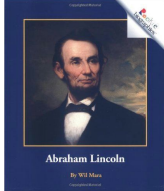
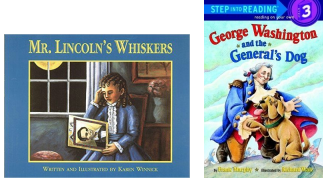
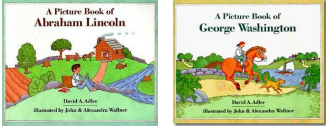
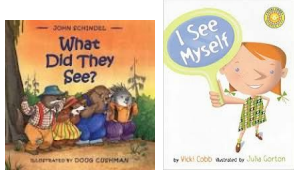
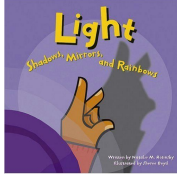
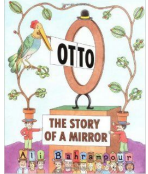
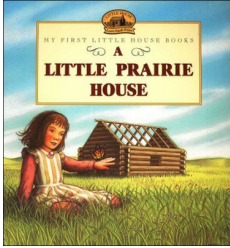
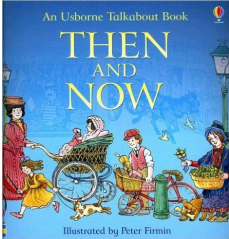



1st Grade Unit 4

Nonfiction vs. Fiction

(March 28th- End of the School Year) ([Stage 1 Video Here](#))

Overview of Unit 4 with Cross-Curricular Connections

ELA	<p>This unit is about fiction and nonfiction text. Students will:</p> <ul style="list-style-type: none"> ● compare and contrast fiction and nonfiction ● look at how illustrations, charts, pictures are used in fiction and nonfiction texts ● distinguish between information found in pictures and information found in the words ● practice writing opinion, narrative, and informative pieces based on student need 		
	 <p>Rookie Books about famous people, presidents, and inventors</p>	 <p>Fictional Stories about Famous People</p>	 <p>Historical Fiction about famous people, presidents, and inventors</p>
	Integration of Science and Social Studies		
SCIENCE	<p>Be looking for these science standards that can be addressed in this unit: 1-PS4-1 (all about sounds), 1-PS4-4 (light, reflective like mirrors) These texts provide background knowledge and connections to lessons taught in Science.</p>		
	 <p>What Did They See and I See Myself</p>	 <p>Light by: Natalie Rosinsky</p>	 <p>Otto The Story of a Mirror By: Ali Bahrapour (RL.1.5, RL.1.7)</p>
SOCIAL STUDIES	<p>Be looking for these social studies standards that can be addressed in this unit: H.12.1.1 (family and school changed over time) H.12.1.2 (creating timelines about life) H.12.1.3 (compare past and present) H.12.1.4 (retell stories of historical events) H.13.1.1 (compare accounts of same historical events) H.13.1.3 (draw conclusions based on artifacts from the past) These texts provide background knowledge and connections to lessons taught in Social Studies.</p>		
	 <p>A Little Prairie House Series by: Laura Ingalls Wilder and Other stories showing life in the past</p>	 <p>Then and Now Illustrated by: Peter Firmin and other book Comparing/ Contrasting Family life</p>	 <p>Videos, Pictures, and other resources to show Change Over Time- transportation, clothing, toys, communication</p>

Stage 1- Desired Results

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:

RI.1.6-Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.7- Use illustrations and details in a text to describe its key ideas.

RL.1.5- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.7-Use illustrations and details in a story to describe its characters, setting, or events.

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

W.1.1-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.

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.1.3-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.

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 4. 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 **S**ubstitution **A**ugmentation **M**odification and **R**edefinition [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:

Students will keep considering....

- Why do we read?
- Why do we write?

Essential Questions should be posted in the room and referred to often throughout the unit. The essential questions should be the drivers of the unit.

Understandings:

Students will understand that....

- Readers read books to learn information, for enjoyment, and to help them make decisions.
- We write to inform others, to communicate, to tell a story and for many other reasons.

Knowledge

Students will know....

- key ideas
- illustrations
- information
- details
- difference
- narrative
- opinion
- informative
- sequence
- introduction
- temporal words
- conclusion

Skills

Students will be able to...

- distinguish between information learned in pictures and information learned in words in an informational text.
- Use illustrations to describe key details in an informative text.
- use pictures in a story to describe characters, setting, and events
- explain major differences in fiction and nonfiction books (e.g. fictional books have drawings, characters, setting, animals talking; non-fiction book has glossary, diagrams, tells facts and so on).
- describe people, places, and events about people and events in various texts
- write a narrative, opinion, or informative piece related to the text/topic read/taught during this unit.
- use temporal or linking words when needed in their writing.
- introduce and provide a sense of closure when needed in their writing.

Supporting Standards:

Supporting standards are those that are addressed throughout the entire year in connection to daily practice and instruction. They are to be used and applied throughout the unit, however they are not explicitly assessed in Stage 2. Supporting standards will help guide your instruction to meet the focus standards. The **Blue 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** **Green=3rd quarter** **Blue= 4th quarter**

L.1.1:

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. 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 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).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g. and, but, or, so, because).
- h. Use determiners (e.g. articular, demonstratives).
- i. Use frequently occurring prepositions (e.g. during, beyond, toward).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2:

- a. Capitalize 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.
- e. 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).

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 single-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).

RF.1.3:

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know the final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

RF.1.4:

- a. Read on-level text with purpose and understanding.

Stage 2 - Assessment Evidence

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. [Stage 2 Video HERE](#)

Assessment #1- Links to Standards: RI.1.6, RI.1.7, RL.1.7, RL.1.5

Timeline: 45min. lesson -around 4th-5th weeks into unit

Using a small excerpt of nonfiction and fiction text and picture or illustration that matches, students will answer questions about each types of text. Then students will compare and contrast fiction and nonfiction text so they can explain at least one major difference between fiction and nonfiction texts.

Because these are reading standards, students may answer the questions orally, one-on-one or with a teacher if teacher feels that the writing portion of this assessment is keeping the student from meeting the standards being assessed.

[Student Document](#) , [Rubric](#)

Assessment #2- Links to Standards: W.1.1, W.1.2, W.1.3, W.1.5

Timeline: around 8-9th week of unit

Because this is the last quarter of the year, the type of writing that has to be assessed is up to the teacher. Below are different prompts that can be used to assess each type of writing. NO district writing samples will be collected for the 4th quarter. This assessment is based on student need and teacher choice.

Students will write an opinion, informative, OR narrative piece based on the lessons, people, and stories they have read. Student could answer prompts like:

Opinion:

- "Do you like fiction or nonfiction better and why?" "Who was our favorite person to learn about and why?"

Informative:

- "What do you know about ____?" "What was life like in ____."

Narrative:

- "Like the people you have learned about and the stories you have read, tell about a time you or a character learned a lesson." "Write a made up story about a person you learned about."

Teachers can choose which type of writing they would like to assess for this unit, or teacher can have students write to a prompt from each type of writing. This is teacher choice as long as writing is being taught and assessed.

There are a few different options for graphic organizers that can be modified and used for each type of writing. No writing samples will need to be submitted, however, if you would like to submit some you can.

[Opinion Graphic Organizers](#), [Informative Graphic Organizer](#), [Narrative Graphic Organizers](#)

→ [NEW WRITING RUBRICS](#) → [Video Explanation HERE](#)

Stage 3- Learning Activities

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.

There are lessons that are linked to Social Studies OR Science standards.
Social Studies Standards are Purple. Science Standards are Green

Supporting Standard 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 Moves and Resources
Supporting Standard Lesson	Using Prepositions Using the text "Rosie's Walk" by Pat Hutchins, students find all the prepositions that Rosie did throughout the story. The teacher could make a chart of what the students find. There is also a bingo card attached based on the preposition from the text. Rosie's Walk Bingo
Supporting Standard Lesson	Decoding 2 Syllable Words Six Way Syllable Sort Florida Center for Reading Research
Supporting Standard Lesson	Writing common consonant digraphs Both activities are from the Florida Center for Reading Research. They work on identifying, writing, and sorting words with digraphs. Digraph Delight Digraph a Word
Supporting Standard Lesson	Using the correct verb tense These videos are from a youtube channel called ELF Kids Videos. There are several other learning videos of this channel, but these both help with practicing verb tenses. Past Tense Verb Video Present Tense Verb Video

Reading Module 1: Lessons to Build to Assessment 1




The following lesson plans and instructional moves are suggested lessons that build up to Assessment 1 in the 4th 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 answer questions about each types of text. Then students will compare and contrast fiction and nonfiction text so they can explain at least one major difference between fiction and nonfiction texts.

Assessment Standard	Instructional Moves and Resources
1 RI.1.6 	<u>E-School Model and Guided Lesson: Comparing Information from Pictures vs. Information from Words</u> This lesson is an online lesson that walks students and teachers through the RI.1.6 standard. It includes a printable page that students can use to practice independently or in collaborative groups
1 RI.1.7 H.12.1.4 H.13.1.3	Key Ideas and How Do We Know? GRR: <u>Anchor Chart Mini-lesson</u> This mini-lesson is about introducing how the illustrations and text give key details about the key ideas.
1 RI.1.7 H.12.1.4 H.13.1.3	Finding the Key Ideas using illustrations and text in informational texts: GRR Lesson: <u>Describing Key Ideas from illustrations and text</u> This is a lesson that helps students understand that they can learn a lot from pictures and from the words. It uses texts and pictures famous people. It helps students begin to think about what the key ideas are of the passage based on what they see in the pictures and hear in the text.
1 RI.1.7 	<u>E-School Model and Guided Lesson: Describing Key Ideas from illustrations and text in INFORMATIVE text</u> This lesson is an online lesson that walks students and teachers through the RI.1.7 standard. It includes a printable page that students can use to practice independently or in collaborative groups.
1 RL.1.7	Using Illustrations and Words to describe Key Details in Fictional Stories: <u>GRR Mini-lesson: Describing Characters, Setting, and Events using the Illustrations and Words</u>
1 RL.1.7 	<u>E-School Model/Guided Lesson: Using Illustrations and details in LITERATURE</u> This lesson is an online lesson that walks students and teachers through the RL.1.7 standard. It includes a printable page that students can use to practice independently or in collaborative groups.
1 RL.1.5	Explaining the Differences between texts that tell stories and texts that give information: GRR Lesson: <u>Anchor Chart Mini-Lesson</u> This lesson is introducing the differences between stories and informational text. It also lends itself to a conversation about blended text or text that has characteristics of both stories and informational text.
1 RL.1.5 	<u>E-School Model and Guided Lesson: Comparing Fiction and Informational Text</u> This lesson is an online lesson that walks students and teachers through the RL.1.5 standard. It includes a printable page that students can use to practice independently or in collaborative groups.

Writing Module 1: Lessons to Build to Assessment 2

The following lesson plans and instructional moves are suggested lessons that build up to Assessment 2 in the 4th 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 Standard	Instructional Moves and Resources
2 W.1.1, W.1.2, W.1.3	Prompts, Ideas, and Suggestions for Opinion, Informative, and Narrative Writing These are ideas that can be used throughout the unit to help students practice opinion, informative, and narrative writing.
2 W.1.3 	E-School Model and Guided Lesson: Writing Narratives and their purpose This lesson is an online lesson that walks students and teachers through the W.1.3 standard. It includes a guided lesson that can be used to practice whole class or in small groups. There are two pieces of this lesson--the personal narrative as well as stories.
2 W.1.1 	E-School Model and Guided Lesson: Write Opinions This lesson is an online lesson that walks students and teachers through the W.1.1 standard. It includes a guided lesson that can be used to practice whole class or in small groups. There are two pieces of this lesson--opinions about books and opinions about various topics.
2 W.1.2 	E-School Model and Guided Lesson: Write to Inform or Explain This lesson is an online lesson that walks students and teachers through the W.1.2 standard. It includes a guided lesson that can be used to practice whole class or in small groups. There are two pieces of this lesson- writing book reports and writing how-to based on information learned.
Other Writing Resources for Revising, Editing, and Publishing	
2 W.1.5	Adding details to Strengthen our Writing GRR Lesson: Writers "Show, Not Tell" by focusing on the details In this lesson students practice adding the temporal words and adding details to their writing. The last piece of this lesson is actually having students write their completed story from beginning to end, making sure they have put their events in order, added temporal words, and added details to their writing. Show don't tell sentences

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

Teacher Resources- *The following are resources to help in deepening our understanding.*

Articles and Information

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