positive/negative facts about life on a farm

The teacher will model writing a letter. In this case, the letter will be to people who live in the city, and it will include good and bad points about life on a farm. Students should orally share their ideas for the letter as the teacher records. The teacher will discuss the writing process as the letter is written. Pairs of students or individuals may then write a letter to farm people from the role of a person who lives in the city. *RAFT writing* gives students a chance to understand content from a different point of view. The teacher should allow students to share their *RAFTs* with a partner or the class. Students should listen for accuracy and logic in their classmates' *RAFTs*. Students' letters will be assessed by using the Letter Writing Rubric BLM.

Activity 10: Story Writing Using Research (GLEs: 26, 27, 41)

Materials List: chart paper, paper for students' stories, Writing Rubric BLM

Students will participate in this activity to help the teacher write a story about an experience or a topic they have explored in the classroom. The teacher and the students will *brainstorm* ([view literacy strategy descriptions](#)) ideas about which to write. The students help the teacher decide on the topic. As the teacher and students interactively write the story, the teacher will ask questions of the students to guide thinking. The teacher models what the students will do as they write their own story. After the class story is completed, students will write their own stories and will use inventive spelling. This activity should be repeated many times throughout the year since the students need much modeling and practice with the writing process. The teacher will assess students' stories by using the Writing Rubric BLM.

Activity 11: Information Superhighway (GLEs: 57a, 57b, 58, 59)

Materials List: sentence strips or chart paper, books about a topic, Internet access

To gain information about a science topic, the teacher will use *Student Questions for Purposeful Learning (SQPL)* ([view literacy strategy descriptions](#)). For example, before reading books about magnets, the teacher will make the statement: *Magnets can attract any object*. The statement should be written on the board or on chart paper. The students will generate questions based on the statement, and the teacher will record the questions on the chart. As books are read, the teacher will remind students to listen carefully for answers to their questions. The teacher will mark questions that are answered. This process will continue until the books are completed. The teacher should check for questions that were not answered in the books. The students need to be reminded that they should ask questions before they read a book and then listen for the answers to their questions.

The students then focus on the questions that were not answered and other questions they may have, and they will circle key words in the questions. The teacher then demonstrates how to conduct simple Internet searches by using key words; students will participate at the same time. In advance, the teacher will find grade-appropriate sites that include simple picture dictionaries. Students learn how to find information by searching a topic by using Google. In addition, some websites are recommended by public television shows, which can allow students to make media connections. Students may share their findings orally or in writing. Two sites that use picture dictionaries are:

<http://www.pdictionary.com/english/browse.php?db=animals>
<http://www.enchantedlearning.com/classroom/prereaders.shtml>

Activity 12: Software (GLEs: 57a, 57b, 61, 62)

Materials List: computer programs and appropriate software

The teacher models how software programs can function as tools to create charts, graphs, and tables of interesting information, such as tracking weather patterns. The teacher uses these resources with subjects and topics in content areas to show students how to use the resources and how to publish class work by using the computer as a tool. The students will practice using computer programs with a partner, and they will produce a work, such as a graph, chart, or table, on the computer. Students use Graph Club or other available software to produce a graph or chart. Students may use KidPix to draw a picture using the computer.

Sample Assessments

General Guidelines

Documentation of student understanding is recommended to be in the form of portfolio assessment. Teacher observations and records, as well as student-generated products, may be included in the portfolio. All items should be dated and clearly labeled to show student growth over time.

General Assessments

- Students will share factual information orally or in writing.
- Students will orally list characteristics of fiction works as compared to nonfiction works.
- The teacher will observe students as they use a variety of sources to find information about a topic.

Activity-Specific Assessments

- Activity 6: Students write comprehension questions for their peers. They will answer questions orally or in writing. The teacher will use the Comprehension Questions Rubric BLM to assess students' understanding of creating questions.
- Activity 9: The teacher will use the Letter Writing Rubric BLM to evaluate students' letter writing.
- Activity 10: The teacher will use the Writing Rubric BLM to evaluate students' stories based on their research.

RESOURCE LIST

Nonfiction Books

- Bagley, Katie.
Tips for Good Nutrition
- Branley, Franklyn.
Roots are Food Finders
- Butterworth, Christine.
Owls
- Dorros, Arthur.
Rain Forest Secrets
- Gibbons, Gail.
Weather Forecasting
- Heiligman, Deborah.
From Caterpillar to Butterfly
- Maestro, Betsy.
Why Do Leaves Change Color?
- Markle, Sandra.
Outside and Inside Spiders

Fiction Books

- Shermat, Mitchell.
Gregory the Terrible Eater
- Galdone, Paul.
Jack and the Beanstalk
- Yolen, Jane,
Owl Moon
- Cherry, Lynne.
The Great Kapok Tree
- Serfozo, Mary.
Rain Talk
- DeLuise, Dom.
Charlie the Caterpillar
- Ehlert, Lois.
Red Leaf, Yellow Leaf
- Kirk, David.
Miss Spider's Tea Party

Grade 1
English Language Arts
Unit 5: — Poetry: Fun with Words

Time Frame: Approximately five weeks



Unit Description

This unit provides students with various forms of poetry to listen to, read, and interpret. The unit will focus on reading and interpreting meaning in poetry selections and exploring a variety of poetic forms through writing activities. Poetry should be used throughout the year. Vocabulary, writing, and grammar instruction is ongoing throughout the school year and is relevant to the current unit.

Student Understandings

Students will chant poems and rhymes to experience the rich language of poetry. Students will learn parts of speech, science concepts, and writing skills through poetry.

Guiding Questions

1. Can students identify poetry as a genre (as opposed to stories, nonfiction, etc.)?
2. Can students explain why we read or listen to poetry?
3. Can students show where the poet uses vivid verbs and adjectives in a poem?
4. Can the student describe the images he or she has in his or her mind?
5. Can the student explain how a poet helps understand a topic, what is being compared in a poem, or why the poet chose to think about the subject in a new or different way?
6. Can the student describe his or her moods or feelings as related to poetry?
7. Can the student write a poem?

Unit 5 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
02b.	Demonstrate understanding of phonics by reading one- and two- syllable words with short- and long-vowel sounds spelled with common spelling patterns (ELA-1-E1)
02c.	Demonstrate understanding of phonics by identifying and reading words from common word families (ELA-1-E1)
02e.	Demonstrate understanding of phonics by reading high-frequency, grade-appropriate nonphonetic words with automaticity (ELA-1-E1)
03.	Use pictures and context clues to confirm meaning of unfamiliar words

GLE #	GLE Text and Benchmarks
	(ELA-1-E1)
05.	Identify grade-appropriate contractions (e.g., <i>isn't</i> , <i>can't</i> , <i>don't</i>) (ELA-1-E1)
06.	Identify words in categories with shared conceptual or definitional characteristics (ELA-1-E1)
15.	Retell important facts from informational text (ELA-1-E5)
16.	Compare the similarities/differences between events in a story and events in life (ELA-1-E6)
17.	Identify themes in texts and relate themes to personal prior experience or experience of others (ELA-1-E6)
18.	Demonstrate oral reading fluency of at least 40 words per minute in first-grade text with appropriate phrasing and intonation (ELA-1-E7)
19.	Identify and state/tell cultural differences found in literature read aloud (ELA-6-E1)
21.	Distinguish between a poem, a fable, and a fairy tale (ELA-6-E3)
22a.	Demonstrate understanding of information in texts by identifying the main idea and some details in a text (ELA-7-E1)
22b.	Demonstrate understanding of information in texts, including after finishing a story, discuss predictions made during reading to determine whether they were reasonable (ELA-7-E1)
22c.	Demonstrate understanding of information in texts including making simple inferences about characters and events (ELA-7-E1)
22d.	Demonstrate understanding of information in texts by resolving questions about meaning by using prior knowledge, basic reasoning skills, context clues, and pictures during read-alouds (ELA-7-E1)
25a.	Apply basic reasoning skills, including identifying simple causes and effects in stories (ELA-7-E4)
26.	Write simple stories with a central idea or event; a beginning, middle, and end; and details (ELA-2-E1)
27.	Use specific action and descriptive words when writing a story, description, or narration (e.g., <i>stomped</i> instead of <i>walked</i> and <i>magnificent</i> instead of <i>big</i>) for a specific purpose and/or audience (ELA-2-E2)
28a.	Participate in group writing activities and processes using prewriting strategies, including listing, brainstorming, and drawing to generate ideas for writing (ELA-2-3)
28c.	Participate in group writing activities and processes, including writing a first draft of a story, letter, or description using complete sentences (ELA-2-E3)
28f.	Participate in group writing activities and processes by creating individual and class-written texts for publication (ELA-2-3)
29a.	Independently write a variety of grade-appropriate compositions including simple letters, notes, and stories (ELA-2-E4)
29c.	Independently write a variety of grade-appropriate compositions, including simple rhymes and poems (ELA-2-E4)
30.	Use literary devices including dialogue and sensory details in shared writing activities (ELA-2-5)

GLE #	GLE Text and Benchmarks
31b.	Write for various purposes, including responses that follow simple formats, including envelopes, lists, and journals (ELA-2-E6)
32.	Write a legible sentence demonstrating proper figure grounding on a line and appropriate spacing between words (ELA-3-E1)
36.	Identify and use a subject and a verb when writing a complete sentence (ELA-3-E3)
41.	Create phonetically spelled written work that can be read by the writer and others (ELA-3-E5)
45.	Speak clearly at a speed and volume appropriate for purpose and setting (ELA-4-E1)
50.	Recite parts of familiar literature to the class (ELA-4-E4)
53.	Use active listening strategies (e.g., making eye contact, asking questions, restating acquired information and procedures) to acquire information and understand procedures (ELA-4-E5)

Sample Activities

Activity 1: Independent Reading (Ongoing) (GLEs: 03, 18)

Materials List: classroom library and books from the school library, leveled books used during guided reading groups, big books, charts and poems.

Daily independent reading is very important. Several times during the day students will read independently or on their own.

- Rereading a familiar book can be an integral part of guided reading group instruction. In addition, rereading a book that has been read with the group previously is an excellent way to practice reading strategies.
- While working at literacy stations, students will have the opportunity to read poems, stories and songs independently that have been taught during whole-group instruction. Reading and rereading familiar text builds fluency and confidence in beginning readers.
- Personal reading is a time when all students are engaged in reading. The teacher may read a book or circulate among students, depending on the level of the students. Personal reading provides an opportunity for students to read according to their individual interests and abilities.

Activity 2: Vocabulary Development (Ongoing) (GLEs: 03, 16, 17, 22b, 22d)

Materials List: read-aloud book, charts, word wall, paper for vocabulary cards, binder or folder.

Vocabulary is developed in first grade through the shared reading of stories. New vocabulary will be encountered as the teacher shares a variety of literature. As stories are shared daily, the teacher will use *directed reading-thinking activity* or *DR-TA* ([view literacy strategy descriptions](#)). While using *DR-TA*, students will make predictions about the story based on the cover and the title. These predictions may or may not be recorded. It is important to have students make connections through personal experiences that are related to the story content. As the teacher shares the story, s/he will stop at various points to discuss vocabulary and predictions. Through the use of context and picture cues, the students will infer the meaning of unknown vocabulary words. Meanings will be confirmed collaboratively. Listed below are some suggestions to develop vocabulary:

- Teacher will record vocabulary words on a special list to review often.
- Students will create oral sentences using the vocabulary words. The teacher may record sentences to demonstrate writing.
- The teacher and students work together to make large vocabulary cards that can be put together alphabetically to form a class dictionary. The dictionary can be used for review and during writing.
- The teacher and students may keep a class tally record of the times students use the vocabulary words correctly in conversation or in writing.

Activity 3: Writing/Grammar (Ongoing) (GLEs: 26, 28a, 28c, 29a, 31b, 32, 41)

Materials List: board, chart paper, corrective tape, word wall, classroom dictionaries, paper, and journals/logs.

In early childhood classrooms writing/grammar will be taught daily. Grammar and punctuation instruction is embedded within the writing lessons daily.

- The teacher will continue to model writing for the students. This is a time when teachers demonstrate using skills that have been taught as those skills occur in their writing. Again, they are “thinking out loud” as they write and demonstrate conventions of writing.
- Shared (interactive) writing is a process where the teacher and students write a text together, using a “shared pen” technique. As students progress in their writing skills, time spent in shared writing will decrease. Shared writing is a powerful tool used with beginning writers to demonstrate how writing works. It shows students how their ideas can be recorded on paper and how they can participate in that writing. Struggling writers benefit greatly from shared writing.
- Guided writing is designed to teach a specific skill or strategy to the whole group, small group, or individual. In this process, the student does his/her own writing with the teacher’s scaffolding support through mini-lessons and conferences.

- Independent writing gives students an opportunity to apply skills or strategies that have been demonstrated by the teacher. Most of the time, students choose topics about which to write. To help students who have difficulty in generating topics about which to write, teacher will conduct a *brainstorming* activity ([view literacy strategy descriptions](#)). Students, with teacher’s help, will generate many ideas for stories. The teacher will record story ideas on a chart that students will refer to now and later. Examples of topics may include pets, trips, or family. Make it clear that all ideas are accepted. Encourage students to think of personal experiences. Review the list of possible writing topics often and add to it as students think of other ideas. The teacher will continue to use many forms of writing, such as journals, lists, response logs, and personal stories.

Students should be encouraged to use inventive spelling as they write their ideas. Students should know that every word in their writing will not be spelled correctly or as it is in books. Students will be more willing to write when they are freed from using only words that they know how to spell. This unit provides many opportunities for students to participate in writing activities independently, in small groups, or with the class. Students will write poetry and their responses to poetry. Students should also continue writing creative stories. Refer to Writing Rubric BLM in Unit 1 for assessment.

Activity 4: Focus Lessons (GLEs: 03, 18, 22a, 22c, 25a)

Materials List: appropriate level books, magnetic letters, dry erase boards and markers, sentence strips

In small guided reading groups, students will continue to practice “during reading” strategies. Students are instructed to make predictions about a story, read to confirm, and make inferences. The teacher will show students how to use known high frequency words as anchors. In addition, the teachers should observe students as they read to see what strategies they use to examine unknown words. Lessons should be based on developing strategies that students are not using, such as rereading to see what word would make sense, using first letter to check, and looking through the word. The teacher will monitor students’ fluency during group time. The teacher and students will discuss stories to identify simple causes and effects, main idea and details, and inferences made about characters and events. Familiar books should be reread for increased fluency. Groups will continue to meet at least three times a week and more often as needed.

Activity 5: Mother Goose Nursery Rhymes (GLEs: 02b, 02c, 02e)

Materials List: charts with nursery rhymes, sticky notes, highlighting tape, Wikki sticks (optional)

The teacher leads students to chant familiar nursery rhymes by Mother Goose. The rhymes should be written on charts in large print so the students can follow along as the class chants.

These nursery rhymes should be read many times so the students are very familiar with the verses. Students will identify the rhyming words by using sticky notes, Wikki sticks, or highlighting tape.

While working at the literacy centers, students should be given the opportunity to independently read the nursery rhymes while using a pointer. The teacher will provide a pocket chart on which students will place word cards from nursery rhymes in the correct order.

Activity 6: Introduction to Poetry (GLEs: 05, 06, 17, 19, 21, 50)

Materials List: a variety of poems, learning logs

The teacher will introduce poetry by reading a few poems from various cultures. Students participate in a discussion of what poetry is and how they have experienced poetry. The teacher will read different types of poetry, such as acrostic, haiku, cinquain, diamante, and free verse. Jack Prelutsky and Shel Silverstein are two authors who write poems that are about experiences related to children's lives, such as happenings at school. Teachers should collect poetry to complement thematic language units throughout the year. An excellent resource for poems that are organized according to themes is *A Poem A Day* by Helen H. Moore. Students will read poetry from charts with large print. They should chant poems until they are familiar with the rhythm and words. Then the students will identify and highlight rhyming words in the poems.

Following a teacher-facilitated discussion explaining contractions, the students will find contractions in the poems they have chanted. Students will tell the two words that make up a contraction and will list them on a class chart. As poems are read during the unit, the students can add contractions to the chart.

Throughout the year, the teacher will read various poems from poets of different cultures and discuss how the poets' life experiences influence their writing. Students will record their responses to poetry in a *learning log* ([view literacy strategy descriptions](#)). *Learning logs* are notebooks that students keep to record ideas, questions, and reactions to literature. The students may write how the poetry made them feel or what the poet was trying to say and may share their responses with the class.

Next the students will begin to develop a collection of favorite poems. Throughout the year, the students will add to their collections. At the end of the school year, the collections could be included in the students' portfolios that would continue with the students through a given grade, such as the end of third grade.

Activity 7: What Do You See and Feel? (GLEs: 16, 17, 22a)

Materials List: collection of poetry for young children

Teacher will introduce a poem by reading the title and telling the topic. Poems by Jack Prelutsky and Shel Silverstein are about situations that are meaningful to young students, such as school and families, among other topics. After the students are introduced to the title and topic, they will predict what they think the poem will be about. They will discuss the topic to activate prior knowledge. Then the students will discuss the following questions: Has this ever happened to you? What does this remind you of? Do you know anything about this experience? Students, with teacher assistance, will read the poem from a large class copy. They will either confirm or reject the predictions they made before reading. Next, they will find specific examples of words that give the reader a visual image or help the reader understand feelings. Students will tell how their experiences were the same or different from the poet's. Then the students will draw or paint pictures that illustrate the feelings described in the poem.

After students have read several poems by the same author, they will participate in *Questioning the Author (QtA)* ([view literacy strategy descriptions](#)). *QtA* teaches students that they can, and should, ask questions of authors as they read. It helps students to construct meaning from text. The teacher will lead students to ask questions of the author such as:

What do you think the author was trying to say?

What is the author's message?

Is the author writing about his/her experience?

The students may find answers to their questions by reading the author's poetry or by researching the author. The teacher will discuss the students' questions and encourage them to use this approach with all texts.

Activity 8: What Do You Hear and Feel? (GLEs: 22d, 28a, 29c)

Materials List: poetry with examples of alliteration, assonance, and consonance; poems with different cadence and rhythm

Poems have rhythm through the ordered application of stress from one syllable to the next. The rhythm, as in music, may be fast or slow, which conveys specific meanings. A fast cadence evokes excitement, tension, and suspense, while a slower cadence suggests peacefulness, harmony, and comfort. Alliteration is the repetition of initial consonant sounds, and consonance repeats final consonant sounds. Assonance repeats vowel sounds; whereas, onomatopoeia is the use of words to imitate the sound they denote, for example, *whirr, vroom*. (*Students should not be expected to master this terminology; it is included only for teacher reference.*)

As a shared reading activity, students will chorally read poems that contain rich descriptive language, and they will determine the feeling created by the poem. They may use drama to show what they see, hear, feel, etc. For example, the students may pretend they are the wind

and make the movement and sound of the wind while they recite or listen to a literary piece personifying the wind. Students will find examples where the author's choice of words made the poem more interesting, such as using *gigantic* instead of *big*. Using rhythm and word choice to help convey feelings and emotions, the students can tell about life experiences or about an event that was scary or exciting or about one that made them proud. Illustrations can be included as time permits.

Activity 9: Poetry and Parts of Speech (GLEs: 22a, 36)

Materials List: Poems on chart paper, copies of poem with blanks (as in example below)

After a teacher-led explanation of nouns and verbs, the students will take turns "doing" a verb. For example, one student may march and then write *march* on the verb list. Other students will also show examples of verbs and record them. Then the students will give examples of nouns from the classroom or home. After an introduction to a poem, the students will listen and track words, especially nouns and verbs, while the teacher reads it several times. The students will discuss the main idea and details of the poem. Then they will highlight or underline the verbs in the poem. The teacher will make individual copies of the poem with blanks for the verbs. As a shared reading activity, the students will create a funny or different version of the poem by replacing the verbs with other verbs. The same activity can be repeated at a later time, focusing on nouns or adjectives. First grade students require many experiences finding nouns and verbs in order to master this skill. An example of a poem that could be used follows:

We're Shaking Maracas

By Jack Prelutsky

We're shaking maracas
And beating on drums
We're tapping on tables
With fingers and thumbs,
We jingle our bells,
And we play tambourines,
We rattle our bottles
Of buttons and beans.

We're blowing our whistles
And tooting kazoos,
We're clanging our cymbals
As loud as we choose.
We stomp up and down
On the floor with our feet...
We love making music,
The sound is so sweet.

We're Playing Maracas

We're shaking maracas
And _____ on drums
We're _____ on tables
With fingers and thumbs,
We _____ our bells,
And we play tambourines,
We _____ our bottles
Of buttons and beans.

We're _____ our whistles
And tooting kazoos,
We're _____ our cymbals
As loud as we choose
We _____ up and down
On the floor with our feet.....
We love making music,
The sound is so sweet.

Activity 10: Science through Poetry (GLEs: 06, 15)

Materials List: poetry about science topics, paper, T-Chart BLM

A science concept can be introduced or reviewed by using poetry. Poems and rhymes can be found about plants, animals, weather, and many others. Students follow along as the teacher reads a poem from a large printed poster or chart. During the shared reading activity, the students will identify the poem as fact or fiction and will compare how a factual book presents information about the topic. Students will use T-Chart BLM to record factual and make-believe statements from the poem. Students will then make a flip-flap book to record facts learned about the topic from the poem or from another source, using inventive spelling. Illustrations may be included as time permits.

Activity 11: Listen, Read, and Write Haiku and Cinquain (GLEs: 27, 28a, 28f, 30)

Materials List: variety of poetry, Cinquain Poem BLM

The teacher will continue to share a variety of poetry, including haiku and cinquain. The students will choose a topic of interest and the type of poetry for the shared writing activity. They may also choose a group experience, such as a field trip, nature walk, a science experiment or other class experience. Then they will *brainstorm* ([view literacy strategy descriptions](#)) ideas and words to use as they are writing. They should include sensory details about what they saw, smelled, heard, tasted, and felt (emotions) during the experience. The teacher may list those words on a poster, overhead, or board. Using the Cinquain Poem

BLM, students will write a rough draft of a poem. Pairs of students will later work together with assistance from the teacher to edit for the use of specific action and descriptive words, including sensory details. With teacher assistance, the students will continue to rework their poems until the poems are ready for publication; they may be illustrated as time permits.

Activity 12: Publish and Present (GLEs: 27, 28a, 28f, 29c, 30, 45, 53)

Materials List: students' poetry, art materials, Poetry Rubric BLM

The students, with teacher's guidance, will polish their poems. As a shared writing activity, they will publish their poems by using neat, grade-appropriate handwriting or technology. The students may illustrate their poems by using various art media. They will recite their poems and will incorporate art or music to accompany their poems and recitation. Before the poems are presented, the teacher and the students will discuss active listening strategies, such as making eye contact, restating acquired information, and listening to understand procedures. The teacher will discuss how each action will help a listener acquire information. Class expectations for listening are included in the scoring rubric. The Poetry Rubric BLM may be used for assessment.

Sample Assessments

General Guidelines

Documentation of student understanding is recommended to be in the form of portfolio assessment. Teacher observations and records as well as student-generated products may be included in the portfolio. All items should be dated and clearly labeled to show effectively student growth over time.

General Assessments

- Students will explain how a poem makes them feel. A piece of artwork may also be used to show understanding of a poem.
- Students will recite short poems orally.
- Students will respond to poetry in shared writing activities. Specific journal entries may include:
 - how a poem relates to real life
 - cultural differences found in poems
 - student's prediction about the content of a poem

Activity-Specific Assessments

- Activity 9: With teacher assistance, students will identify nouns and verbs by underlining the part of speech.
- Activity 10: The teacher will evaluate students' charts showing fact and make-believe statements. The T-Chart BLM will be used as the assessment tool.
- Activity 11: Students' edited poetry may be evaluated by using the Poetry Rubric BLM. The rubric includes:
 - use of descriptive words.
 - poetry form (cinquain/haiku) followed somewhat.
 - artwork to accompany presentation.

Suggested Selections

Cookson, Paul. *Unzip Your Lips*

Foxworthy, Jeff. *Dirt on My Shirt*

Frost, Robert. *You Come, Too; Favorite Poems for Young Readers*

Hopkins, Lee Bennett. *Side by Side: Poems to Read Together*

Prelutsky, Jack. *For Laughing Out Loud; Poems to Tickle Your Funnybone*

Prelutsky, Jack. *The New Kid on the Block*

Prelutsky, Jack. *What a Day it was At School*

Silverstein, Shel. *Where the Sidewalk Ends*

Grade 1
English Language Arts
Unit 6: Discovering Is Exciting—Reading/Writing Nonfiction

Time Frame: Approximately four weeks



Unit Description

This unit focus is reading and writing informational texts to learn about various topics. High-interest multimedia materials will provide opportunities to show how information is organized. The activities in this unit should be used throughout the year in conjunction with science and social studies units. Vocabulary, writing, and grammar instruction is ongoing throughout the school year and is relevant to the current unit.

Student Understandings

Students use high-interest, engaging nonfiction texts to learn information in science or social studies units. Students will identify the differences in nonfiction and fiction. They will use shared writing activities to report information learned. With teacher assistance, students will investigate a topic and prepare a presentation for other students.

Guiding Questions

1. Can students identify informational text?
2. Can students explain the reasons for reading informational text?
3. Can students distinguish between fact and fiction?
4. Can students retell important facts from informational text?
5. Can students tell what they are curious to read about or to convey?

Unit 6 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
03.	Use pictures and context clues to confirm meaning of unfamiliar words (ELA-1-E1)
08.	Identify the author and the illustrator of a book (ELA-1-E2)
09.	Identify that the first sentence of a paragraph is indented (ELA-1-E2)
15.	Retell important facts from informational text (ELA-1-E5)
16.	Compare the similarities/differences between events in a story and events in life (ELA-1-E6)
17.	Identify themes in texts and relate themes to personal prior experience or experience of others (ELA-1-E6)

GLE #	GLE Text and Benchmarks
18.	Demonstrate oral reading fluency of at least 40 words per minute in first-grade text with appropriate phrasing and intonation (ELA-1-E7)
22a.	Demonstrate understanding of information in texts using a variety of strategies, including identifying the main idea and some details in a text (ELA-7-E1)
22b.	Demonstrate understanding of information in texts using a variety of strategies, including, after finishing a story, discuss predictions made during reading to determine whether they were reasonable (ELA-7-E1)
22c.	Demonstrate understanding of information in texts using a variety of strategies, including making simple inferences about characters and events (ELA-7-E1)
22d.	Demonstrate understanding of information in texts using a variety of strategies, including resolving questions about meaning by using prior knowledge, basic reasoning skills, context clues, and pictures during read-alouds (ELA-7-E1)
24.	Identify an author’s purpose for writing (e.g., to entertain, to inform, to describe) (ELA-7-E3)
25a.	Apply basic reasoning skills by identifying simple causes and effects in stories (ELA-7-E4)
25c.	Apply basic reasoning skills by formulating questions beginning with <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , and <i>why</i> about texts read independently (ELA-7-E4)
26.	Write simple stories with a central idea or event; a beginning, middle, and end; and details (ELA-2-E1)
27.	Use specific action and descriptive words when writing a story, description, or narration (e.g., <i>stomped</i> instead of <i>walked</i> and <i>magnificent</i> instead of <i>big</i>) for a specific purpose and/or audience (ELA-2-E2)
28a.	Participate in group writing activities and processes using prewriting strategies, including listing, brainstorming, and drawing to generate ideas for writing (ELA-2-E3)
28b.	Participate in group writing activities and processes including planning for writing by completing a partially completed graphic organizer (ELA-2-E3)
28c.	Participate in group writing activities and processes, including writing a first draft of a story, letter, or description using complete sentences (ELA-2-E3)
28d.	Participate in group writing activities and processes, including conferencing with a teacher or peers about how to improve writing and incorporate ideas into final paper (ELA-2-E3)
28e.	Participate in group writing activities and processes including revising/editing own writing in first draft (ELA-2-E3)
28f.	Participate in group writing activities and processes including creating individual and class written texts for publication (ELA-2-E3)
29a.	Independently write a variety of grade-appropriate compositions, including simple letters, notes, and stories (ELA-2-E4)
29b.	Independently write a variety of grade-appropriate compositions, including simple informational descriptions (ELA-2-E4)
31a.	Write for various purposes, including responses that include simple judgments about stories and texts (ELA-2-E6)
31b.	Write for various purposes, including responses that follow simple formats, including envelopes, lists, and journals (ELA-2-E6)

GLE #	GLE Text and Benchmarks
32.	Write a legible sentence demonstrating proper figure grounding on a line and appropriate spacing between words (ELA-3-E1)
33b.	Use standard English punctuation, including periods, exclamation points, and question marks at the end of sentences (ELA-3-E2)
35.	Use the singular and plural forms of high-frequency and commonly used words (ELA-3-E3)
36.	Identify and use a subject and a verb when writing a complete sentence (ELA-3-E3)
37.	Distinguish between a complete and an incomplete sentence (ELA-3-E3)
38.	Identify different types of sentences including telling, asking, and exclaiming (ELA-3-E3)
40a.	Spell grade-appropriate words, including one-syllable words and selected grade-appropriate two-syllable words with regular spellings for long- and short-vowel sounds
40b.	Spell grade-appropriate words, including high-frequency, grade-level words including words with irregular spellings, such as <i>was</i> , <i>were</i> , <i>says</i> , <i>said</i> , <i>who</i> , <i>what</i> , and <i>why</i> (ELA-3-E5)
41.	Create phonetically spelled written work that can be read by the writer and others (ELA-3-E5)
43.	Use a beginner’s dictionary to verify correct spelling (ELA-3-E5)
44.	Alphabetize to the first letter (ELA-3-E5)
45.	Speak clearly at a speed and volume appropriate for purpose and setting (ELA-4-E1)
51.	Give oral presentations about familiar experiences or topics using eye contact and adequate volume (ELA-4-E4)
52.	Give oral presentations that have a recognizable organization (e.g., sequence, summary) (ELA-4-E4)
57a.	Locate information using the organization features of various media, including the keyboard to enter information on a computer (ELA-5-E1)
57b.	Locate information using the organization features of various media, including a picture dictionary (ELA-5-E1)
58.	Use various sources, including print materials and observations, to gather information to explain a topic (ELA-5-E2)
59.	Record data through pictures or words (ELA-5-E3)
60.	Use graphic organizers to categorize information and create informal outlines individually and during class discussions (ELA-5-E3)

Sample Activities

Activity 1: Independent Reading (Ongoing) (GLEs: 03, 18)

Materials List: classroom library and books from the school library, leveled books used during guided reading groups, big books, charts, and poems.

Daily independent reading is very important. Several times during the day students will read independently or on their own.

- Rereading a familiar book can be an integral part of guided reading group instruction. In addition, rereading a book that has been read with the group previously is an excellent way to practice reading strategies.
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Materials List: read-aloud book, charts, word wall, paper for vocabulary cards, binder or folder.

Vocabulary is developed in first grade through the shared reading of stories. New vocabulary will be encountered as the teacher shares a variety of literature. As stories are shared daily, the teacher will use *directed reading-thinking activity* or *DR-TA* ([view literacy strategy descriptions](#)). While using *DR-TA*, students will make predictions about the story based on the cover and the title. These predictions may or may not be recorded. It is important to have students make connections through personal experiences that are related to the story content. As the teacher shares the story, she/he will stop at various points to discuss vocabulary and predictions. Through the use of context and picture cues, the students will infer the meaning of unknown vocabulary words. Meanings will be confirmed collaboratively. Listed below are some suggestions to develop vocabulary:

- The teacher will record vocabulary words on a special list to review often.
- Students will create oral sentences using the vocabulary words. The teacher may record sentences to demonstrate writing.
- The teacher and students work together to make large vocabulary cards that can be put together alphabetically to form a class dictionary. The dictionary can be used for review and during writing.
- The teacher and students may keep a class tally record of the times students use the vocabulary words correctly in conversation or in writing.

Activity 3: Writing/Grammar (Ongoing) (GLEs: 26, 28a, 28c, 29a, 31b, 32, 41)

Materials List: board, chart paper, corrective tape, word wall, classroom dictionaries, paper, and journals/logs, Writing Rubric BLM (see Unit 1).

In early childhood classrooms writing/grammar will be taught daily. Grammar and punctuation instruction is embedded within the writing lessons daily.

- The teacher will continue to model writing for the students. This is a time when teachers demonstrate using skills that have been taught as those skills occur in their writing. Again, they are “thinking out loud” as they write and demonstrate conventions of writing.
- Shared (interactive) writing is a process where the teacher and students write a text together, using a “shared pen” technique. As students progress in their writing skills, time spent in shared writing will decrease. Shared writing is a powerful tool used with beginning writers to demonstrate how writing works. It shows students how their ideas can be recorded on paper and how they can participate in that writing. Struggling writers benefit greatly from shared writing.
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- Independent writing gives students an opportunity to apply skills or strategies that have been demonstrated by the teacher. Most of the time, students choose topics about which to write. To help students who have difficulty in generating topics about which to write, teacher will conduct a *brainstorming* activity ([view literacy strategy descriptions](#)). Students, with teacher’s help, will generate many ideas for stories. The teacher will record story ideas on a chart that students will refer to now and later. Examples of topics may include pets, trips, or family. Make it clear that all ideas are accepted. The teacher should encourage students to think of personal experiences. In addition, the teacher should review the list of possible writing topics often and add to it as students think of other ideas. The teacher will continue to use many forms of writing, such as journals, lists, response logs, and personal stories.

Students should be encouraged to use inventive spelling as they write their ideas. They should know that every word in their writing will not be spelled correctly or as it is in books. They will be more willing to write when they are freed from using only words they know how to spell. This unit provides many opportunities for students to participate in writing activities independently, in small groups, or with the class. Students will write poetry and their responses to poetry. Students should also continue writing creative stories. Refer to Writing Rubric BLM in Unit 1 for assessment.

Activity 4: Focus Lessons (GLEs: 03, 18, 22a, 22c, 25a)

Materials List: appropriate level books, magnetic letters, dry erase boards and markers, sentence strips

In small guided reading groups, students will continue to practice “during reading” strategies. Students are instructed to make predictions about a story, read to confirm, and make inferences. The teacher will show students how to use known high-frequency words as anchors. In addition, the teachers should observe students as they read to see what strategies they use to examine unknown words. Lessons should be based on developing strategies that students are not using, such as rereading to see what word would make sense, using first letter to check, and looking through the word. The teacher will monitor students’ fluency during group time. The teacher and students will discuss stories to identify simple causes and effects, main idea and details, and inferences made about characters and events. Familiar books should be reread for increased fluency. Groups will continue to meet at least three times a week and more often as needed.

Activity 5: What Is Nonfiction? (GLEs: 03, 08, 15, 31b)

Materials List: nonfiction and fiction books about the same topic, chart paper, learning logs

The teacher will introduce a science or social studies unit to the students by reading a nonfiction book and a fiction book about the same topic. For example, the unit on plants (Science GLE 27: *Identify what animals and plants need to grow and develop*) can be introduced by listening to *From Seed to Plant* by Gail Gibbons, *The Tiny Seed* by Eric Carle, and/or *Sunflower House* by Eve Bunting. Students will identify the author of each book and tell the differences in nonfiction and fiction. Students will sort other book titles in a T-chart with headings *Fiction* and *Nonfiction*.

The class will *brainstorm* ([view literacy strategy descriptions](#)) and identify examples of nonfiction reading in their lives (including environmental print, menus, directions, maps). Students will make a list of other examples of nonfiction reading and reasons for reading nonfiction in *learning logs* ([view literacy strategy descriptions](#)). They will use *learning logs* to record thoughts, new ideas, or reflections. Recording ideas offers a chance for students to reflect and often leads to further questioning. Students will share their examples of nonfiction reading with the class. The teacher may suggest and discuss other examples and reasons for reading nonfiction. The students will preview informative books and share information from the books with the class. This activity will be informally assessed by teacher observation.

Activity 6: Working with Sentences (GLEs: 33b, 36, 37, 38)

Materials List: nonfiction book, pocket chart, sentence strips, cards with punctuation marks, Report Writing Rubric BLM, computer (optional), video projector/Infocus (optional)

The teacher will read a nonfiction book about a science or social studies unit to the students. For example, the teacher may use the topic of penguins to discuss adaptations and may address Science GLE 32: *Describe features of some animals that benefit them in their environments*. After sharing the book, the teacher will have students list the adaptations. The teacher will then write the ideas on sentence strips, bulleting the facts and using incomplete sentences (see samples below). The teacher can type the bulleted facts on the computer, if available, as the students list them; the facts can be displayed with a video projector or Infocus, if available. Students will orally make the incomplete sentences into complete sentences. The teacher will ask for several volunteers so the students can experience the various ways the sentences can be worded. The class will tell the part of speech (subject or verb) that was missing from an incomplete sentence. The students will then write the complete sentences. Depending on the developmental level of the students, the teacher may need to model one or two sentences. Once students have completed at least four sentences, these sentences can be combined to create a factual report. Students' reports will be assessed by using the Report Writing Rubric BLM.

Incomplete Sentence Samples:

- blubber for keeping warm
- flippers for swimming
- sharp beak for catching fish
- black and white coloring for camouflage

Many activities involving complete and incomplete sentences will be required for students to master this skill. Using the same topic, the teacher will write telling, asking, and exclaiming sentences. The class will identify each type of sentence and discuss each example and will orally add ending marks with teacher's assistance. To reinforce punctuation, the teacher will prepare sentences (with no punctuation) and cards with punctuation marks. The teacher will display sentence strips in pocket chart, and the students will place the correct ending mark behind each sentence.

Activity 7: Using a Picture Dictionary (GLEs: 43, 44, 57b)

Materials List: word cards, picture dictionary

The teacher will review alphabetical order by using the alphabet chart in the classroom. Students will then be given cards to hold with vocabulary words from the science or social studies unit being taught. They will work together in the front of the class to get into alphabetical order according to the vocabulary cards they hold. This activity should be repeated several times. The cards may also be alphabetized in the pocket chart or placed

alphabetically on the board. The students will use picture dictionaries to locate words suggested by the teacher and by other students. Picture dictionaries will also be used later in the unit to locate information.

Activity 8: Graphic Organizers and Nonfiction Text (GLEs: 09, 22a, 25a, 60)

Materials List: informational books, Bubble Map BLM on overhead projector, board or chart, chalk or markers, Nonfiction Text Features Checklist BLM

The teacher will read examples of ways authors present factual information in books (e.g., narrative woven with factual information, how-to books, question-and-answer books, and alphabet books). The teacher will share works from various authors, such as Jim Arnosky, Frank Branley, or Gail Gibbons. The students will reread those works and will identify the main idea and some details. They will discuss examples of an event that causes another occurrence (simple cause and effect). The teacher will use a *graphic organizer* ([view literacy strategy descriptions](#)), such as a bubble map, to show students how to organize and record factual information. The teacher may use the Bubble Map BLM on the overhead or draw one. *Graphic organizers* are visual representations of verbal statements. *Graphic organizers* help the students to comprehend text and solve problems by showing the key ideas and their relations. The bubble map will include the topic or main idea in the middle and details stemming from the center. The teacher will fill in the bubbles on the board or overhead projector as the students share details or facts they remember from the nonfiction books. As students are able individually or in groups, they will complete graphic organizers with simple facts. The teacher will review facts recorded on the class bubble map.

As nonfiction books are shared, the teacher will show students that the first sentence of a paragraph is indented. With the teacher's guidance, the students will find the index, contents page, glossary, photographs, captions, or other distinctive features of nonfiction. Pairs of students will work together to locate these items in a factual book. As each item is found, students will check it off on the Nonfiction Text Features Checklist BLM.

Activity 9: What Am I Curious to Learn More About? (GLEs: 24, 25c, 29a)

Materials List: nonfiction books, index cards, chart paper, markers or pens

The teacher will continue the structured inquiry into a science or social studies topic or a topic of interest. The teacher will guide the students to a variety of age-appropriate texts to explore and learn more about the topic. Authors that write factual books for children include Gail Gibbons, Diane Swanson, and Frank Branley. The students will determine the author's purpose for writing each book (i.e., to inform). The class will take notes or write key words on index cards as they acquire information. When students have general information and main ideas about the topic, they will work in groups or pairs to formulate their own questions (*who, what, when, where, why, and how*). These questions will aid students' higher level

thinking about the topic. Then the students will record their questions on a chart to use for further investigation. They will use various sources to learn more in-depth information.

Activity 10: Let’s Learn Together (GLEs: 40a, 40b, 43, 57a, 57b, 58, 59)

Materials List: nonfiction books, Internet access, magazines, newspapers, KWL Chart BLM (see Unit 4)

Students will generate questions of interest about a topic. The teacher and the class will make a chart with three columns labeled *What Students Know*, *What Students Want to Know*, and *What We Have Learned*, known as a KWL chart. Students will *brainstorm* ([view literacy strategy descriptions](#)) what they already know about the topic and what they want to know as the teacher records the statements on the KWL Chart BLM (see Unit 4) written on chart paper.

The teacher will continue to model for students how to gather information from a variety of sources and how to develop background knowledge through exploration. The teacher will demonstrate various strategies, such as questioning, activating prior knowledge, and determining important ideas, when reading nonfiction. The students will practice gathering information by using books, magazines, newspapers, or the computer. They will write interactively with the teacher to record information they learn. The teacher will model how to spell one-syllable and two-syllable words with long and short vowels. As ideas are recorded, students will check for complete sentences and correctly spelled high-frequency words by using a beginner’s dictionary.

Activity 11: Publishing a Class Project (GLEs: 27, 28a, 28b, 28c, 28d, 28e, 28f, 29b, 35, 41)

Materials List: chart paper, paper for student-made books, markers, Writing Rubric BLM (see Unit 1)

Students will *brainstorm* ([view literacy strategy descriptions](#)) ideas pertaining to the topic being studied. The teacher will model a modified version of *split-page notetaking* ([view literacy strategy descriptions](#)). *Split-page notetaking* demonstrates how to organize information, as well as how to separate more important information from less important information. First graders should not be expected to take notes independently, but modeling by the teacher is a good way to introduce this strategy. The teacher will draw a line from top to bottom on a piece of chart paper, dividing the paper about one third and two thirds. The teacher will write the topic at the top. On the left column (one third), the teacher will write the main ideas, and on the right column (two thirds), s/he will write details pertaining to that idea (a brief example follows below). The teacher will continue with other examples of main ideas on the left and details on the right. The teacher will discuss with the class how some information is more important than other information. The teacher will demonstrate for students how they can cover one of the columns and recall the information in the other

column as they study their notes for tests.

	Human Body
Basic parts	Heart, lungs, bones, muscles
Function of each part	

Using the information from their notes, students will each make a simple book about the topic. They will then revise their writing and will work to replace action and descriptive words with more specific words (e.g., *magnificent* instead of *big*). They will edit their writing with age-appropriate conventions, such as proper use of singular and plural words, proper use of capitals letters and punctuation. As a culminating activity, students will illustrate their books.

Teacher Note: This activity will take three to four class periods. Writing, revising, and editing books should be done over several days. The teacher will use the Writing Rubric BLM (see Unit 1) for assessment of students' writing.

Activity 12: Sharing a Class Project with Others (GLEs: 45, 51, 52)

Materials List: student-made books, drawings or other props for presentation, props for professor know-it-all (e.g., graduation cap, gown, tie, clipboard, pointer, etc.)

The class will rehearse in groups to prepare presentations about what they have learned. They will present to younger students at school. The students will read the book they created and will discuss the topic about which they have been studying. In addition, they may create simple questions to use with the younger students to see if the younger students understood the presentations.

Students will participate in *professor know-it-all* ([view literacy strategy descriptions](#)). The teacher will divide the class into groups of three or four students. Each group will have a turn to act as experts on a certain topic. The groups should work together to discuss the topic and come up with possible questions they may be asked. The teacher may provide ties, graduation caps, or clipboards to add to the novelty of the activity. One at a time, groups will be called on to come to the front of the room to act as the experts. Both the students and the teacher should question the know-it-alls.

Activity 13: Independent Workshop (GLEs: 31a, 31b, 32)

Materials List: sentence strips, pocket chart, Independent Workshop BLM

The teacher will model responses to the following sentence starters by using sentence strips and a pocket chart. The students will then respond to questions about informational books by using the Independent Workshop BLM.

1. What is this book about?
Response: _____ (book title) is an informational book about _____.
2. How did the author make it interesting to read?
Response: _____ (author's name) writes _____ (book title) in a funny way, using _____.
3. What are some key topic words used in this book?
Response: Key words used in _____ (book title) are _____, _____, _____.

After students read a text, they use the Independent Workshop BLM to respond in writing to books read during whole class activities or during independent seatwork. Struggling writers may be assisted by working in pairs if needed. The students' responses are shared with the reading group or with the whole class.

Sample Assessments

General Guidelines

Documentation of student understanding is recommended to be in the form of portfolio assessment. Teacher observations and records, as well as student-generated products, may be included in the portfolio. All items should be dated and clearly labeled to show student growth over time.

General Assessments

- The teacher will observe students' rehearsal for presentation.
- The student will write facts about a topic after participating in guided inquiry.
- The student will write questions (*who*, *what*, *when*, *where*, and *why*) about a factual text.

Activity-Specific Assessments

- Activity 6: Students will rewrite the incomplete sentences based on nonfiction books and will punctuate them correctly. These sentences will be used to create a factual report. The students' reports will be assessed by using the Report Writing Rubric BLM.
- Activity 11: The students' writing can be assessed several times in this unit. The teacher should assess for content as well as age-appropriate conventions. Writing samples will become part of the student's portfolio. The teacher will use the Writing Rubric BLM for assessment (see Unit 1).
- Activity 13: Students will respond to questions about informational texts by using the Independent Workshop BLM.

Grade 1
English Language Arts
Unit 7: How to Learn About People—Autobiographies/Biographies

Time Frame: Approximately four weeks



Unit Description

This unit focuses on reading and writing biography and autobiography. Comparisons and contrasts of biographies of interesting people written long ago, as well as more recent works, will be explored.

Student Understandings

In this unit students will discover how authors learn about a person and use this information to make the biography interesting. Students will listen to, read, and respond to biographies and autobiographies. Students will write and present their own autobiography.

Guiding Questions

1. Can students define and differentiate between biography and autobiography?
2. Can students explain what makes a biography or an autobiography interesting to a reader?
3. Can students write their own autobiography?
4. Can students edit their writing using grade appropriate conventions?
5. Can students give an oral presentation that has a recognizable organization?

Unit 7 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
03.	Use pictures and context clues to confirm meaning of unfamiliar words (ELA-1-E1)
11.	Demonstrate ability to read and follow two-step written directions (ELA-1-E3)
12b.	Identify story elements, including setting (ELA-1-E4)
12c.	Identify story elements, including characters (ELA-1-E4)
12d.	Identify story elements, including plot (ELA-1-E4)
12e.	Identify story elements, including problems and solutions (ELA-1-E4)
14.	Retell a story's beginning, middle, and end (ELA-1-E5)
15.	Retell important facts from informational text (ELA-1-E5)
16.	Compare the similarities/differences between events in a story and events in life (ELA-1-E6)

GLE #	GLE Text and Benchmarks
17.	Identify themes in texts and relate themes to personal prior experience or experience of others (ELA-1-E6)
18.	Demonstrate oral reading fluency of at least 40 words per minute in first-grade text with appropriate phrasing and intonation (ELA-1-E7)
19.	Identify and state/tell cultural differences found in literature read aloud (ELA-6-E1)
22a.	Demonstrate understanding of information in texts using a variety of strategies, including the main idea and some details in a text (ELA-7-E1)
22b.	Demonstrate understanding of information in texts using a variety of strategies, including after finishing a story, discuss predictions made during reading to determine whether they were reasonable (ELA-7-E1)
22c.	Demonstrate understanding of information in texts using a variety of strategies, including making simple inferences about characters and events (ELA-7-E1)
22d.	Demonstrate understanding of information in texts by resolving questions about meaning by using prior knowledge, basic reasoning skills, context clues, and pictures during read-alouds (ELA-7-E1)
25a.	Apply basic reasoning skills by identifying simple causes and effects in stories (ELA-7-E4)
25c.	Apply basic reasoning skills by formulating questions beginning with <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , and <i>why</i> about texts read independently (ELA-7-E4)
26.	Write simple stories with a central idea or event; a beginning, middle, and end; and details (ELA 2 E1)
28a.	Participate in group writing activities and processes, including using prewriting strategies, including listing, brainstorming, and drawing to generate ideas for writing (ELA-2-E3)
28c.	Participate in group writing activities and processes, including writing a first draft of a story, letter, or description using complete sentences (ELA-2-E3)
28f.	Participate in group writing activities and processes by creating individual and class-written texts for publication (ELA-2-E3)
29a.	Independently write a variety of grade-appropriate compositions, including simple letters, notes, and stories (ELA-2-E4)
31b.	Write for various purposes, including responses that follow simple formats, including envelopes, lists, and journals (ELA-2-E6)
32.	Write a legible sentence demonstrating proper figure grounding on a line and appropriate spacing between words (ELA-3-E1)
35.	Use the singular and plural forms of high-frequency and commonly used words (ELA-3-E3)
39b.	Identify and use knowledge of parts of speech, including common conjunctions such as <i>and</i> , <i>but</i> , and <i>because</i> (ELA-3-E4)
41.	Create phonetically spelled written work that can be read by the writer and others (ELA-3-E5)
42a.	Spell unfamiliar words using various phonics strategies including segmenting (ELA-3-E5)

42b.	Spell unfamiliar words using various phonics strategies including sounding out (ELA-3-E5)
42d.	Spell unfamiliar words using word walls and word banks (ELA-3-E5)
45.	Speak clearly at a speed and volume appropriate for purpose and setting (ELA-4-E1)
48.	Ask questions to clarify directions and/or classroom routines (ELA-4-E2)
49a.	Retell stories with sequential order using vocabulary from the story (ELA-4-E3)
49b.	Retell stories with descriptive words to answer questions about characters, settings, and events of a story (ELA-4-E3)
51.	Give oral presentations about familiar experiences or topics using eye contact and adequate volume (ELA-4-E4)
52.	Give oral presentations that have a recognizable organization (e.g., sequence, summary) (ELA-4-E4)
53.	Use active listening strategies (e.g., making eye contact, asking questions, restating acquired information and procedures) to acquire information and understand procedures (ELA-4-E5)
54.	Listen and orally respond to information presented in a variety of media, such as audio and video recordings (ELA-4-E6)
55.	Maintain the topic of conversation with a classmate (ELA-4-E7)
60.	Use graphic organizers to categorize information and create informal outlines individually and during class discussions (ELA-5-E3)

Sample Activities

Activity 1: Independent Reading (Ongoing) (GLEs: 03, 18)

Materials List: classroom library and books from the school library, leveled books used during guided reading groups, big books, charts, and poems.

Daily independent reading is very important. Several times during the day, students will read independently or on their own.

- Rereading a familiar book can be an integral part of guided reading group instruction. Rereading a book that has been read with the group previously is an excellent way to practice reading strategies.
- While working at literacy stations, students will have the opportunity to read poems, stories, and songs independently that have been taught during whole group instruction. Reading and rereading familiar text builds fluency and confidence in beginning readers.
- Personal reading is a time when all students are engaged in reading. The teacher may read a book or circulate among students, depending on the level of the students. Personal reading provides an opportunity for students to read according to their individual interests and abilities.

Activity 2: Vocabulary Development (Ongoing) (GLEs: 03, 16, 17, 22b, 22d)

Materials List: read-aloud books, charts, word wall, paper for vocabulary cards, binder or folder

Vocabulary is developed in first grade through the shared reading of stories. As stories are shared daily, teachers will use *directed reading- thinking activity* or *DR-TA* ([view literacy strategy descriptions](#)). While using *DR-TA*, students will make predictions about the story based on the cover and title. These predictions may or may not be recorded. It is important to have students make connections through personal experiences that are related to the story content. As the teacher shares the story, she/he will stop at various points to discuss vocabulary and predictions. Through the use of context and picture cues, the students will infer the meaning of unknown vocabulary words. Meanings will be confirmed collaboratively. Listed below are some suggestions to develop vocabulary:

- The teacher will record vocabulary words on a special list to review often.
- Students will create oral sentences that include the vocabulary words. The teacher may record sentences to demonstrate writing.
- The teacher and students work together to make large vocabulary cards that can be put together alphabetically to form a class dictionary. The dictionary can be used for review and during writing.
- The teacher and students may keep a class tally record of the times students use the vocabulary words correctly in conversation or in writing.

Activity 3: Writing/Grammar (Ongoing) (GLEs: 26, 28a, 28c, 29a, 31b, 32, 41)

Materials List: board, chart paper, corrective tape, word wall, classroom dictionaries, paper, and journals/logs, Writing Rubric BLM (see Unit 1)

In early childhood classrooms writing/grammar will be taught daily. Grammar and punctuation instruction is embedded within the writing lessons daily.

- The teacher will continue to model writing for the students. This is a time when teachers demonstrate using skills that have been taught as those skills occur in their writing. Again, they are “thinking out loud” as they write and demonstrate conventions of writing.
- Shared (interactive) writing is a process where the teacher and students write a text together, using a “shared pen” technique. As students progress in their writing skills, time spent in shared writing will decrease. Shared writing is a powerful tool used with beginning writers to demonstrate how writing works. It shows students how their ideas can be recorded on paper and how they can participate in that writing. Struggling writers benefit greatly from shared writing.
- Guided writing is designed to teach a specific skill or strategy to the whole group, small group, or individual. In this process, the student does his/her own writing with the teacher’s scaffolding support through mini-lessons and conferences.
- Independent writing gives students an opportunity to apply skills or strategies that have been demonstrated by the teacher. Most of the time, students choose topics

about which to write. To help students who have difficulty in generating topics about which to write, teacher will conduct a *brainstorming* activity ([view literacy strategy descriptions](#)). Students, with teacher’s help, will generate many ideas for stories. The teacher will record story ideas on a chart that students will refer to now and later. Examples of topics may include pets, trips, or family. Make it clear that all ideas are accepted. Encourage students to think of personal experiences. Review the list of possible writing topics often and add to it as students think of other ideas. The teacher will continue to use many forms of writing, such as journals, lists, response logs, and personal stories. Refer to Writing Rubric BLM in Unit 1.

Students should be encouraged to use inventive spelling as they write their ideas. Students should know that every word in their writing will not be spelled correctly or as it is in books. Students will be more willing to write when they are freed from using only words that they know how to spell. This unit provides many opportunities for students to participate in writing activities independently, in small groups, or with the class. Students will write about the information they learn from factual books. Students should also continue creative writing.

Activity 4: Focus Lessons (GLEs: 03, 18, 22a, 22c, 25a)

Materials List: appropriate level books, magnetic letters, dry erase boards and markers, sentence strips

In small guided reading groups, students will continue to practice “during reading” strategies. Students are instructed to make predictions about a story, read to confirm, and make inferences. The teacher will show students how to use known high frequency words as anchors. The teacher should observe students as they read to see what strategies students use to examine unknown words. Lessons should be based on developing strategies that students are not using, such as rereading to see what word would make sense, using first letter to check, and looking through the word. The teacher will monitor students’ fluency during group time. The teacher and students will discuss stories to identify simple causes and effects, main ideas and details, and inferences made about characters and events. Familiar books should be reread for increased fluency. Groups will continue to meet at least three times a week and more often as needed.

Activity 5: Learn About Others (GLEs: 22d, 55)

Materials List: biographies and autobiographies from various sources, paper

The teacher will explain to students the meaning of biography and autobiography. The teacher and students will then read aloud examples of biographies and autobiographies from a variety of sources, including the media, television network biographies, popular magazines, and library books. After each selection is read, the students will tell what they think made it interesting to read and how the author “hooked” the reader. In addition, they will discuss

with a partner the important aspects they learned about the person’s life. Then they will make a list or draw pictures to represent the facts about that person.

Activity 6: Different Sources Are Interesting (GLEs: 25c, 54, 60)

Materials List: chart paper, paper, biography selections from magazines, newspapers, etc.

The teacher will share biography selections from various sources, such as magazines, newspapers, the Internet, and audio and video recordings. The students will practice forming and answering questions based on the five W’s (*who, what, when, where, why*). They will identify how the reader is “hooked,” how the selection is organized, what is important to remember about this person, and how this person made a difference for others.

The teacher will model *story chains* ([view literacy strategy descriptions](#)), which will allow students to contribute to the story and learn the strategy of *story chains* without having to be concerned about the writing. One at a time, the students will orally share a fact learned about an assigned famous person while the teacher records the sentence. The teacher should “think out loud” as the sentences are written, verbalizing the process of inventive spelling and conventions of writing. The teacher will explain that when *story chains* are written in a small group, the paper is passed from student to student until each student has had the opportunity to write his/her sentence. This process will continue until the story about the famous person is complete. After the teacher has modeled the strategy, groups of students may choose another famous person to write a story chain. Story chains should be shared with the class. If students’ writing is not yet developed to an independent level, the activity should be done as a group activity.

Activity 7: More Details (GLEs: 11, 14, 15, 29a, 39b)

Materials List: biography or autobiography, paper

The students will choose one of the biographies or autobiographies that have been shared. With the teacher’s guidance, the students will work with a partner to identify the author and the illustrator of the selection, to determine how the reader is “hooked,” and to discover what is important to remember about this person and how this person made a difference for others. The teacher and the students will find examples in the story where conjunctions (e.g., *and* and *but*) are used. Students will find conjunctions in other stories that have been read. The students will continue to review the biography or autobiography and will discuss the beginning, middle, and end of the story. With their partners, the students will write a sentence to tell about each part of the story.

Activity 8: Summary Statements (GLEs: 15, 19, 22a)

Materials List: biography, chart paper

The teacher will continue to share grade appropriate biographies. The students will give examples of how the person has made a difference in the lives of others and why the person is famous. They will examine the person's cultural background and compare it to others about whom they have read.

To teach the important skill of summarizing, the teacher will model *GISTing* ([view literacy strategy descriptions](#)). *GISTing* is an excellent strategy for helping students paraphrase and summarize essential information without saying too much or too little in their summaries. At the first grade level, the strategy should be modeled. The number of words to be used in a *gist* is limited. The teacher should begin with a short paragraph about a famous person. An example of a paragraph that could be read to the students and used with this activity follows:

Abraham Lincoln was born in Kentucky. He lived in a log cabin when he was a young boy. He loved to read and would walk a long way just to borrow a new book. He grew up to be a fair lawyer who helped people. Abe Lincoln became the sixteenth president of the United States. While he was president, he worked to abolish slavery because he believed it was unfair.

The *GIST* statement using nine words would read:

Abe Lincoln became president and got rid of slavery.

Since books at this level are often simple and short, the teacher may choose a book to use with this activity. The teacher will set the limit for the number of words in the *gist*. The teacher will then share a page of the book. The students will discuss the essential information from the page. The teacher will record on chart paper or the board as the students discuss and orally create a statement using only the number of words allowed. The teacher will read the next page of the book. The students will orally rework their statement by combining information from the first sentence with information from the second page. This process will continue with the remaining pages of the book as students rework the statement after each page. Much support and coaching from the teacher will be required for students at this grade level for the class to determine important information from minor details. If students can write the *GISTing* statement independently, the teacher will have them practice writing it.

Activity 9: Writing My Autobiography (GLEs: 17, 26, 42a, 42b, 42d)

Materials List: Autobiography Questions BLM, Autobiography Rubric BLM, paper

The students will write an autobiography. First, the teacher and the students will discuss what is important to include in an autobiography. The students will use the Autobiography Questions BLM to answer questions about themselves, and they will use the answers to write

their first drafts. The teacher will model by using strategies, such as segmenting, sounding out, and using sound/word walls and word banks to spell unfamiliar words. The students will practice these strategies as they write their autobiographies. The Autobiography Rubric BLM should be used as a guideline for students to know the expectations and requirements of the autobiography and as a tool for assessment.

Activity 10: More Talk Time with Teacher (GLEs: 26, 28f, 29a, 35)

Materials List: autobiographies, Autobiography Rubric BLM

The students will continue to develop their autobiographies and will meet with the teacher for guidance. The students will revise their writings with a beginning, middle, and end. They will also use grade-level and appropriate word choice, style, and language to improve their autobiographies. They will edit as they use grade-appropriate scoring rubrics for conventions, focusing specifically on singular and plural forms of high-frequency words. Finally, they will use neat handwriting or technology to compose their stories. Written autobiographies will be scored by using Autobiography Rubric BLM.

Activity 11: Listening Strategies (GLEs: 45, 52, 53)

Materials List: Presentation Checklist BLM

Before autobiographies are presented, the students and the teacher will discuss active listening strategies and how each action will help a listener acquire information. To prepare for listening to the oral presentations, the students and the teacher will discuss points on the Presentation Checklist BLM, including making eye contact, restating acquired information, and asking questions. The students will practice giving simple oral presentations that include organization, such as chronological order or a narrative story with a beginning, middle and end. The class audience will evaluate themselves during the presentations. The students and the teacher will discuss listening strategies that were used well and will also address improvements that could be made for the next presentations.

Activity 12: Presenting the Autobiography (GLEs: 48, 51, 52, 53, 55)

Materials List: Presentation Checklist BLM, props for presentation (students' choice).

Students will plan an oral presentation of their autobiographies for classmates. They may bring in items that represent certain points of interest in the autobiography. In addition, they may draw pictures or bring in photographs to aid in their presentations. Autobiographies will be presented one at a time, and the students who make up the audience will follow the listening expectations. The Presentation Checklist BLM will be used to score students on presentations, as well as listening strategies.

Activity 13: Literacy Celebration (GLEs: 12b, 12c, 12d, 12e, 49a, 49b)

Materials List: books, puppets, book-making materials

This literacy celebration is a time for the students to “show off” the language skills they have learned throughout the year. Parents, grandparents, administrative staff, and other important people are invited to the classroom. Each child or each pair of children should have an adult with them. Before the guests arrive, the teacher and the students will make a list of the activity choices for the celebration. The students are encouraged to read several books, including their autobiographies, with their special adult. They can retell stories, making sure to include story elements, such as characters, setting, problem and solution. Both the students and adults may use puppets to tell or write a story or when they visit centers set up by the teacher. Refreshments may be served if the teacher chooses.

Sample Assessments

General Guidelines

Documentation of student understanding is recommended to be in the form of portfolio assessment. Teacher observations and records, as well as student-generated products, may be included in the portfolio. All items should be dated and clearly labeled to show effectively student growth over time.

General Assessments

- Students will retell important facts about a biography that has been read to them. The teacher will assess for beginning, middle, and end and important details. A written story may also be assessed.
- Students may record in a journal some of the famous people about whom they have read. They may include the contributions made to others and important facts about their lives.
- Students make a list of facts they learn about a famous person. Students make illustrations to accompany the facts.

Activity-Specific Assessments

- Activity 9 and 10: Using the Autobiography Questions BLM, students will write their autobiographies. The written autobiographies will be assessed for grade-appropriate conventions, such as singular and plural forms of words, use of capital letters, and punctuation. They will be scored by using the Autobiography Rubric BLM.

- Activity 11 and 12: Presentations of autobiographies and listening strategies will be assessed with the Presentation Checklist BLM.

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