



# Grade 1

## Expository Units

*Unit 1: Digging for Hidden Treasure*

*Unit 2: Going for Gold*

*Unit 3: Discovery by Design*

## First Grade Expository Units of Inquiry

### Essential Learnings

*Students recognize how grade level appropriate informational/expository texts work in order to strengthen their understanding of content and author's intent. Students employ effective strategies towards independence. They gain insight into their responsibilities as readers, writers, listeners, and speakers to develop new understandings of their world and themselves.*

### **Grade 1 Expository Unit 1 of 3: Digging for Hidden Treasure: Finding the Meaning in Expository Texts**

In this unit students learn how authors organize and present real-world information in order to understand a variety of informational/expository texts. Students recognize and apply sequential and other logical organizational structures from a variety of grade level appropriate expository texts. They recognize and describe how text structures and features convey information and ideas in order to understand the meaning of the text as a whole. They write expository texts with description and sensory details and engage in academic discussions around the central ideas in expository text. Their oral and written responses to text include analysis (i.e., *the way the author...*), interpretation (i.e., *I think that means...*), and support (i.e., *This part of the text shows that...*).

#### Outcomes:

Literacy units encompass all domains: reading, writing, listening, and speaking. Some outcomes, however, are unique to specific domains. All units will include opportunities for students to read a "good representation of grade level appropriate narrative and expository texts" (RC 2.0). (Note: expository units will include narrative readings and narrative units will include expository readings.)

#### Students are able to:

- Question, interpret, and clearly articulate their understanding of informational/expository text and the author's intent (RC 2.0, 2.2-2.7; WS 1.0, 1.1-1.3; WA 2.0, 2.2; LC 1.0, 1.1; LS 1.0, 1.2, 1.4, 1.5; SA 2.0, 2.3, 2.4; FW pp. 25-27, 48-52)
- Make, revise and/or confirm predictions, draw inferences, conclusions, and/or generalizations about the text and support them with textual evidence and prior knowledge (RC 2.0, 2.5, 2.6; FW pp. 25, 48-50)
- Analyze organizational structures of expository/informational text (sequence or other logical order) to support understanding of the text (RC 2.0, 2.1, 2.2, 2.7; FW pp. 25, 48-50)
- Use knowledge of text structures and features to anticipate reading work and to understand the central ideas in text (RC 2.0, 2.1, 2.4-2.7; FW pp. 25, 48-50)
- Understand and articulate how text structures and features work together to convey meaning of the whole text (RC 2.0, 2.1; FW p. 49)
- Communicate central ideas supported by relevant details in academic conversations and oral presentations (LS 1.0, 1.1, 1.2, 1.4, 1.5; SA 2.0; FW pp. 48, 51)

- Revisit familiar mentor texts for models of language use and conventions (RC 2.0, 2.1 WS 1.0, 1.2; WA 2.0, 2.1, 2.2; WOELC 1.0-1.8, FW 44, 46, 48, 50-51)
- Write informational/expository text on self-selected topics organized around a central idea, using description for authentic purposes and audiences (WS 1.0, 1.1-1.3; WA 2.0, 2.1, 2.2; FW pp. 26-27, 50-51)
- Write responses to informational/expository text to demonstrate understanding through the use of analysis, interpretation and support (RC 2.0, 2.2, 2.6, 2.7; LR 3.0, 3.3; LC 1.0, 1.1-1.8; WS 1.0, 1.1-1.3; WA 2.0, 2.1, 2.2; FW pp. 26-27, 50-51)
- Orally rehearse and revise writing throughout the writing process for clarity and coherence (WS 1.0; WA 2.0, 2.2; WOELC 1.0, 1.1-1.8; FW pp. 26-27, 50-51)

### **Grade 1 Expository Unit 2 of 3: Going for Gold: Discovering Central Ideas**

In this unit students recollect, talk and write about central ideas in a variety of grade level appropriate informational/expository texts. They interact with text by interpreting, responding, and reacting to construct bigger ideas beyond literal understanding. While reading and discussing a variety of texts, students pose and answer thoughtful questions that may lead to further investigations. They determine an authentic purpose and audience for writing and orally presenting in order to relate important information, ideas and their natural curiosities in a logical sequence.

#### **Outcomes:**

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#### **Students are able to:**

- Question, interpret, and clearly articulate their understanding of informational/expository text and the author's intent (RC 2.0, 2.2-2.7; WS 1.0, 1.1-1.3; WA 2.0, 2.2; LC 1.0, 1.1; LS 1.0, 1.2, 1.4, 1.5; SA 2.0, 2.3, 2.4; FW pp. 25-27, 48-52)
- Make, revise and/or confirm predictions, draw inferences, conclusions, and/or generalizations about the text and support them with textual evidence and prior knowledge (RC 2.0, 2.5, 2.6; FW pp. 25, 48-50)
- Pose and seek answers to questions while reading, listening to, and discussing expository text to construct meaning (RC 2.0, 2.2; LC 1.0, 1.2; FW pp. 25, 27, 49-50)
- Gain understanding of informational text and relate information to their personal experiences, curiosities and interests (FW p. 28)
- Communicate central ideas supported by relevant details in academic conversations and oral presentations (LS 1.0, 1.1, 1.2, 1.4, 1.5; SA 2.0; FW pp. 48, 51)
- Revisit familiar mentor texts for models of language use and conventions (RC 2.0, 2.1 WS 1.0, 1.2; WA 2.0, 2.1, 2.2; WOELC 1.0-1.8, FW 44, 46, 48, 50-51)
- Write informational/expository text on self-selected topics organized around a central idea, using description for authentic purposes and audiences (WS 1.0, 1.1-1.3; WA 2.0, 2.1, 2.2; FW pp. 26-27, 50-51)
- Write responses to informational/expository text to demonstrate understanding through the use of analysis, interpretation and support (RC 2.0, 2.2, 2.6, 2.7; LR 3.0, 3.3; LC 1.0, 1.1-1.8; WS 1.0, 1.1-1.3; WA 2.0, 2.1, 2.2; FW pp. 26-27, 50-51)
- Orally rehearse and revise writing throughout the writing process for clarity and coherence (WS 1.0; WA 2.0, 2.2; WOELC 1.0, 1.1-1.8; FW pp. 26-27, 50-51)

### **Grade 1 Expository Unit 3 of 3: Discovery by Design: What's Really Important Here?**

In this unit students engage in the research process to describe and explain topics of interest, significant events, and experiences. Students analyze, interpret, and support their thinking to capture and discuss central ideas within and across grade level appropriate expository texts. They investigate self-selected topics of interest and frame questions to develop a central idea in order to focus their inquiry. Students deliver oral presentations about their discoveries that are organized and developed around a controlling idea/coherent thesis statement\* by comparing information from several sources. They determine appropriate organizational structures and features for authentic purposes and audiences when presenting their findings orally and in writing.

\*A thesis statement is a meaningful claim that goes beyond a simple reporting of literal information.

#### Outcomes:

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#### Students are able to:

- Question, interpret, and clearly articulate their understanding of informational/expository text and the author's intent (RC 2.0, 2.2-2.7; WS 1.0, 1.1-1.3; WA 2.0, 2.2; LC 1.0, 1.1; LS 1.0, 1.2, 1.4, 1.5; SA 2.0, 2.3, 2.4; FW pp. 25-27, 48-52)
- Make, revise and/or confirm predictions, draw inferences, conclusions, and/or generalizations about the text and support them with textual evidence and prior knowledge (RC 2.0, 2.5, 2.6; FW pp. 25, 48-50)
- Pose and seek answers to questions while reading, listening to, and discussing expository text to construct meaning (RC 2.0, 2.2; LC 1.0, 1.2; FW pp. 25, 27, 48-51)
- Use a variety of sources to gather information around a central question or idea (RC 2.0; WS 1.0, 1.1; WA 2.2; LS 1.0; SA 2.0; FW pp. 25, 48-49)
- Synthesize information and ideas within and across expository/informational texts to form and articulate their own ideas, orally and in writing (RC 2.0, 2.2-2.7; LR 3.0, 3.3; WS 1.0, 1.1-1.3; LC 1.0, 1.1-1.8; LS 1.0, 1.1, 1.2, 1.4, 1.5; SA 2.0, 2.4)
- Communicate central ideas supported by relevant details in academic conversations and oral presentations (WS 1.0, 1.1-1.3; WA 2.0, 2.1, 2.2; FW pp. 26-27, 50-51)
- Revisit familiar mentor texts for models of language use and conventions (RC 2.0, 2.1 WS 1.0, 1.2; WA 2.0, 2.1, 2.2; WOELC 1.0-1.8, FW 44, 46, 48, 50-51)
- Write responses to informational/expository text to demonstrate understanding through the use of analysis, interpretation and support (RC 2.0, 2.2, 2.6, 2.7; LR 3.0, 3.3; LC 1.0, 1.1-1.8; WS 1.0, 1.1-1.3; WA 2.0, 2.1, 2.2; FW pp. 26-27, 50-51)

- Write informational/expository text on self-selected topics organized around a central idea, using description for authentic purposes and audiences (WS 1.0, 1.1-1.3; WA 2.0, 2.1, 2.2; FW pp. 26-27, 50-51)
- Select and utilize an organizational structure to present information, including significant details, around a self-selected topic or idea (WS 1.0, 1.1-1.3; WA 1.0, LC 1.0, 1.1-1.8; LS 1.0, 1.2, 1.4, 1.5; SA 2.0, 2.4; FW pp. 26-27, 50-51)
- Orally rehearse and revise writing throughout the writing process for clarity and coherence (WS 1.0; WA 2.0, 2.2; WOELC 1.0, 1.1-1.8; FW pp. 26-27, 50-51)