



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).