



# The Amazing Animal World

**"How can we gain information from text to use in our writing?"**

In this second six-week unit of first grade, students read informational texts about animals and learn how each animal is unique.

## Reading Standards for Literature

### Key Ideas and Details

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

**RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**RL.1.3** Describe characters, settings, and major events in a story, using key details.

### Craft and Structure

**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.

## 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.

**RI.1.5** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

**RI.1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

### Integration of Knowledge and Ideas

**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.

**b. Know the letter-sound correspondences.**

- silent e (e.g., a-e, e-e, i-e, o-e, u-e)

- vowel teams

- vowel digraph (e.g., ee, oo, ai, ay, ea)

**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 syllable types**

- close syllable

- open syllable

- vowel-consonant-e

- vowel teams

- consonant -le

- r-controlled vowel

### Fluency (Focus in Guided Reading Groups)

**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.

**New Standard** **c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information**

### 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.*

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

**SL.1.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

### Presentation of Knowledge and Ideas

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

**SL.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**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).*

*f. Use conjunctions (e.g., and, but, or, so).*

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

- Use appropriate spacing to separate words in a sentence.

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

*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.*

**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).