



# 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)