

**1st Grade ELA Unit 2 – Big Idea – What are the components of an effective informational/explanatory writing piece?  
Students will read and analyze quality examples of informational text, write effective informational/explanatory pieces.**

Theme: \_\_\_\_\_

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CCSS Standard	Related Learning Targets My students can:	What sources or materials will I use to reach this learning target? What procedures or methods will I use to teach this skill?	What assessments will I use to ensure students have reached learning targets?	Qtr. Target is met
***** RF.1.2.	<b>Reading: Foundational Skills</b> <ul style="list-style-type: none"> <li>orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul>			
RF.1.3.	<ul style="list-style-type: none"> <li>know final –e and common vowel team conventions for representing long vowel sounds.</li> <li>use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>read words with inflectional endings.</li> </ul>			
RF.1.4.	<ul style="list-style-type: none"> <li>use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>			
***** RL.1.5.	<b>Reading Literature</b> <ul style="list-style-type: none"> <li>explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</li> </ul>			
***** RI.1.1.	<b>Reading Informational Text</b> <ul style="list-style-type: none"> <li>ask and answer questions about key details in a text.</li> </ul>			
RI.1.2.	<ul style="list-style-type: none"> <li>identify the main topic and retell key details of a text.</li> </ul>			
RI.1.3.	<ul style="list-style-type: none"> <li>describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> </ul>			
RI.1.4.	<ul style="list-style-type: none"> <li>ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> </ul>			
RI.1.5.	<ul style="list-style-type: none"> <li>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.</li> </ul>			

<p><b>RI.1.6.</b></p>	<ul style="list-style-type: none"> <li>distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> </ul>			
<p>***** <b>W.1.2.</b></p>	<p><b>Informative/Explanatory Writing</b></p> <ul style="list-style-type: none"> <li>name a topic.</li> <li>supply some facts about the topic.</li> <li>provide a sense of closure.</li> </ul>			
<p><b>W.1.5.</b></p>	<ul style="list-style-type: none"> <li>focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. <i>Provide adult guidance and support.</i></li> </ul>			
<p><b>W.1.6.</b></p>	<ul style="list-style-type: none"> <li>use a variety of digital tools to produce and publish writing, including collaboration with peers. <i>Provide adult guidance and support.</i></li> </ul>			
<p>***** <b>SL.1.1.</b></p>	<p><b>Speaking and Listening in Group Discussions</b></p> <ul style="list-style-type: none"> <li>build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> </ul>			
<p>***** <b>L.1.1.</b></p>	<p><b>Language (Integrate Language w/Informative/Explanatory Writing When Possible)</b></p> <ul style="list-style-type: none"> <li>use verbs to convey a sense of past, present, and future (e.g., Yesterday I played; Today I play; Tomorrow I will play).</li> </ul>			
<p><b>L.1.2.</b></p>	<ul style="list-style-type: none"> <li>use commas in dates and to separate single words in a series.</li> <li>use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> </ul>			
<p><b>L.1.5.</b></p>	<ul style="list-style-type: none"> <li>distinguish shades of meaning among verbs differing in manner (e.g., talk, whisper, squawk). And adjectives differing in intensity (e.g., small, tiny) by defining or choosing them or by acting out the meanings.</li> </ul>			