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| **Objectives**  **==**  **Alphabet Books & The**  **Children Who Read Them**  **1**  Unit 1: | **Key Vocabulary**  **Essential Question:**   1. Why is it important to ask questions while you are reading? 2. How do illustrations improve our understanding? | **Additional Required Components** | **Required Assessments** | **Resources** |
| 1. Use pictures, illustrations, and details in a text to determine and describe key details. 2. Gather information on a specific topic. 3. Write for informational purposes. 4. Write an opinion and provide reasons. 5. Make predictions when reading. 6. Ask questions to increase understanding. 7. Analyze illustrations. 8. Read orally with accuracy, appropriate rate, and expression. 9. Explain how punctuation affects the way a sentence is read. 10. Punctuate sentences correctly. 11. Differentiate between stories, poems, and informational texts. | **Alphabet Books**  **Analyze**  **Author**  **Healthy**  **How To Books**  **Illustrator**  **Informational**  **Key Details**  **Nutrition**  **Ordinal Numbers**  **Question**  **Poem**  **Prediction**  **Stories**  **Topic** | **Read Aloud Procedure - Literature**  RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6, RL.1.7, RL.1.9, RL.1.10, RF.1.1, SL.1.1, SL.1.1a, SL.1.1b, SL.1.1c, SL.1.2, SL.1.3, SL.1.4  **Read-Aloud Procedure-**  **Informational Texts**  RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.8, RF.1.1, SL.1.1, SL.1.1a, SL.1.1b, SL.1.1c, SL.1.2, SL.1.3, SL.1.4  **Our Class Alphabet Book**  W.1.2 & W.1.7  **Importance of Asking Questions**  **Analyzing Art**  SL.1.1, SL.1.1a, SL.1.1b, SL.1.1c, SL.1.4, & SL.1.6  **More Than Meets The Eye**  RI.1.1, RI.1.7, L.1.1j, SL.1.1, SL.1.1a, SL.1.1b, SL.1.1c, SL.1.2  **Unit 1 Writing**  **Mini-Lessons**  W.1.7, L.1.1, L.1.1d, L.1.1f, L.1.2, & L.1.2c  **Choral Reading**  RL.1.10, RF.1.1, RF.1.1a, RF.1.4, RF.1.4a & RF.1.4b  **Making Predictions**  RL.1.1, RL.1.10, SL.1.1, SL.1.1a, SL.1.1b, SL.1.1c, & SL.1.2 | **Favorite Foods Book**  **Opinion Writing**  W.1.1, W.1.5, W.1.8, W.1.10, SL.1.1, SL.1.4, SL.1.5, SL.1.6, L.1.1, L.1.1d, L.1.1f, L.1.1g, L.1.1j, L.1.2, L.1.2b, L.1.2c, L.1.2d, L.1.2e, L.1.6  **How To Be Healthy**  **Informational Writing**  W.1.2, W.1.5, W.1.7, W.1.8, L.1.1,  & L.1.2 | **Exemplar Texts:**   * *Tomas and the Library Lady* by: Pat Mora & Raul Colon * *I Read Signs* by: Tana Hoban   **Other Texts:**   * *The Graphic Alphabet* by: David Pelletier * *Little Bear’s Visit* by: Else Holmelund Minarik * *A Kiss For Little Bear* by: Else Holmelund Minarik & Maurice Sendak * *Dr. Suess’s ABC: An Amazing Alphabet Book* by: Dr. Seuss * *Chicka, Chicka, Boom, Boom* by: Bill Martin Jr., John Archambault, & Lois Ehlert * *I Can Read With My Eyes Shut* by: Dr. Seuss * *Alphabet City* by: Stephen T. Johnson * *Eating The Alphabet: Fruits & Vegetables From A to Z* by: Lois Ehlert * *Exercise (Rookie-Read-About Heath)* by: Sharon Gordon – 6 Copies |
| **I Can Statements** |
| 1. I can use pictures, illustrations, and details in a text to describe key details. 2. I can gather information on a specific topic. 3. I can write for informational purposes. 4. I can write an opinion and provide reasons why I have that opinion. 5. I can make predictions when reading. 6. I can ask questions to increase my understanding. 7. I can analyze illustrations. 8. I can read aloud with accuracy. 9. I can read aloud at an appropriate rate. 10. I can read aloud with expression. 11. I can explain how punctuation changes the way a sentence is read. 12. I can punctuate my sentences correctly. 13. I can tell the difference between stories, poems, and informational texts. |