Common Core Standards: Reading Informational Text in First Grade

Note to the teacher: Two recommended texts for Unit 1 are *All Kinds of Families* by Norma Simon and *The Relatives Came* by Cynthia Rylant. However you can use any informational text and corresponding literature and follow these strategies.

Day 1 Procedure:

1. Before reading, show the students the book and talk about then title, “All Kinds of Families.”
2. Tell the students you are going to read the book aloud. If they hear a word they do not understand, they should hold up and wiggle their thumbs. (RI.1.4)
3. Clarify the unknown words and phrases (such as aunt, uncle, adoption) and add them to the word wall.
4. Review (this was learned in Kindergarten) what a main topic is and ask the students to tell you what the main topic is in this book and to explain the key details they heard that support the main topic. (RI.1.2)
5. Ask and answer questions about the key details (RI.1.1) as you make a chart. Under the title “Families” list the different kinds of families as the students tell you about them.

Day 2 Procedure:

1. Show the chart you constructed yesterday with the title covered. Ask the students to describe the connections between the items on the list. (RI.1.3)
2. Tell the students you are going to read the book again. This time they are to look at the illustrations and be ready to tell the class what information is provided by the illustrations. Talk about the differences between the information provided by pictures and text. (RI.1.6)
3. Add any additional information to your chart.
4. Ask, “What is the author’s point of view about families?” Then have the students describe the reasons the author gives to support the points in the text. (RI.1.8)
Day 3 Procedure

1. Read another text about families aloud such as *The Relatives Came* by Cynthia Rylant.
   - Ask the students to identify the basic similarities and differences between the two books
   - Discuss how the illustrations differ in the kind of information they show
   - Ask how the description of families is similar and different (RI.1.9)

2. To connect reading texts and the opinion essay, first clarify the meaning of "opinion." Next ask the students to decide which of the two books they like the best and think about the reasons.

   Distribute a checklist and model it for the students using any other book you have read with them:

   _____ I can name the book I am writing about

   _____ I can state an opinion about the book

   _____ I can give a reason for my opinion

   _____ I can end with a general statement

   Then have them write an opinion piece. (W.1.1)