

ThinkUp!TM

TEACHER EDITION

Standards Mastery through Critical Thinking

ELA

Interventions

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard RI.1.1

Activity: Charted Information

 15 min.    

Provide students with two-column charts labeled *Answer, Details from Text*. Following reading or listening to read alouds of informational texts, pose questions orally and/or visually. Guide students to record on the charts answers to the questions and key details from the texts that provide evidence for the answers. Allow students to confirm responses with partners or in small groups.

(CCSS: RI.1.1, DOK: 2, RBT: Understand)

Activity: News Search

 15 min.   




Read aloud informational articles from children's magazines. Ask students to record two key details from the articles on note cards. Have students exchange note cards with partners. Have students write two questions that can be answered using the key details listed on the note cards. Direct student partners to discuss the questions and answers to confirm accuracy or to correct misunderstandings.

(CCSS: RI.1.1, DOK: 2, RBT: Understand)

Focus Standard W.1.1

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.




Activity: Catch the Arguments

 15 min.  

Provide students with well-written opinion pieces. Label three containers: *Opinion, Reasons, Concluding Statements*. Instruct students to cut apart the opinion pieces or to write the sentences on separate pieces of paper. Have students place the sentences in the appropriate containers. After sentences are sorted, invite students to draw sentences from the containers, read the sentences, and verify or correct the placements.

(CCSS: W.1.1, DOK: 2, RBT: Understand)

Activity: Give a Reason

 15 min.  

Have students brainstorm opinions about a book they have recently read or heard in a read aloud. Ask small groups of students to follow these steps: *Collaborate to determine and record a clear opinion about the book, using the brainstormed list as inspiration. Record a reason that supports the opinion. Compose a closing statement that connects the opinion and the reason.* Invite small groups to share recorded information in the large group.



(CCSS: W.1.1, DOK: 2, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard RL.1.7

Activity: Visual Cues

 15 min.  

In small groups, have students write original stories and sketch illustrations that support the stories. In the large group, allow students to orally present the stories and share the illustrations. Ask audience members to share observations about the connections between the illustrations and the stories.

(CCSS: RL.1.7, DOK: 2, RBT: Understand/Apply)

Activity: Talk It Through

 15 min.  

Provide students with stories that contain illustrations. Before reading the stories or listening to the stories as read alouds, have students write questions about what might be learned based on the illustrations. Encourage students to create questions about characters, settings, and plots. Direct students to read the stories and determine if the answers to their questions can be found in the illustrations, in the texts, or in both as they debrief with partners.




(CCSS: RL.1.7, DOK: 2, RBT: Understand/Apply)

Focus Standard L.1.1.C, L.1.1.D

L.1.1.C Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.1.D Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

Activity: Circle It

 15 min.  

Display a list of personal, possessive, and indefinite pronouns. Provide students with newspaper or magazine articles. Have students search for and circle the pronouns located in the articles. Invite students to work with partners to sort the pronouns by type. As a final step, support students as they write drafts of paragraphs that incorporate at least one of each type of pronoun.

(CCSS: L.1.1.D, DOK: 1, RBT: Apply)

Activity: Singular and Plural Noun Highlight

 15 min.  

Provide students with texts and two colors of highlighters. Have students highlight singular nouns with first colors. Instruct students to highlight plural nouns with second colors. Allow students to work with partners to check accuracy of highlighting. Guide students to form sentences with several of the nouns as subjects of the sentences, assuring that the correct verbs are used. Allow pairs to share sentences in the large group.

(CCSS: L.1.1.C, DOK: 1, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard RL.1.4

Activity: Sensory Words

 15 min.   

Provide students with five-column charts labeled *See, Hear, Touch, Taste, Smell*. Display a list of sensory words (e.g., *croaking, boom, hiss, honk, scream, soft, sandy, bumpy, boiling, slimy, bitter, sweet, spicy, flowery, fluffy, bubbly, scratchy*). Direct students to categorize words based on the senses they use to experience the words. Ask students to write five sentences: one sentence for each category using one of the words in the column. Have students share charts and sentences with small groups.

(CCSS: RL.1.4, DOK: 2, RBT: Analyze)

Activity: Share Your Feelings

 15 min.   

On a class chart, display words that name feelings (e.g., *glad, safe, sad, gloomy, mad, grumpy, afraid, scared, calm, cozy, grouchy, joyful*). Ask students to talk with partners and share times when they experienced specified feelings (e.g., *I was sad when my friend broke his arm*). After sharing with partners, invite students to record and sketch one of the shared sentences. Post sentences and sketches for a *Gallery Walk*.



(CCSS: RL.1.4, DOK: 2, RBT: Analyze)

Focus Standard L.1.1.E, L.1.1.F

L.1.1.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*).

L.1.1.F Use frequently occurring adjectives.



Activity: Past, Present, Future

 15 min.  

Provide students with a variety of texts. Instruct students to circle present tense verbs. Display a three-column chart labeled *Past, Present, Future*. Have students share verbs from the texts and write them in the *Present* column. Allow students to share the past and future tenses of present tense verbs on the chart and record them in the appropriate columns. Debrief by asking students what they notice about the verb tenses in regard to when each tense is used and how each tense is formed.

(CCSS: L.1.1.E, DOK: 1, RBT: Apply)

Activity: Adjective Stack

 15 min.  

Prepare a set of cards that contains nouns and a set of cards that contains adjectives. In turn, have students choose cards from each stack and compose oral sentences using the drawn nouns and adjectives. Continue until all students have shared. Debrief the activity by asking students the function of adjectives and why they are important to use when completing writing tasks.




(CCSS: L.1.1.F, DOK: 1, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard RI.1.8

Activity: Illustration Support

 15 min.  

Read informational texts with photographs/illustrations omitted. Post lists of points made by the authors in the texts. Read the points and display photographs that clearly support the points. Ask students to explain how evidence in the photographs supports the authors' points (e.g., If the point is swans migrate when seasons change, display a photograph/illustrate of swans catching fish on a warm sunny day. Guide students to explain that the photograph/illustration shows that swans move to places where they can locate food.). Repeat the process using additional points on the lists and discussing support provided by photographs/illustrations.

(CCSS: RI.1.8, DOK: 2, RBT: Understand/Apply)

Activity: The Real Reason

 15 min.   

In a small group or in the large group, read aloud excerpts from informational texts. Guide students to determine key points made by the authors. Display two details from the texts—one detail that supports a point and another detail that provides unrelated information. Ask students to choose the details that best support the identified point (e.g., If the point is that Martin Luther King was a respected African-American leader, one detail might read, *Thousands of people gathered to hear him speak in Washington, D.C.* and the other might read, *Martin Luther King, Jr. was born in Atlanta, Georgia, in 1929*). Repeat the process with other points and details from the texts.

(CCSS: RI.1.8, DOK: 2, RBT: Understand)

Focus Standard W.1.1

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.


Activity: Focus on Feedback

 15 min.   

Ask students to write sentences in which they state opinions about a topic and support the opinions with facts. Have students read aloud sentences to partners. Have partners provide feedback to partners using these sentence frames: *Your opinion is (clear/unclear) because ____.* *Your reason that ____ (does support/does not support) your opinion because ____.* *Your (opinion/reasons) could be improved by ____.* Instruct original writers to revise texts based on the feedback. In the large group, have students share their revised opinion sentences.

(CCSS: W.1.1, DOK: 2, RBT: Apply)

Activity: Who's with Me?

 15 min.  

Have students brainstorm topics. Allow small groups of students to select topics, form and record clear opinions about the topics, and provide and record reasons to support the opinions. Have students share recorded responses in the large group.




(CCSS: W.1.1, DOK: 2, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard RL.1.5




Activity: What Do Authors Do?

 15 min.  

Read literary texts and informational texts with students. Display a two-column chart labeled *What Authors of Stories Do*, *What Authors of Informational Texts Do*. After reading the literary texts, guide students to think about the steps authors complete as they write stories and post the steps on the chart (e.g., *create characters, use their imaginations, sometimes include magical details, describe a problem and a solution*). Repeat the process after reading the informational texts and record steps on the chart (e.g., *research a topic, explain about real people, places, or things, teach readers true information, sometimes include real photographs*). Guide students to compare and contrast the steps completed by authors of literary and informational texts.

(CCSS: RL.1.5, DOK: 2, RBT: Analyze)

Activity: Judging a Book by Its Cover

 15 min.  




Read titles of both informational and literary books. Direct students to discuss with partners if they can determine whether the books are literary or informational texts by their titles or if student pairs require more information. Show students the covers of the books and allow them to confirm or correct predictions based on the additional information provided by the covers. Prompt students to identify the features shown on the covers that helped them confirm or correct the predictions.

(CCSS: RL.1.5, DOK: 2, RBT: Analyze)

Focus Standard W.1.3

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.




Activity: Detail Supplier

 15 min.  

Prepare brief narrative texts by omitting several instances of details about the events and by replacing the details with blanks. Provide the prepared texts to student pairs and instruct pairs to use the contexts and to complete the blanks to supply the missing details about the events. In the large group, begin reading the texts and pause at the blanks to allow pairs to suggest details to complete the blanks. Discuss suggestions to determine if the added details help develop the events.

(CCSS: W.1.3, DOK: 2, RBT: Apply)

Activity: Conclusion Predictions

 15 min.  

Have students read narratives with omitted conclusions. With partners, have students discuss how they predict the narratives end and support their predictions based on the descriptions provided in the texts. Provide student pairs with the omitted conclusions and instruct them to reflect on the accuracy of their predictions.




(CCSS: W.1.3, DOK: 2, RBT: Understand)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard RI.1.4, RI.1.5

Activity: Which Word Makes Sense?

 15 min.  

Display sentences that have unknown words underlined (e.g., *The seahorse will swallow its food whole.*). Provide students with two word choices for the underlined words in the sentences (e.g., *eat, enjoy*). Instruct students to determine which of the provided words match the meaning of the underlined words as they are used in the sentences. Ask students to support choices by identifying the context clues used to make the determinations.

(CCSS: RI.1.4, DOK: 2, RBT: Apply)

Activity: Feature Finders

 15 min.   




Provide students with informational texts containing text features and two-column charts labeled *Text Feature*, *Information Learned*. Display and read aloud texts, noting text features, and recording the types of features in *Text Feature* column. Use the *Think Aloud* strategy to show students how to determine the information that is learned from the features and record in the *Information Learned* column. Direct student pairs or small groups to repeat the process with additional texts and two-column charts. Debrief charts in the large group.

(CCSS: RI.1.5, DOK: 2, RBT: Apply)

Focus Standard L.1.1.1

L.1.1.1 Use frequently occurring prepositions (e.g., *during, beyond, toward*).




Activity: Up, Down, and All Around

 15 min.  

Prepare a set of preposition cards, one word per card. Provide students with pom-poms or other small objects. In turn, have students select preposition cards and give directions to classmates (e.g., *on—Place your pom-pom on your head; under—Place your pom-pom under your chair*). Continue until all students have selected preposition cards and have given directions using the prepositions.

(CCSS: L.1.1.1, DOK: 1, RBT: Apply)

Activity: Preposition Moves

 15 min.  

Prepare preposition cards with one preposition per card. In turn, have students choose cards and use the prepositions to perform actions (e.g., *crawl under the table, place a book on the desk*). Allow remaining students to guess the direction phrases and to identify the prepositions in the phrases.




(CCSS: L.1.1.1, DOK: 1, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard RL.1.9

Activity: Question the Two

 15 min.  

Have students read or listen to read alouds of two versions of the same story. Lead small group discussions using these guiding questions that allow students to determine likenesses and differences between the main characters of the stories (e.g., *Who are the main characters in the stories? How are the main characters of the stories alike/different? What types of experiences or adventures do the main characters have? How are the experiences or adventures alike/different?*). Debrief responses to support student understanding of the experiences and adventures had by characters in stories and how these can be similar and different.

(CCSS: RL.1.9, DOK: 3, RBT: Understand)

Activity: Connect Two

 15 min.    




After reading aloud two versions of the same story, use the *Think Aloud* strategy to model the process of identifying the similarities and differences between the adventures and experiences of the characters in the versions. Post the similarities and differences to support student understanding. Provide practice, allowing student pairs or small groups to apply the learned strategy with additional versions of paired stories.

(CCSS: RL.1.9, DOK: 3, RBT: Understand)

Focus Standard W.1.2

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.




Activity: Topic and Fact Sort

 15 min.  

Provide students with related topic cards (e.g., birds, forms of transportation) and fact cards (e.g., toucans, penguins, and whippoorwills are types of birds; trains, boats, and airplanes are common types of transportation). Direct students to group themselves by common topics and facts. Debrief the activity by discussing how and why authors include related facts about their topics in texts.

(CCSS: W.1.2, DOK: 2, RBT: Apply)

Activity: Topic Collaboration

 15 min.  

Provide small groups of students with topics. Assign informational writing prompts to groups. Direct groups to discuss the topics, to write assigned texts collaboratively, including facts to develop the topics and concluding statements that bring the texts to meaningful closures. Have small groups share completed texts in the large group. Invite remaining students to identify the elements of the shared texts: topics, facts, concluding statements.



(CCSS: W.1.2, DOK: 2, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard RL.1.6




Activity: What's Your View

 15 min. 

Have pairs of students read or listen to read alouds of familiar folktales or fairy tales. Direct partners to retell the stories from different characters' points of view (e.g., Students retell "Cinderella" from the viewpoint of Cinderella or from the viewpoint of one of the stepsisters.). After the activity, debrief with students strategies they used for focusing on single characters and retelling the stories from different perspectives.

(CCSS: RL.1.6, DOK: 2, RBT: Analyze)

Activity: Who's Telling?

 15 min.  

Have students work with partners to read literary texts. After each paragraph is read, instruct one partner to identify who is telling the stories. Have partners confirm accuracy of the identifications and then continue reading. If stories are read aloud, pause at the end of each paragraph to allow partners to discuss who is telling the stories at those points.

(CCSS: RL.1.6, DOK: 2, RBT: Analyze)




Focus Standard L.1.2.A, B, C

L.1.2.A Capitalize dates and names of people.

L.1.2.B Use end punctuation for sentences.

L.1.2.C Use commas in dates and to separate single words in a series.




Activity: Punctuate It!

 15 min.  

Display a period, a question mark, and an exclamation point on individual posters. Provide students with newspapers or magazines. Have students locate examples of the types of sentences that require the punctuation. Instruct students to cut out the examples and affix them to the appropriate charts. Debrief the examples to confirm accuracy or to correct misunderstandings. Repeat the activity with a focus on capital letters used for dates and names of people. Display posters for dates and names of people for students to affix examples cut from newspapers or magazines.

(CCSS: L.1.2.A, L.1.2.B, DOK: 1, RBT: Apply)

Activity: Comma Create

 15 min.  

In the large group, have students brainstorm a list of nouns and post. Guide students to categorize the nouns based on likenesses or nouns that would be used together. Direct students to compose sentences that incorporate at least three of the nouns in a series, using commas correctly. Invite students to share their sentences in the large group. Discuss sentences for accurate use of commas to separate words in a series.

(CCSS: L.1.2.C, DOK: 1, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard RI.1.3

Activity: Find the Connections

 15 min.   

Have students read or listen to read alouds of displayed informational texts that describe two or more people, animals, places, or objects. Direct students to identify two of the people, animals, places, or objects described in the texts and use the outer sections of *Venn diagrams* to record differences between them. Guide students to review the texts a second time to identify similarities between the people, animals, places, or things (e.g., _____ and _____ lived during the same time period. _____ and _____ are made using similar materials.). Direct students to record the connections in the intersection of the *Venn diagrams*. Have students debrief the *Venn diagrams* with small groups.

(CCSS: RI.1.3, DOK: 3, RBT: Understand)

Activity: Physical Connections

 15 min.   

Prepare sets of paired note cards that describe connected events or information from the unit assessment text (e.g., Card one: *Ben Franklin enjoyed reading*. Card two: *Ben Franklin started America's first library*.) Distribute cards and ask students to stand and read aloud the cards. Ask students with the connected cards to stand, walk to the partners, and form physical connections (e.g., stand back to back, maintain a high-five position). Repeat until all cards have been read aloud and connected.




(CCSS: RI.1.3, DOK: 3, RBT: Understand)

Focus Standard L.1.1.G, L.1.1.H

L.1.1.G Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).

L.1.1.H Use determiners (e.g., articles, demonstratives).



Activity: Compounds and Conjunctions

 15 min.  

Prepare a spinner labeled *Compound Subject, Compound Predicate, Compound Sentence*. Display simple sentences with simple subjects and predicates and simple sentences. Spin the spinner to determine the revision students should make to the displayed sentences. Have students orally revise the sentences following the directions on the spinner. Debrief student responses for accuracy or needed corrections.

(CCSS: L.1.1.G, DOK: 1, RBT: Apply)

Activity: Determiner Additions

 15 min.  

Display numbered sentences with missing articles or demonstratives. Have students work with partners and supply and record appropriate articles or demonstratives to complete the numbered sentences. Allow partners to share their sentences and brainstorm other articles or demonstratives that might also be placed in the blanks.

(CCSS: L.1.1.H, DOK: 1, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard RL.1.3

Activity: Needs and Wants

🕒 15 min. 👤 🧑🧑🧑

Read aloud familiar stories to students. Display the following sentence frames: _____ *wants to* _____, *so he/she* _____. _____ *needs* _____, *so he/she* _____. Guide students to use the frames to identify what the main characters in the stories want or need, what they do, and what happens to them as a result of their wants or needs (e.g., *Clifford wants to join the circus, so he sneaks into the circus tent.*). Continue guiding students to identify these cause-and-effect relationships and use these relationships to discuss the outcomes of the major events in the stories.

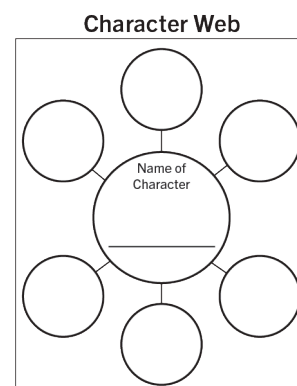
(CCSS: RL.1.3, DOK: 2, RBT: Understand)

Activity: Character Web

🕒 15 min. 👤 👤 👤 👤

Read aloud stories. Ask students to work with partners to select characters from the stories and retell the characters' actions. After pairs share with the large group, model choosing individual characters and completing *Character Web* graphic organizers to describe the characters based on their actions and characteristics (e.g., *Cinderella: hard working, kind, forgiving*). Have students provide key details that support the descriptions and record on the posted *Character Web*. Extend student thinking by having small groups collaboratively read stories and complete *Character Webs* as modeled in the large group activity.

(CCSS: RL.1.3, DOK: 2, RBT: Analyze)



Focus Standard L.1.1.B

L.1.1.B Use common, proper, and possessive nouns.

Activity: Find the Nouns

🕒 15 min. 👤 👤 👤

Provide students with or guide students to create three-column charts labeled *Common Noun*, *Proper Noun*, *Possessive Noun*. Have students move about the classroom and record common, proper, and possessive nouns on their charts. Have students work with partners to write brief compositions that include at least two of the common nouns, at least two of the proper nouns, and at least two of the possessive nouns. Instruct students to exchange compositions with other sets of partners to edit drafts, checking for the accurate usage of the common, proper, and possessive nouns.

(CCSS: L.1.1.B, DOK: 1, RBT: Apply)

Activity: Noun Hunt

🕒 15 min. 👤 👤

Provide students with newspapers, magazine articles, food containers, etc. Have students hunt for and circle and label common, proper, and possessive nouns by types. Allow students to work with partners to share located nouns and labels and to use digital or print sources to confirm accuracy of identifications.




(CCSS: L.1.1.B, DOK: 1, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard RI.1.6, RI.1.7



Activity: Race to the Answer

 15 min.  

Using informational picture books, prepare sets of questions that require students to use the pictures/illustrations and the words to answer the questions. Provide small groups of students with the books and allow students to read the picture books independently. Instruct students to study the pictures/illustrations. Have students race to locate the answers to questions using the pictures/illustrations or words from the books. Direct students to stand when they locate answers to the questions. Ask students to state the sources of the answers (e.g., using the pictures/illustrations, using the words, or using both words and pictures/illustrations). Allow group members to confirm accuracy of the responses using evidence from the books.

(CCSS: RI.1.6, RI.1.7, DOK: 2, RBT: Understand/Apply)

Activity: Guide the Reading

 15 min. 




Provide students with questions to use as they read or listen to read alouds of informational picture books. Questions might include: *What is the topic of the text? How do you know? What information do the pictures/illustrations provide about the topic? What words in the text provide information about the topic? What details do the pictures/illustrations provide? What details do the words provide? How might you use the pictures/illustrations and the words together to better comprehend the information about the topic?* Ask students to record answers to questions and to use the information to write sentences about the topics of the texts.

(CCSS: RI.1.6, RI.1.7, DOK: 2, RBT: Understand/Apply)

Focus Standard W.1.3

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.




Activity: Signaling Event Order

 15 min.  

Select excerpts from narrative texts that use temporal words to signal event order. Ask students to listen as you read aloud the excerpts. Pause while reading and ask students to explain how the authors' uses of temporal words allow the events to progress in natural sequences. Guide students to understand the relationships between the temporal words and the effect they have on signaling event order.

(CCSS: W.1.3, DOK: 2, RBT: Apply)

Activity: Structure Strategies

 15 min.  

Prepare brief narrative texts by cutting apart sentences and deleting the conclusions of the texts. Distribute the prepared narrative texts to small groups. Direct groups to use their knowledge of the organization of narrative texts, including natural sequences of events and temporal words that signal the order of events. Then, instruct students to write appropriate conclusions for the assembled paragraphs. Have groups read aloud their conclusions. Finally, read aloud the original narrative texts and have students compare original and assembled texts.

(CCSS: W.1.3, DOK: 2, RBT: Apply)

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Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard RL.1.1




Activity: Partner Find

 15 min.  

Have students select picture books and write *who, what, where, when, why, or how* questions about the books. Direct students to work with partners and exchange questions and books. Instruct partners to locate and record answers to the questions. Have students debrief partners' responses to confirm accuracy or to correct errors.

(CCSS: RL.1.1, DOK: 2, RBT: Understand/Apply)

Activity: Post It

 15 min.  




Have students complete *Picture Walks* of texts prior to independent reading or listening to read alouds of the texts. Instruct students to develop questions based on the pictures and record the questions on sticky notes. As student read the books or listen to the read alouds, ask students to record answers to their questions and place the sticky notes on the pages where the answers are located or displayed.

(CCSS: RL.1.1, DOK: 2, RBT: Understand/Apply)

Focus Standard W.1.1

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.




Activity: Opinion Webs

 15 min.  

Post a *Concept Web* and write a familiar topic in the center circle. Have students suggest opinions about the topic and record on the extensions from the center of the web. Brainstorm reasons to support each of the opinions and record on the extensions from each of the opinion extensions. Have student pairs compose brief opinion texts using the information posted on the *Concept Web*. Invite pairs to share opinion texts with the large group.

(CCSS: W.1.1, DOK: 2, RBT: Apply)

Activity: Opposing Sides

 15 min.  

Post topics that have opposing sides and that students have prior knowledge about. Guide students as they discuss the opposing sides of the topics and reasons to support each opinion. Record student thinking during the discussion. Have groups use the recorded opinions and supporting reasons to compose several related sentences that would be appropriate as a part of opinion pieces. Invite small groups to share their sentences in the large group.



(CCSS: W.1.1, DOK: 2, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard RI.1.9




Activity: What Does Yours Say?

 15 min.  

Have students work with partners. Give each pair two texts on the same topic, and direct each partner to read one of the texts. After partners have read assigned texts, post the following sentence frames: *My text was about* _____. Have students record responses to complete the frames and to provide details from the assigned texts to support the responses. After students share responses, post this sentence frame: *My text is different from your text because* _____. Direct partners to discuss similarities and differences in their texts using this frame. Invite partners to share with the large group the learning from this activity.

(CCSS: RI.1.9, DOK: 3, RBT: Understand)

Activity: Circle the Similarities

 15 min.  

After reading or listening to read alouds of two texts on the same topic, direct students to fold sheets of paper in half and label top halves with titles of first texts and bottom halves with titles of second texts. Have students list key details from the texts on papers in the appropriate sections. Guide students to compare the lists to identify and circle the details that are similar in both texts. In the large group, have students note the details that are not circled and discuss the differences these details indicate.

(CCSS: RI.1.9, DOK: 3, RBT: Understand)

Focus Standard W.1.2

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.

Activity: Off to a Great Start

 15 min.  

Provide small groups of students with copies of introductory paragraphs of informative/explanatory texts that model strong introductions. Read aloud the texts and have students identify and circle the topics. Have groups share the circled topics in the large group. Read aloud the remainder of the texts and have students discuss how the introductions clearly introduce the topics and support understandings of the texts. Debrief with students how they might apply these understandings to personal writing tasks.

(CCSS: W.1.2, DOK: 2, RBT: Apply)

Activity: Compose in Rows

 15 min.   

Have small groups of students sit in rows. Provide first group members with lined writing pads and pencils. Direct first students to write beginning sentences of informative texts on specified topics. Have students pass the tablets so that all group members add sentences to the texts and texts are complete. Then, have students collaborate to determine if sentences should be revised to develop the topic with additional facts and revise the sentences appropriately. Invite groups to share their informative texts in the large group.

(CCSS: W.1.2, DOK: 2, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard RI.1.2

Activity: Main Topic Match

 15 min.   

Prepare main topic cards for 2–3 informational texts. After reading or listening to read alouds of the texts, have students match the main topic cards to the appropriate texts. Direct students to select texts and record key details from the texts that support the main topics. Ask students to discuss with partners how the identified key details support the main topics of the texts. Debrief responses in the large group to confirm accuracy or to correct misunderstandings.

(CCSS: RI.1.2, DOK: 2, RBT: Understand)

Activity: Organize It!

 15 min.   




Provide a variety of graphic organizers for students to use to record main topics and key details located in informational texts (e.g., *Outline, Web, Text Links*). Invite students to share the organizers with partners or the large group.

(CCSS: RI.1.2, DOK: 2, RBT: Understand)

Focus Standard L.1.2.E

L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.




Activity: Word Call

 15 min.  

Read aloud words that require students to draw on phonemic awareness and spelling conventions in order to spell the words correctly. As words are read, have students write and spell the words correctly on sticky notes. Guide students to sort the words based on strategies applied and to post in categories on a *Word Wall*. Debrief the categories and support students as they draw conclusions about the categories and how they apply to correct spellings of the words.

(CCSS: L.1.2.E, DOK: 1, RBT: Apply)

Activity: Spelling Cards

 15 min.  

Prepare sets of note cards that each contain a letter in a word. Distribute sets of note cards to small groups. Have students arrange the note cards to spell words collaboratively. Allow small groups to share spelled words in the large group to ensure correct spellings.

(CCSS: L.1.2.E, DOK: 1, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard RL.1.2

Activity: Steps to Retelling

 15 min.   

Post these steps to guide students as they retell stories. Debrief student retellings with partners or in small groups to support understanding and mastery of this standard.

1. Read the story and think about what the story is mainly about.
2. Write the names of the main character(s) and record the setting.
3. Identify and record who is telling the story.
4. Write the events of the story in the order they occur.
5. Use the recorded information to retell the story.

(CCSS: RL.1.2, DOK: 2, RBT: Understand)

Activity: Literary Work

 15 min.  




Have students work in small groups and read or listen to read alouds of familiar fairy tales or folktales. Ask groups to record main events on sentence strips. Have groups use the sentence strips to retell the stories. Guide students to discuss the characters and events to determine central messages or lessons of the fairy tales or folktales. Debrief small group responses in the large group.

(CCSS: RL.1.2, DOK: 2, RBT: Understand)

Focus Standard W.1.2

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.




Activity: Fact Pass

 15 min.  

Prepare a beach ball with specific topics related to current units of study written in each section. Have students form a circle and pass the beach ball as music is playing. When the music stops, have students holding the ball provide several facts about the topics under their right thumbs. Debrief the shared facts for accuracy and guide students to discuss how facts about topics are important to include when writing informative/explanatory texts.

(CCSS: W.1.2, DOK: 2, RBT: Apply)

Activity: Close It

 15 min.  

Provide small groups of students with informative/explanatory texts that do not offer a sense of closure. Instruct groups to read or listen to read alouds of the texts and collaborate to write sentences that bring the texts to a closure. Have small groups share their closure statements with the large group. Discuss the responses for meaning and quality.

(CCSS: W.1.2, DOK: 2, RBT: Apply)