

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 4

1st Grade

Unit of Study: Reading - Comparing Fiction and Non-Fiction; Writing – Research and Presentation

Pacing: 45 days

Overarching Common Core State Standards:

- **CC.1.R.L.2:** Retell stories including key details and demonstrate understanding of their central message or lesson.
- **CC.1.R.L.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.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.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.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 some sense of closure.
- **CC.1.W.6:** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.

Overarching CT Standards/Grade Level Expectations:

- **CT.K.R.35:** Retell information from a story, using proper sequence.
- **CT.1.R.26:** Identify the elements of a genre to help understand the characteristics of different text.
- **CT.1.R.28:** Tell the purpose for reading a text when the objective is stated.
- **CT.1.R.32:** Read nonfiction text to gain specific information (e.g., main idea and details).
- **CT.1.R.35:** Make text-to-text and text-to-self connections.
- **CT.1.R.42:** Identify the topic of and two facts about nonfiction text.
- **CT.1.R.45:** Identify whether text is fiction or nonfiction.
- **CT.1.W.13:** State the way in which changes to the writing made it better.
- **CT.1.W.16:** Write personal and fictional narratives that consist of three or more related sentences.
- **CT.1.W.17:** Use action verbs.

- CT.1.W.18: Demonstrate voice (e.g., tone, expressive language).
- CT.1.W.19: Write personal correspondence (e.g., email, thank you note, friendly letter).
- CT.1.W.20: Write to explain a process.
- CT.1.W.21: Write reasons for liking something.

Priority Standards:

- **CC.1.R.L.2: Retell stories including key details and demonstrate understanding of their central message or lesson.**
- **CC.1.R.L.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.R.I.2: Identify the main topic and retell key details of a text.**
- **CC.1.W.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).**

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
Stories including key details	Retell	Remembering
Central message or lesson	Demonstrate understanding	Understanding
Major differences between books that tell stories and books that give information	Explain	Understanding
Main topic	Identify	Understanding
Key details of text	Retell	Remembering
Shared research and writing projects	Participate	Applying

Essential Questions	Big Ideas
How are narrative texts and expository texts different from each other?	Narrative texts entertain the reader with story components; expository text educates the reader with facts and information