

Literacy PACT



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VITAL INFORMATION

Subject(s): Language Arts (English)

Topic or Unit of Study: Non-fiction, expository text lessons.

Lesson Type: Group, guided reading, and individual work.

Grade/Level: 1

Language of Lesson: English

Prerequisites for Student(s): Students should be able to read, write, and comprehend English text.

Source:

Summary: Students will use a nonfiction text to learn about insect facts. The students will demonstrate prior knowledge with a graphic organizer. After the students read, they will write a paragraph on the things they learned from the book.

The teacher will need multiple copies of the book [Incredible Insects Q&A](#) or a comparable book.

LESSON DESCRIPTION

Description of Student Group: Students are all native English speakers.

Objective: Students will be able to use nonfiction text to learn facts about insects. They will then demonstrate that knowledge by writing a paragraph built from a graphic organizer of the student's design.

Standards:

 **CA- California K-12 Academic Content Standards**

- **Subject :** English Language Arts
- **Grade :** Grade One
- **Area :** Reading

• **Sub-Strand 1.0:** Word Analysis, Fluency, and Systematic Vocabulary

Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

• **Concept :** Concepts About Print

■ **Standard 1.1:** Match oral words to printed words.

■ **Standard 1.2:** Identify the title and author of a reading selection.

■ **Standard 1.3:** Identify letters, words, and sentences.

• **Concept :** Phonemic Awareness

■ **Standard 1.4:** Distinguish initial, medial, and final sounds in single-syllable words.

■ **Standard 1.5:** Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).

■ **Standard 1.6:** Create and state a series of rhyming words, including consonant blends.

■ **Standard 1.7:** Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).

■ **Standard 1.8:** Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).

■ **Standard 1.9:** Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ =splat; /r/i/ch/ = rich).

• **Concept :** Decoding and Word Recognition

■ **Standard 1.10:** Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.

■ **Standard 1.11:** Read common, irregular sight words (e.g., the, have, said, come, give, of).

■ **Standard 1.12:** Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.

■ **Standard 1.13:** Read compound words and contractions.

■ **Standard 1.14:** Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).

■ **Standard 1.15:** Read common word families (e.g., -ite, -ate).

■ **Standard 1.16:** Read aloud with fluency in a manner that sounds like natural speech.

• **Concept :** Vocabulary and Concept Development

■ **Standard 1.17:** Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).

• **Sub-Strand 2.0:** Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal.

• **Concept :** Structural Features of Informational Materials

■ **Standard 2.1:** Identify text that uses sequence or other logical order.

• **Concept :** Comprehension and Analysis of Grade-Level-Appropriate Text

■ **Standard 2.2:** Respond to who, what, when, where, and how questions.

■ **Standard 2.3:** Follow one-step written instructions.

■ **Standard 2.4:** Use context to resolve ambiguities about word and sentence meanings.

■ **Standard 2.5:** Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).

■ **Standard 2.6:** Relate prior knowledge to textual information.

■ **Standard 2.7:** Retell the central ideas of simple expository or narrative passages.

• **Sub-Strand 3.0:** Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students.

• **Concept :** Narrative Analysis of Grade-Level-Appropriate Text

■ **Standard 3.2:** Describe the roles of authors and illustrators and their contributions to print materials.

■ **Standard 3.3:** Recollect, talk, and write about books read during the school year.

• **Area :** Writing

• **Sub-Strand 1.0:** Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

• **Concept :** Organization and Focus

■ **Standard 1.1:** Select a focus when writing.

■ **Standard 1.2:** Use descriptive words when writing.

• **Concept :** Penmanship

■ **Standard 1.3:** Print legibly and space letters, words, and sentences appropriately.

• **Sub-Strand 2.0:** Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

• **Concept :** Using the writing strategies of grade one outlined in Writing Standard 1.0, students:

■ **Standard 2.2:** Write brief expository descriptions of a real object, person, place, or event, using sensory details.

• **Area :** Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

• **Sub-Strand 1.0:** Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

• **Concept :** Sentence Structure

■ **Standard 1.1:** Write and speak in complete, coherent sentences.

• **Concept :** Grammar

■ **Standard 1.2:** Identify and correctly use singular and plural nouns.

- **Standard 1.3:** Identify and correctly use contractions (e.g., isn't, aren't, can't, won't) and singular possessive pronouns (e.g., my/mine, his/her, hers, your/s) in writing and speaking.
- **Concept :** Punctuation
 - **Standard 1.4:** Distinguish between declarative, exclamatory, and interrogative sentences.
 - **Standard 1.5:** Use a period, exclamation point, or question mark at the end of sentences.
 - **Standard 1.6:** Use knowledge of the basic rules of punctuation and capitalization when writing.
- **Concept :** Capitalization
 - **Standard 1.7:** Capitalize the first word of a sentence, names of people, and the pronoun I.
- **Concept :** Spelling
 - **Standard 1.8:** Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Materials: Students will need access to [Incredible Insects Q&A](#) or a comparable text. Ideally the students should have individual access to the text, but group access or sequential access is an acceptable substitute.

Procedure: DAY ONE:
The teacher should begin by guiding the students through a whole-class discussion about insects. It is suggested that the teacher make an idea web on the board or overhead.

This discussion should revolve around general facts, not so much specific aspects of individual insects. Suggested spokes might include concepts such as "shape", "food", "where they live", "behavior", "unusual insects", or other ideas the students come up with.

This web will provide the base for a personal graphic organizer used by each student later in the lesson. Be sure to either ask the students to copy down the idea web as the teacher creates it, or make copies of the finished graphic organizer for the students.

After the class discussion, the teacher will introduce the lesson to the students. The teacher will model using the book [Incredible Insects Q&A](#) to find new and exciting facts about insects to add to the graphic organizer. The teacher will explain that the graphic organizer will be used later to write about insects and some of the new things the students have learned.

The students should then be allowed to use their books to add to their graphic organizers. The students should be encouraged to simply read the book, looking at the pictures and reading the text, to begin with. Once they have had a chance to familiarize themselves with the book, the teacher should encourage students to pull facts and place them in the appropriate place on their idea web.

DAY TWO:

The students should use their idea webs from the previous day to write a paragraph about insects. This should be heavily modeled by the instructors in the room. The teacher should use a pre-made idea web about insects to create sentences on the overhead. The students should be walked through writing full sentences using the information on their own idea webs.

Once the students have five to ten sentences written from their idea web, they should be directed to cut out the sentences and organize them in a way that shows an understanding of paragraph form and function. The teacher should model that some of the sentences might not fit with the rest, and that not all of them must be used to make a paragraph. Ideally, the students should use at least three of their sentences to make a paragraph.

Once the students have organized their sentences, they should tape them down to another piece of paper. This will be considered the "rough draft" of the paragraph they will be writing. The teacher should explain that all writing goes through stages that include revisions.

Students should use their rough draft to make a final draft. The students should be given lined paper with room to write sentences and draw a picture. Students should be instructed to use their best handwriting to write a final copy of their paragraph, and then draw a picture that relates to their text.

If desired, the teacher can bind all the final pages into a class book on insects.

Accommodations for English Learners:

Students with ELL needs should be provided with accommodations as needed throughout the process. Examples include:

- Provide students with subject specific vocabulary prior to the lesson.
- Giving students L1 reading materials if available.
- Providing the students with sentence frames when transferring information from their idea web to sentences.
- Providing students with a classmate or adult partner to assist in building the idea web or writing sentences.
- Reducing workload to allow for slower pace.
- One-on-one time with the instructors to guide the student through the process.

Accommodations for Special Needs Students:

Students with special needs should be provided with appropriate accommodation as needed throughout the process. Examples include:

- Giving a student focused reading material (one page with facts on one insect)
- Giving student lower level reading material if available.
- Allowing for a slower pace by giving the student extra time.
- Providing an adult or classmate to facilitate the student's progress.
- Reduce the cognitive load by allowing the student to write fewer sentences.

-Reduce the cognitive load by allowing the student to draw pictures without writing.

Research Base: Students are traditionally underexposed to nonfiction texts, and as a result struggle with textbooks that are expository in nature later in their educational careers. Using cognitively appropriate nonfiction text at a young age exposes learners to important print concepts that may otherwise go untaught.

Camp, D. "It takes two: Teaching with Twin Texts of fact and fiction", The Reading Teacher, Vol. 53, No. 5, Pp. 400-408

Technology:

Time Allotment: 2 class periods. 1 Hr per class.

ASSESSMENT AND REFLECTION

Evaluation of Lesson:

Reflection:

Assessment/Rubrics: Students will be evaluated by the completion of their thought webs, translation of the graphic organizers to sentences, and completion of their final page.

Specifically, the students should be evaluated on the development of their ideas from the facts on the book pages to the final product. There should be evidence of facts taken from the book in all steps. Students should also show the ability to discern between related and unrelated facts. Although no specific topic (aside from 'insects') was provided for the paragraph, the students should be able to discard fact from their graphic organizer if they seem out of place in their rough draft paragraph.

Finally, students should be evaluated on the degree of work evident in their final project. Elements such as penmanship, sentence structure and punctuation should be considered.