

First Grade 2020 Unit #3: Guided Reading - Questioning Text

Content Area: **Language Arts**
Course(s): **Generic Course**
Time Period: **Marking Period 2**
Length: **6-8 weeks**
Status: **Published**

Established Goals/Standards

LA.RI.1.8	Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
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.RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.
LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
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 you understand the main idea of a fiction and non-fiction texts?
- How does recognizing literacy elements (genre, plot, character, setting, problem/resolution, theme) help you summarize the text?
- What do good readers do before, during, and after reading to better understand the text?

Enduring Understanding

Please add your Enduring Understandings by clicking on the Lists tab above.

- Good readers generate questions using wh words before, during, and after reading to better understand the text.
- Recognizing literacy elements is how you summarize the text. The story elements are basically the "wh" question words using SOMEBODY as WHO, WANTED as WHAT, BUT as PROBLEM, WHY as SO (SOLVING THE CONFLICT), and THEN, AS RESOLUTION/CONCLUSION.

- Using "wh" words (who, what, when, where, why, (and how)) will help you understand the main idea of a text.

Content

Students will be able to:

- answer wh questions
- generate questions using wh words
- use key details to retell a story's events
- align the question word with signal words to retell (first, next last) or (somebody, wanted, but, so, then)
- ask/answer questions about details in informational texts
- give main idea/details
- identify genre
- identify differences between fiction/non-fiction
- compare/contrast good and bad examples on "How to" informational books

Assessment

Fountas & Pinnell: Benchmarking Fall, Winter, Spring

Aimsweb: Benchmarking Fall, Winter, Spring

End of unit assessment for Making Connections

weekly assessments (anecdotal notes)

Related Documents

Resources

classroom library leveled books

mentor texts (see map)

F & P benchmarking kit

Aimswab

graphic organizers

Daily 5 Centers