

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 3

1st Grade

Unit of Study: Reading – Engaging with Non-Fiction; Writing – Expository/Opinion Pieces

Pacing: 45 days

Overarching Common Core State Standards:

- **CC.1.R.I.1: Ask and answer questions about key details in a text.**
- **CC 1.R.I.2: Identify the main topic and retell key details of a text.**
- **CC.1.R.I.3: Describe the connection between two individuals, events, ideas or pieces of information in a text.**
- CC.1.R.I.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- CC.1.R.I.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.
- CC.1.R.I.6: Distinguish between information provided by pictures and other illustrations and information provided by the words in a text.
- CC.1.R.I.7: Use the illustrations and details in a text to describe its key ideas.
- **CC.1.R.I.8: Identify the reasons an author gives to support points in a text.**
- **CC.1.R.I.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).**
- CC.1.R.I.10: With prompting and support, read informational texts appropriately complex for grade 1.
- **CC.1.W.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.**
- **CC.1.W.2: Write informative/explanatory texts in which they name a topic, supply some facts about the 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.

NOTE: Applicable standards from Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Overarching CT Standards/Grade Level Expectations:

- CT.1.R.17: Use context clues and pictures to aid in the decoding of new words.
- CT.1.R.30: Ask and answer questions about text.

- CT.1.R.32: Read nonfiction text to gain specific information (e.g., main idea and details).
- CT.1.R.34: Create mental imagery about text when prompted by the teacher.
- CT.1.R.35: Make text-to-text and text-to-self connections.
- CT.1.R.39: Use cueing system to determine meaning of unknown words (e.g., meaning, structure, visual).
- CT.1.R.42: Identify the topic of and two facts about nonfiction text.
- CT.1.R.48: Identify the words an author or orator uses to create an image in the reader's mind.
- CT.1.R.51: Select "just right" books to independently read based on known criteria.
- CT.1.R.52: Choose a variety of genres to read.
- CT.2.R.42: Read several texts within a genre, about a single topic or by a single author and compare similarities and differences.
- CT.1.W.10: Revise a completed draft by adding, deleting and/or rearranging words.
- CT.1.W.11: Edit drafts for errors in beginning, capitalization and ending punctuation.
- CT.1.W.13: State the way in which changes to the writing made it better.
- CT.1.W.19: Write personal correspondence (e.g., email, thank you note, friendly letter).
- CT.1.W.21: Write reasons for liking something.
- CT.1.W.20: Write to explain a process.

Priority Standards:

- **CC.1.R.I.1: Ask and answer questions about key details in a text.**
- **CC.1.R.I.2: Identify the main topic and retell key details of a text.**
- **CC.1.R.I.3: Describe the connection between two individuals, events, ideas or pieces of information in a text.**
- **CC.1.R.I.8: Identify the reasons an author gives to support points in a text.**
- **CC.1.R.I.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).**
- **CC.1.W.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.**
- **CC.1.W.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.**

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom's Revised Taxonomy Level
Key details in a text	Ask and answer	Remembering
Main topic	Identify	Understanding
Key details	Retell	Remembering
Connection between two individuals, events, ideas or pieces of information in a text	Describe	Remembering
Basic similarities in and differences between two texts on the same topic	Identify	Understanding
Opinion pieces that introduce topic, state an opinion, supply a reason for the opinion and provide closure.	Write	Creating
Informative/explanatory texts that name a topic, supply some facts and provide closure.	Write	Creating

Essential Questions	Big Ideas
What is the purpose of expository text?	The purpose of expository text is to inform or educate the reader.
How does expository text inform or educate the reader?	Expository text gives factual information about a specific topic through table of contents, headings, diagrams and maps.