

Middletown Public Schools

Unit Planning Organizer

Subject	Language Arts	Grade/Course	1
Unit Title	Understanding Nonfiction Text: Who We Are	Duration	5 weeks

	Reading Standards	Content Standards
Big Idea	<p>CC.1.RI.2 When you are reading a nonfiction text it is important to identify the main topic of a text so that your brain is thinking about and learning new information about the topic. Retelling key details helps you recall what you learned.</p> <p>CC.1.RI.6 Both authors and illustrators put information about the topic in the text; readers should pay close attention to the words and the pictures in order to learn more about a topic.</p>	<ol style="list-style-type: none"> 1. Students will recognize and appreciate cultural differences in families and people throughout the world. 2. Understanding the differences in people helps us accept each other and get along.
Essential Question	<p>CC.1.RI.2 Why is it important to identify the main topic of a text and retell key details?</p> <p>CC.1.RI.6 Why is it important to look at the pictures and the words in a text?</p>	<ol style="list-style-type: none"> 1. How are families and people different around the world? 2. Why is it important to appreciate the differences in families?

READING STANDARDS

Overarching Standards

<p><u>Reading</u> CC.1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. CC.1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. CC.1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. CC.1.RI.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><u>Speaking and Listening</u> CC.1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><u>Language</u> CC.1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies. CC.1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. CC.1.L.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).</p>

Priority and Supporting Common Core State Standards

Bold Standards are Priority

Reading

CC.1.RL.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.

CC.1.RI.1 Ask and answer questions about key details in a text

CC.1.RI.2 Identify main topic and retell key details of a text.

CC.1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Speaking and Listening

CC.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.

CC.SL.1.1a 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).

CC.1.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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

Language

CC.1.L.4b Use frequently occurring affixes as a clue to the meaning of a word or phrase.

CC.1.L.4c Identify frequently occurring root words.

CC.1.L.5a Sort words into categories.

CC.1.L.5c Identify real-life connections between words and their use.

WRITING STANDARDS

Overarching Standards

Writing

Note: Speaking and Listening & Standards are deliberately placed into writing units to support the importance of students' oral rehearsal of stories before putting the pen to paper.

Language

CC.1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Speaking and Listening

CC.1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

CC.1.SL.4 Describe people, places, things, and events with relevant, details, expressing ideas and feelings clearly.

CC.1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CC.1.SL.6 Produce complete sentences when appropriate to task and situation.

Priority and Supporting Common Core State Standards

Bold Standards are Priority

Writing

CC.1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about topic, and provide some sense of closure.

CC.1.W.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.

CC.1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

CC.1.W.7 Participate in shared research and writing projects.

CC.1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language

CC.1.L.1a Print all upper and lowercase letters.

CC.1.L.1b Use common proper and possessive nouns.

CC.1.L.1f Use frequently occurring adjectives.

CC.1.L.1g Use frequently occurring conjunctions (e.g., *and, but, or, so, because*)

CC.1.L.1h Use determiners (e.g., articles, demonstratives).

CC.1.L.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Content Area Standards

1. Become aware of own family diversity (Who We Are)
 - a. Recognizes, understand and respect the different elements of family (Working Together)
2. Discover cultural customs and traditions of specific groups (Who We Are)
 - a. Recognize similarities and differences in the lifestyles of people from another culture (Who We Are)
 - b. Identify different ethnic or cultural groups represented within the class (Who We Are)
 - c. Exposure to maps and globes (not direct teaching)

Standard	Concepts <i>What Students Need to Know</i>	Skills <i>What Students Need to Be Able to Do</i>
CC.1.RL.5	<ul style="list-style-type: none"> ▪ Major difference between books that tell stories and that give information (fiction vs. nonfiction) ▪ On wide reading of a range of text types (genres) 	<ul style="list-style-type: none"> ▪ Explain ▪ Drawing
CC.1.RI.1	<ul style="list-style-type: none"> ▪ Questions about key details in a text 	<ul style="list-style-type: none"> ▪ Ask and answer
CC.1.RI.2	<ul style="list-style-type: none"> ▪ Main topic ▪ Key details of a text 	<ul style="list-style-type: none"> ▪ Identify ▪ Retell
CC.1.RI.6	<ul style="list-style-type: none"> ▪ Between information provided by pictures or other illustrations and information provided by the words in a text 	<ul style="list-style-type: none"> ▪ Distinguish
CC.1.W.2	<ul style="list-style-type: none"> ▪ Informative/explanatory texts ▪ A topic 	<ul style="list-style-type: none"> ▪ Write ▪ Name

	<ul style="list-style-type: none"> ▪ Some facts about topic ▪ Some sense of closure 	<ul style="list-style-type: none"> ▪ Supply ▪ Provide
CC.1.W.5	<ul style="list-style-type: none"> ▪ On a topic ▪ To questions and suggestions from peers ▪ Details to strengthen writing as needed 	<ul style="list-style-type: none"> ▪ Focus, ▪ Respond ▪ Add
CC.1.W.6	<ul style="list-style-type: none"> ▪ A variety of digital tools ▪ Writing ▪ With peers 	<ul style="list-style-type: none"> ▪ Use ▪ Produce and publish ▪ Collaborate
CC.1 W.7	<ul style="list-style-type: none"> ▪ In shared research and writing projects. 	<ul style="list-style-type: none"> ▪ Participate
CC.1.W.8	<ul style="list-style-type: none"> ▪ Information from experiences ▪ Information from provided sources ▪ A question 	<ul style="list-style-type: none"> ▪ Recall ▪ Gather ▪ Answer

Learning Progressions		
<i>The standards below represent prior knowledge and enrichment opportunities for standards in this unit.</i>		
Standard	Remediate Learning	Accelerate Learning
CC.1.RL.5	Recognize common types of texts (e.g., storybooks, poems).	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CC.1.RI.1	With prompting and support, ask and answer questions about key details in a text.	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
CC.1.RI.2	With prompting and support, identify the main topic and retell key details of a text.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
CC.1.RI.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
CC.1.W.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CC.1.W.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CC.1.W.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
CC.1 W.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Suggested Materials			
Text			Media
<i>Title</i>	<i>Author</i>	<i>Number of Copies per Teacher</i>	
School in Many Cultures	Heather Adamson	1	
Homes in Many Cultures	Heather Adamson	1	
India (Countries of the World)	Michael Dahl	1	
A Visit to India	Peter and Connie Roop		
Mexico (Countries of the World)	Michael Dahl	1	
A Visit to Mexico	Rob Alcraft		
Kenya (Countries of the World)	Michael Dahl	1	
Australia (Countries of the World)	Muriel L. DuBois	1	
A Visit to Japan	Peter and Connie Roop	1	

Unit Assessments	
Performance Task	Who We Are book
Common Formative Assessment	RI.2 Identifying topic and retelling key details