

First Grade 2020 Unit #1: Guided Reading - Making Connections

Content Area: **Language Arts**
Course(s): **Generic Course**
Time Period: **Marking Period 1**
Length: **6-8 weeks**
Status: **Published**

Established Goals/Standards

LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
LA.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.
LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
LA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.1.5	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.
LA.RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LA.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Essential Questions

- How do text features help you comprehend a story better?
- How do you chunk letters and sounds to decode words?
- How do you use prior knowledge (schema) to connect to text (text to self, text to text)?
- How does a picture/popper help you to read a story more accurately?
- How do temporal words (first, next, last) help comprehend a story?

Enduring Understanding

- By chunking letters and sounds, students will improve their accuracy and fluency of words read.
- By making personal connections (text to self) and connections to other books read prior (schema), students will gather clues and understand a story better.
- By using picture/popper strategy (initial sound or diagraphs) this will increase accuracy and fluency of words.
- By using temporal words (first, next, last) readers pay attention to the different parts of the story to help comprehend a story better.
- By using text features, students will understand and comprehend a non fiction story or article better.

Content

Students will be able to:

- use popper sounds
- use picture clues
- activate schema
- build good habits (daily 5)
- use text features
- make text connections

text-to-self

text-to-text

- tackle trouble words (word attack) (daily 5)

Assessment

Fountas & Pinnell: Benchmarking Fall, Winter, Spring

Aimsweb: Benchmarking Fall, Winter, Spring

End of unit assessment for Making Connections

weekly assessments (anecdotal notes)

weekly graphic organizers

Related Documents

Resources

classroom library leveled books

guided reading leveled books (bookroom)

mentor texts (see map)

F & P benchmarking kit

Aimsweb

graphic organizers

Daily 5 Centers