



Alphabet Books and Children Who Read Them

ESSENTIAL QUESTIONS

"Why is it important to ask questions?"

"How do we communicate our thoughts?"

In this first six-week unit of first grade, students are welcomed to school as readers and begin reviewing the alphabet and concepts of print through books about the library, friendship, and the ABCs.

Reading Standards for Literature

Key Ideas and Details

RL.1.1 Ask and answer questions about key details in a text.

Craft and Structure

RL.1.4 Identify **words** and phrases in stories or poems that suggest **feelings** or appeal to the senses. (e.g., "soon the round moon was shining" [Lobel, Arnold. "Owl and the Moon." *Owl at Home*. Harper Collins, 1975])

RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

Reading Standards for Informational Text

Key Ideas and Details

RI.1.1 Ask and answer questions about key details in a text.

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

Craft and Structure

RI.1.4 Ask and answer questions to help determine or clarify the meaning of **words** and phrases in a text.

Integration of Knowledge and Ideas

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

Reading Standards: Foundational Skills

Print Concepts

RF.1.1 Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). [Build Up Phonics does not provide instruction for this standard.]

Phonological Awareness

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

b. Orally produce one-syllable words by blending sounds (phonemes) including consonant blends.

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.

Phonics and Word Recognition

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

c. Recognize and read grade-appropriate irregularly spelled words.

d. Read words with inflectional endings. [Build Up Phonics does not provide instruction for this standard.]

e. Decode regularly spelled one-syllable words that follow the syllable types: closed syllable, open syllable, vowel-consonant-e, vowel teams, consonant-le, r-controlled vowel.

Fluency

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

a. Read grade-level text with purpose and understanding.

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

RPS Standard. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards**Text Types and Purposes**

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

W.1.3 Write narratives in which they **recount two or more appropriately sequenced events**, include some **details** regarding what happened, use temporal words to signal event order, and **provide a sense of closure**.

Production and Distribution of Writing

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Research to Build and Present Knowledge

W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

Speaking and Listening Standards**Comprehension and Collaboration**

SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

*a. Follow agreed-upon rules for discussions (e.g., **listening to others with care**, **speaking one at a time** about the topics and texts under discussion).*

b. Continue conversations by responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion.

Presentation of Knowledge and Ideas

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings **clearly**.

SL.1.6 Produce complete sentences when appropriate to task and situation.

Language Standards**Conventions of Standard English**

L.1.1 Demonstrate command of the conventions of standard English grammar and usage **as appropriate for Grade 1** when writing or speaking.

*b. Use **common**, **proper**, and singular possessive nouns. (e.g., dog, dog’s, Skippy or Skippy’s).*

*h. **Produce** and expand complete **simple declarative**, **interrogative**, imperative, and exclamatory sentences in response to prompts.*

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

*a. Capitalize the first word in sentences, the proper noun I, dates and **names** of people.*

b. Use end punctuation for sentences.

*d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
Spell untaught words phonetically, drawing on phonemic awareness and spelling patterns.*

Vocabulary Acquisition and Use

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.

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

c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)