
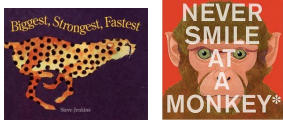

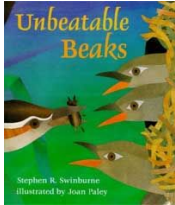


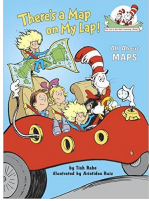
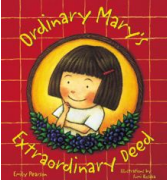
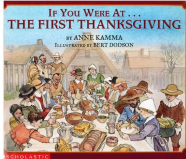


First Grade Unit 2

Researching the World

(October 17th- January 6th)

Overview of Unit 2 with Cross-Curricular Connections

ELA	<p>This unit is focused on Nonfiction and Research. Students will be able to:</p> <ul style="list-style-type: none"> • Identify main topic and key details from a text using text features • Make connections between information presented in a nonfiction text • Compare and contrast information from two books on the same topic • Research and write an informative paper about a topic throughout the room <p>The books listed below are SOME of the texts that are used or suggested for this unit.</p>		
	 <p>Two Texts on the Same Topic like <u>Where Are the Night Animals?</u> <u>Big Tracks, Little Tracks</u></p>	 <p>Nonfiction texts about Animals or places around the world like: <u>Biggest, Strongest, Fastest and Never Smile at a Monkey</u> by Steve Jenkins</p>	 <p>Website Articles or Videos from National Geographic, San Diego Zoo, or Discovery Kids</p>
Integration of Science and Social Studies			
SCIENCE Link to Unit 2	<p>This unit will tie more to Social Studies topics, however, the Science topics talk about cycles and patterns and will need to be talked about during this quarter.</p> <p>1-LS1-1 -(Animal adaptations) 1-LS1-2 -(What plant/animal offspring need) 1-LS3-1 (Compare parents and offspring)</p> <p>These texts provide background knowledge and connections to lessons taught in Science.</p>		
	 <p><u>Unbeatable Beaks</u> By: Stephen Swinburne</p>	 <p>Young Explorer Texts like: <u>Bringing Up Pups</u> and <u>Long Beaks, Short Beaks</u></p>	 <p>Animal Adaptations books like: <u>What If You Had Animal Teeth</u> <u>Polar Animal Adaptations</u></p>
SOCIAL STUDIES Link to Unit 2	<p>Be looking for these social studies standards that can be addressed in this unit:</p> <p>G.8.1.2 (using maps, globes, and photographs) G.9.1.2 (cultural characteristics of a place or community) G.10.1.1 (how natural resources are used) G.10.1.2 (reasons and ways people move) H.12.1.3 (Compare present day family with past) H.13.1.3 (family and school life in the past)</p> <p>These texts provide background knowledge and connections to lessons taught in Social Studies.</p>		
	 <p><u>There's a Map on My Lap</u> by Tish Rabe</p>	 <p><u>Ordinary Mary's Extraordinary Deed</u> By: Emily Pearson</p>	 <p><u>If You Were at the First Thanksgiving</u></p>
Phonetic Connections	<p>By the end of this quarter, teachers should be finishing UNIT 14 (digraphs th, wh) of the weekly lessons.</p>		

Stage 1- Desired Results- Required

Focus standards are ASSESSED in Stage 2 through the assessments. Supporting standards are addressed through instruction throughout the unit and will help guide your instructional decisions to meet the focus standards.

Focus Standards: Words that are in **RED** reflect the new Arkansas ELA State Standards

RI.1.2- Identify the main topic and retell key details of a text.

RI.1.3- Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.5- Know and use various text features (e.g. headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.8- Identify the reasons an author gives to support points in a text.

RI.1.9- Identify basic similarities and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).

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.

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.

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).

W.1.8- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

ELL Language Profile

This [Language Profile](#) provides a description of English Language Learners at each proficiency level, specific to this unit. This profile is based on the ELP and the focus standards of Unit 2. Specific language support for ELLs is embedded in stages 2 and 3 assessments and lessons.

Technology Integration

Throughout the suggested Stage 3, the following [SAMR](#) badges will be placed next to activities and assessments that include ideas and resources for enhancing learning through technology integration. The **Substitution Augmentation Modification and Redefinition model**, developed by Dr. Ruben Puentedura, shows a progression (or deepening, as the symbols on the badges suggest) of technology integration from enhancement to transformation of learning.



Essential Questions: <i>Students will keep considering .</i>	Understandings: <i>Students will understand that .</i>
<p>What strategies do readers use to understand nonfiction text?</p> <p>How can reading information text help us write informational pieces?</p> <p>Why do authors write nonfiction text?</p> <p><i>Essential Questions should be posted in the room and referred to often throughout the unit.</i></p>	<ul style="list-style-type: none"> ● We use many strategies to understand nonfiction text (e.g. glossaries, index, captions, photos, table of contents, finding the main topic) ● We learn how informational text is written, what it includes, and understand the author’s craft. ● Authors write informational text for many reasons. (explain, inform, describe, teach)

“Knowledge” or Concepts from Focus Standards	Skills from Focus Standards (What will the student be able to do?)	DOK Level
main topic	Identify the main topic of a text.	2
retell details	Retell a story using key details	1
connection	Describe the connections between two people, ideas, or events in a text	3
text features (heading, glossary, table of contents,)	Use text features to locate information	2
Reasons support	Identify reasons an author uses to support points in a text	2
similarities differences	Identify similarities and differences between two texts on the same topic	1
research information	Participate in a shared research project Gather information to help answer questions	1 1
informative writing topic	Write an informative piece	3
fact	Name a topic	1
closure	Supply some facts or information	2
	Provide a sense of closure.	3

Supporting Standards:

The Red highlighted standards are those that are being specifically addressed in stage 3 during this unit. This is when they are introduced in the units, but these standards should be revisited throughout the year. **Yellow =1st quarter Red= 2nd quarter**

L.1.1:

- a. Print all upper- and lowercase letters **with proper letter formation.**
- b. Use common, proper, and possessive nouns. (e.g. dog; Skippy, Skippy's ball)
- c. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
 - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything)
- e. Use adjectives.
 - Use determiners, noun markers, to add specificity (e.g. a book, the book).
- f. Use conjunctions (e.g. and, but, or, so, because).
- g. Use prepositions (e.g. during, beyond, toward).
- h. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
 - Use appropriate spacing to separate wording in a sentence.
- i. Begins in 4th grade
- j. Taught in Kindergarten, should be reinforced (Understand and use question words)
- k. Begins in 3rd grade.

L.1.2:

- a. Capitalize **the first word in sentences, the pronoun I**, dates and names of people.
 - b. Use end punctuation for sentences.
 - c. Use commas in dates and to separate single words in a series.
 - 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 conventions.
- 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.
 - b. Use frequently occurring affixes as a clue to the meaning of a word.
 - c. Identify frequently occurring root words (e.g. look) and their familiar forms (e.g. looks, looked, looking).
 - d. **Begins in 2nd grade**
- 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.
 - b. Define words by category and by one or more key attributes (e.g. a duck is a bird that swims; a tiger is a large cat with stripes).
 - c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - d. Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, stare, glare, scowl) by defining or choosing them or by acting out the meanings.

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).

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).

RF.1.2- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken **one-syllable** words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- e. Delete a syllable from a word (e.g. say "remember," now say it without the "re").
- f. Add or substitute individual sounds (phonemes) in simple spoken words to make new words.
- g. Delete individually initial and final sounds(phonemes) in simple spoken words (e.g. say "nice" without the /n/, say "lamp" without the /p/).

RF.1.3:

- a. Know the spelling-sound correspondences for common consonant digraphs. (e.g. th, sh, ch, ck)
- 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.
- e. Decode regularly spelled one-syllable words that follow syllable types
 - Closed syllable
 - Open syllable
 - vowel-consonant -e
 - Vowel teams
 - Consonant-le
 - Vowel controlled -r
- f. Decode two-syllable words following basic patterns by breaking the words into syllables.
 - Compound words (e.g., cup/cake, cow/boy)
 - Consonant-le (e.g., can/dle, sim/ple, re/fle, nee/dle)
 - VC/CV (e.g., nap/kin, hap/py, stam/pede)
 - V/CV (e.g., bo/nus)

RF.1.4:

- a. Read on-level text with purpose and understanding.
- b. Read grade level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Begins in 2nd grade

Stage 2 - Assessment Evidence- REQUIRED

It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned. See stage 3 for lessons and ideas to help move students towards proficiency.

Assessment #1- Links to Standards: RI.1.2, RI.1.3, RI.1.5

Timeline:1- 30-45min sessions -around 4th week into unit

Teacher will read the text to the students using a guided text talk of a text with students. Students will identify the main topic, use text features to locate key details, and describe the connection between two pieces of information in the text. Using the book [A Shell is Great for Protection](#) by Freddy Williams, students will identify the main topic and answer some questions about the key details they learned using basic text features. Then students will describe the connection between two pieces of information from the text. A different text can be used, but it must include basic text features, and students must be able to make connection about pieces of information within the text. There is a QR Code link below that can be used so that every child has access to the text on their Ipads.

This assessment can be used as a piece of evidence in reporting student progress for Standard RI.1.2 on the report card. The wording on the Rubric also reflects the wording of the report card.

[Shell is Great for Protection](#), [QR Code for Shell is Great for Protection](#), [Guided Text Talk of Shell is Great for Protection](#), [Student Answer Document](#), [Teacher Protocols](#), [Rubric](#)

Assessment #2- Links to Standards: RI.1.8, RI.1.9

Timeline: 2- 30min sessions for read aloud and compare/contrast- around 7th-8th week of unit

The teacher will read two texts on the same topic. The texts provided here are [Bird Beaks](#) and [Bird Feet](#). Then students will compare and contrast the two texts on same topic including text structure and information presented in each text. Students will look at a small section from one of the texts to identify what the author's reasons are that support a point in the text. For example, if the sentences given said "Bird have many types of feet. Ducks have feet that help them swim. Eagles have feet that help them grab onto parts of trees." The student would circle "many types of feet" as the point the author is making and highlight or underline "Ducks have feet that help them swim. AND/OR Eagles have feet that help them grab onto parts of trees." as the reasons that supports that point.

There is a student document that students can use to complete this assessment, but it can be tweaked or a different document can be used for the assessment. Different texts can be used but they should be about the same topic and have similarities and differences about text structure and the information presented in each topic.

[Bird Beaks Article/Printable book](#), [Bird Feet Article/Printable book](#), [Student Document](#), [Rubric](#), [Teacher Protocols](#), [QR Code for Bird Beaks](#), [QR Code for Bird Feet](#)

Assessment #3- Links to Standards: W.1.2, W.1.7, W.1.8, SL.1.1

Timeline: 2-3 30min. sessions- around 8-9th week of unit

Using resources provided within this document and at the school site, students will research an animal. Students will fill out a graphic organizer about their animal, and then write an informational piece based on the graphic organizer they filled out while researching their animal. Students will be answering questions like, "What does my animal eat?" "How does my animal protect itself?" "Where does my animal live?" "What special feature(s) does your animal have?" "What other facts do I know about my animal? This research can be completed as a class, small groups, or individually.

After the research has been completed, the students will write an informational piece independently about the animal they researched. They should introduce the topic, include some facts, and provide a sense of closure. After the first draft has been written independently, the students should go through the rest of the writing process.

[Research Resources](#), [Graphic Organizer](#), [Graphic Organizer for Advanced and Intermediate ELLs](#), [Graphic Organizer for Beginning ELLs](#), [Teacher Protocols for Research and Writing](#), [Research Rubric](#),

[NEW Revised Writing Rubrics** \(match report card\)](#)** **[**Updated Annotated Writing Samples**](#)**

Stage 3- Learning Activities- Highly Suggested

This section of the document is suggested, not required. The lessons in stage 3 follow the Gradual Release of Responsibility Model in order to prepare students to complete the assessments in stage 2 independently.

Sample Unit Plan:


This table shows a possible weekly arrangement of modules and assessments to meet unit performance expectations.

Weeks 1, 2, and 3	Week 4 and 5	Weeks 6 and 7	Week 8	Week 9
Reading Module 1 Writing Module 1	Reading Assessment 1 Reading Module 2 Writing Module 1	Reading Module 2 Writing Module 1	Reading Module 2 Reading Assessment 2 Writing Module 1	Writing Assessment

Language Lessons

The following lesson plans and instructional moves are suggested lessons for some of the supporting standards. Supporting standards should be addressed all year, however there are lessons for specific standards here that will change with every unit.


Standard	Instructional Routines and Resource Links
L.1.1a 	Print Upper and Lowercase Letters E-School Model/Guided Lessons: Handwriting A-Z : This link has explicit information of how to form each letter as well as practice pages for students to use to practice writing each letter, upper and lowercase.
L.1.1c 	Use Singular and Plural Nouns with Matching Verbs -When speaking about animal that was researched and writing E-School Model/Guided Lesson: Singular and Plural Nouns : This lesson helps explain the difference between singular and plural nouns. E-School Model/Guided Lesson: Matching Verbs with Nouns : This lesson is about matching verbs and nouns.
L.1.d 	Use Personal, Possessive, and Indefinite Pronouns (I learned, they eat, my animal was) E-School Model/Guided Lesson: Pronouns This link has several lessons about different types of pronouns.
L.1.1i 	Prepositions (Natural Connection to locating key details using text features- ex: on page... or under the heading...) E-School Model/Guided Lesson: Using Prepositions and Conjunctions This link has a few lessons that show how prepositions can and should be used.
L.1.1j 	Produce and Expand on Complete Sentences E-School Model/Guided Lesson: Sentences This link has several lessons about sentence, their parts, and how to write complete sentences.
L.1.2a 	Capitalize Names of People and Dates (writing) E-School Model/Guided Lesson: Capitalization This link has review lessons about capitalization and new lessons for capitalizing names, places, and dates.
L.1.4 a, b, c 	Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes as a clue to the meaning of a word. Identify frequently occurring root words (e.g. look) and their familiar forms (e.g. looks, looked, looking). E-School Model/Guided Lesson: Context Clues This lesson can be used to introduce or reinforce using context clues when reading a text.



	<p>E-School Model/Guided Lesson: Affixes and Root Words This link has a series of lesson about prefixes, suffixes, and word endings.</p> <p>K-5 Prefixes, Suffixes, Root Word Grade Level Progression This document is an aligned K-5 document about which prefixes, suffixes, and root words should be introduced, reinforced, and covered in each grade level.</p>
<p>L.1.5 a, b</p> 	<p>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes (e.g. a duck is a bird that swims; a tiger is a large cat with stripes).- When completing the research about the animal</p> <p>E-School Model/Guided Lesson: Categorize and Classify This lesson explains how we can put objects into different categories.</p> <p>E-Spark Video: Sorting Words: This video can be used to introduce or reinforce ways we can sort words into categories</p>

Reading Module 1: Lessons to Build to Assessment 1

The following lesson plans and instructional moves are suggested lesson that build up to Assessment 1 in the 2nd nine weeks. The table below includes notation to signal a suggested teaching progression for the lessons(a,b,c), the standard(s) that lesson covers, instructional moves, and resources.

Assessment 1 Synopsis: Students will identify the main topic, use text features to locate key details, and describe the connection between two pieces of information in the text. Then students will describe the connection between two pieces of information from the text.


<p>Masters Expectations RI.1.2</p>	<p>The student will:</p> <ul style="list-style-type: none"> Identify the main topic or central topic, and key details of a grade-appropriate text
<p>Progressing Towards the Standard</p>	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> Main topic, detail, retell, text, topic <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Retell key details from a grade-appropriate story Recognize or match the main topic to a text
<p>1-a RI.1.2 1-LS1-1 1-LS1-2 1-LS3-1 H.12.1.3 H.13.1.3 G.9.1.2 G.10.1.1</p>	<p>Finding the Main Topic: GRR Mini-Lessons- Ways to Find the Main Topic This lesson helps students see that there are many ways to find the main idea. This includes looking at the title, the pictures, and the words in a text. There are three mini-lessons built into this GRR lesson plan, but it can be divided however the teacher sees fit for their students.</p>
<p>1-b RI.1.2</p> 	<p>E-School Model/Guided Lesson: Identifying Main Topic and Key details This lesson can be used as a re-teach or to reinforce identifying the main idea and key details.</p> <p>E-Spark Instructional Video: Determining the Main Topic: This video can be used to introduce finding the main topic of a text or reinforcing what it means to find the main topic.</p>
<p>Masters Expectations RI.1.3</p>	<p>The student will:</p> <ul style="list-style-type: none"> Describe the connection between two individuals, events, ideas, or pieces of information in a grade appropriate text
<p>Progressing Towards the Standard</p>	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> Connection, event, idea, individual, information, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Recognize or Recall details about events, individuals, or information that was learned from a grade appropriate text



1-c RI.1.3 1-LS1-1 1-LS1-2 1-LS3-1	Making Connections: GRR Mini-lesson: Describing connections between two piece of information in the same book. This lesson helps students describe connections between two pieces of information in the same book. There are sentence frames
Masters Expectations RI.1.5	The student will: <ul style="list-style-type: none"> Know and use various text features to locate facts or key pieces of information in grade appropriate text (ex: headings, table of contents, glossaries, electronic menus, icons)
Progressing Towards the Standard	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> Text feature, locate, facts, information, examples of specific text features The student will perform basic processes, such as: <ul style="list-style-type: none"> Recognize various text features in context Understand how a text feature can help find certain information
1-d RI.1.5 	Text Features: GRR Lesson: Identifying and Understanding Text Features This lesson is from the Comprehension Toolkit. All the resources including the lesson guide, magazine article, anchor chart examples, and student resources are linked in the lesson plan. **There is a natural connection between using text features and prepositions.** SAMR Lesson Options/Extensions
1-e RI.1.5 	E-School Model/Guided Lesson: Locate Facts and Information This lesson helps students see that you can read to find facts and information by reading books or a computer to read information on the Internet.
1-f RI.1.2 RI.1.5	Identifying Information in Nonfiction: GRR Mini-Lesson: Using Text Features to find key details This lesson helps students put standards 1.2 and 1.5 together and use text features to find key details. ** There is a natural connection between using text features and prepositions.**

Reading Module 2: Lessons to Build to Assessment 2

The following lesson plans and instructional moves are suggested lesson that build up to Assessment 2 in the 2nd nine weeks. The table below includes notation to signal a suggested teaching progression for the lessons(a,b,c), the standard(s) that lesson covers, instructional moves, and resources.

Assessment 2 Synopsis: The students will compare and contrast two texts on same topic including text structure as well as information presented in each text. Then students will look at a small section from one of the texts to identify what the author's reasons are that support a point in the text.

Masters Expectations RI.1.9	The student will: <ul style="list-style-type: none"> Describe basic similarities and differences between two grade-appropriate texts on the same topic
Progressing Towards the Standard	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> Similarity, difference, text, The student will perform basic processes, such as: <ul style="list-style-type: none"> Identify features of each text (ex: topic, facts, organization, text features used) Create or use graphic organizer to sort features of each text as similar or different
2-a RI.1.9 	E-School Model/Guided Lesson: Telling What is the Same and What is Different in Two Texts This lesson is an online lesson that can be used to re-teach or reinforce comparing and contrasting two texts on the same topic.





<p>2-b RI.1.9 1-LS1-1 1-LS1-2 1-LS3-1</p> 	<p>Compare and Contrasting Two Texts: GRR Mini-lessons: Comparing and Contrasting Two Texts on the Same Topic This lesson has students practicing comparing and contrasting two texts on the same topic multiple times. This lesson can be done over several days or throughout a week. SAMR Lesson Options/Extensions</p>
<p>Masters Expectations RI.1.8</p>	<p>The student will:</p> <ul style="list-style-type: none"> Identify the reasons an author gives to support points in a grade-appropriate text
<p>Progressing Towards the Standard</p>	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> Author, point, reasons, support, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Recognize or pick from teacher-provided reasons to support a specific point in a text
<p>2-c RI.1.8</p> 	<p>E-School Model/Guided Lesson: Identifying Reasons the Support Main Points This lesson can be used to re-teach or reinforce identifying reasons an author gives to support the main points in a text. E-Spark Video: Supporting Details: This video can be used to reinforce what details are and how they support the main topic or points in a text.</p>
<p>2-d RI.1.8</p>	<p>Identifying the Author's Reasons to Support Points in a Text: GRR Lesson- Collecting Reasons to Support a Point This lesson uses a nonfiction text and help students see how to take a closer and deeper look at a text to find specific points an author makes and the reasons an author uses to support those points.</p>

Writing Module 1: Lessons to Build to Assessment 3

The following lesson plans and instructional moves are suggested lesson that build up to Assessment 3 in the 2nd nine weeks. The table below includes notation to signal a suggested teaching progression for the lessons(a,b,c), the standard(s) that lesson covers, instructional moves, and resources.

Assessment 3 synopsis: Students will fill out a graphic organizer about their animal, and then write an informational piece based on the graphic organizer they filled out while researching their animal. This research can be completed as a class, small groups, or individually. After the research has been completed, the students will write an informational piece independently about the animal they researched. They should introduce the topic, include some facts, and provide a sense of closure.

<p>Masters Expectations W.1.7</p>	<p>The student will:</p> <ul style="list-style-type: none"> Write or participate in grade-appropriate research
<p>Progressing Towards the Standard</p>	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> Instruction, research, topic
<p>3-a W.1.7 W.1.8</p>	<p>Research, Investigation, Finding Facts that Answer Questions, and Organizing Your Thinking. Below are links to various Comprehension Toolkit lesson and materials needed that can be used to help students understand how to research, find fact, and organize their thinking so they will be able to complete the research necessary for assessment 3.</p> <p>Lesson 16: Figuring Out What is Important</p> <ul style="list-style-type: none"> Lesson Guide Example Text Used <p>Lesson 18: Organizing Your Thinking</p> <ul style="list-style-type: none"> Lesson Guide Example Text Used Student Recording Document <p>Lesson 21: Explore and Investigate</p> <ul style="list-style-type: none"> Lesson Guide Example Text Used

3-b W.1.7 	<u>E-School Model/Guided Lesson: Use the Research Process</u> This lesson can be used to re-teach or reinforce how to do research or going through the research process.
3-c W.1.8 	<u>E-School Model/Guided Lesson: Answering Questions</u> This lesson can be used to re-teach or reinforce how to answer questions when completing research or gathering information from various resources.
Masters Expectations. W.1.2	The student will demonstrate grade-appropriate features of informative/explanatory writing <ul style="list-style-type: none"> ● Name a topic ● Supply facts about the topic ● Provide a sense of closure
Progressing Towards the Standard	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> ● informative/explanatory, topic, facts, closure The student will perform basic processes, such as: <ul style="list-style-type: none"> ● Write informative pieces uses a teacher-provided template or graphic organizer
3-d W.1.2	Writing a topic sentence: <u>GRR Mini-Lesson: Creating a Topic Sentence</u> This lesson helps students see examples of what topic sentence could look like or ways topic sentences can start.
3-e W.1.2	Identifying what facts to include: <u>GRR Mini-Lesson: Using the Graphic Organizer to Find Facts.</u> This lesson models how to use a graphic organizer to help identify which facts to write down or include and which facts to skip over.
3-f W.1.2	Writing a strong conclusion: <u>GRR Mini-Lesson: Ending Your Informational Piece</u> This lesson helps students see example of what conclusions could look like or ways to end their informational writing.
3-g W.1.2 	<u>E-School Model/Guided Lesson: Informational Writing: Reports</u> This lesson shows students all the aspects that are needed to write an informative piece in 1st grade. This can be used as a re-teach of the above skills or to reinforce what should be included in an informational piece.
3-h W.1.2	Graphic Organizer to Paragraph: <u>GRR Mini-Lesson: Going from Graphic Organizer to Informative Piece</u> This lesson is to help students with the process of taking a graphic organizer to an informative piece.
3-i W.1.2 	Ways to Publish- SAMR <u>SAMR Lesson Builder</u> This document shows teachers different ways that students could publish their informative piece if the teacher desires. Each way uses technology in some way. These are suggestions and do not have to be used, but it should show teachers ways that technology can be used in the classroom.

We would love your feedback and great ideas! Please email any suggestions, concerns, resources, or lesson ideas to your K-2 Literacy TOSA, Megan Rojo at mvenable@sdale.org

[Florida Center for Reading Research](#)- Direct links to the documents from fcr.org for Reading Center interventions based on student needs