

RI.1.3

This ELA unit provides resources to use while teaching the standard **RI.1.3**, which states that students will be able to **"Describe the connection between two individuals, events, ideas, or pieces of information in a text."**



Using This Unit

Let's look at the structure of this unit.

Lessons

- There are 3 mini lessons in this unit. Each mini lesson will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for your reading block. I suggest at least 10-15 minutes for your daily lesson, then 15-20 minutes+ for practice time. Putting your mini lessons together may take between one to two weeks.

Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within your independent reading time.

Reading Passages

- These can be used throughout the unit as you see fit, too. They can be used during partner reading time, independent reading time, or as a continuation of a mini lesson you think they need more time with.

Task Cards & Interactive Notebook Pieces

- Use each of these resources as you see fit. If you do centers or hands-on learning time, include these pieces within the centers for extended practice.

Assessment

- There is one 3-page assessment included at the end of this unit. When you're finished teaching your two week unit, use this assessment with your students. Answer key is included.

Mini Lessons

There are four mini lessons within this unit. They may take between 5 to 10 days to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities.

1st Grade Reading Informational Lesson

RI.1.3- Lesson 1

I can describe the connection between two people, events, ideas, or pieces of information in a text.


Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Mini-Lesson Focus: Simple Connections- Schemas


Activities to teach:

Step 1: Teacher will create an anchor chart teaching students about finding connections in a nonfiction text. Students can participate in the creation of the anchor chart through teacher questioning and

Connections



Connection- how things



Finding a Connection

Picture 1 Picture 2

How are they similar?

1st Grade Reading Informational Lesson

RI.1.3- Lesson 2

I can describe the connection between two people, events, ideas, or pieces of information in a text.


Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Mini-Lesson Focus: Connections Between People

Activities to teach:


Step 1: Teacher will review anchor chart from step 1. Discuss the different types of connections (people, events, ideas, or pieces of information).

Connections



Connection- how things

Librarian



Teacher

The sun started shining after it rained.	A rainbow formed.	A girl did not brush or floss her teeth for 2 weeks.	A cavity formed in her tooth.
Three feet of snow fell on the ground.	Snow plows drove through to scrape the roads.	The temperature of the room rose.	The ice began to melt.
It rained for seven days.	The area flooded.	Water is heated to high temperatures.	The water begins to boil.

1st Grade Reading Informational Lesson

RI.1.3- Lesson 3

I can describe the connection between two people, events, ideas, or pieces of information in a text.

Describe the connection between two individuals, events, ideas, or pieces of information in a text.


Mini-Lesson Focus: Connections Between Events (Cause and Effect)

Activities to teach:

Step 1: Teacher will create an anchor chart teaching students about cause and effect. They will discuss how cause and effect is related to connected events in a text. Or display an anchor and discuss.


Step 2: Teacher will display the picture cards to the classroom. After studying the pictures, students will turn and talk to discuss the cause and effect of each picture. Students will then discuss how cause and effect is related to connected events in a text.


Cause and Effect




Cause and Effect

one thing happens







Picking Apples



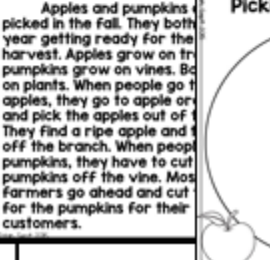
Picking Pumpkins



Fall Picking



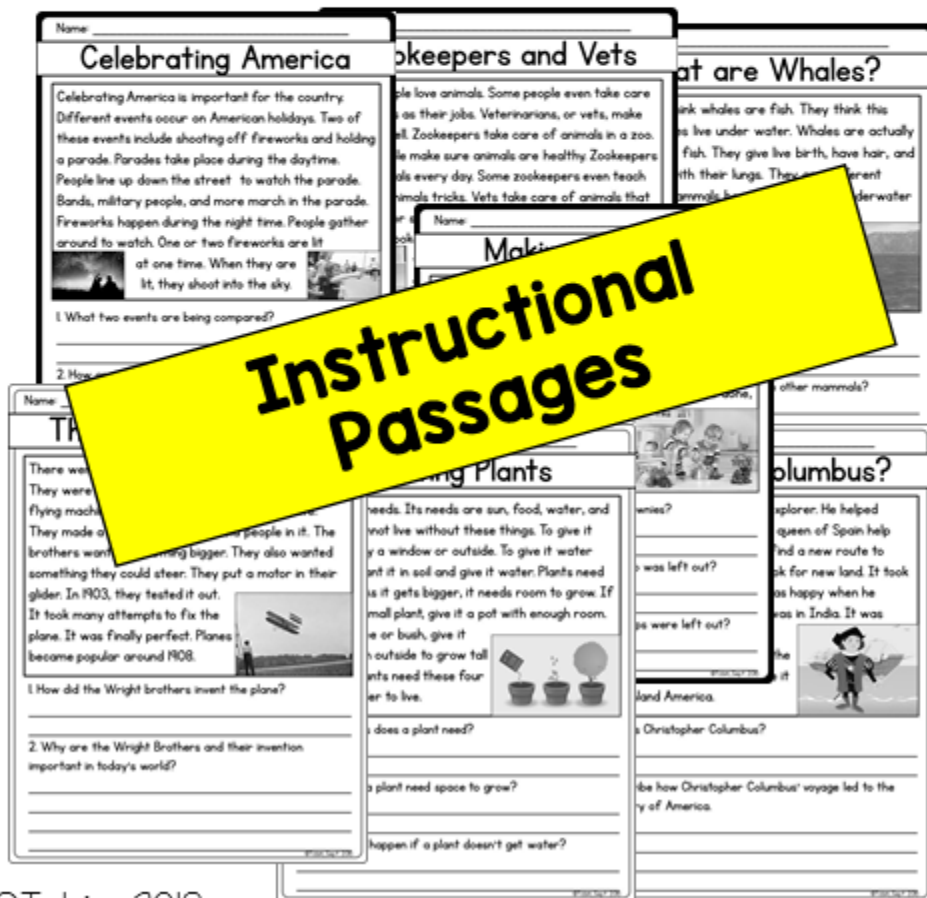
Picking Apples Picking Pumpkins



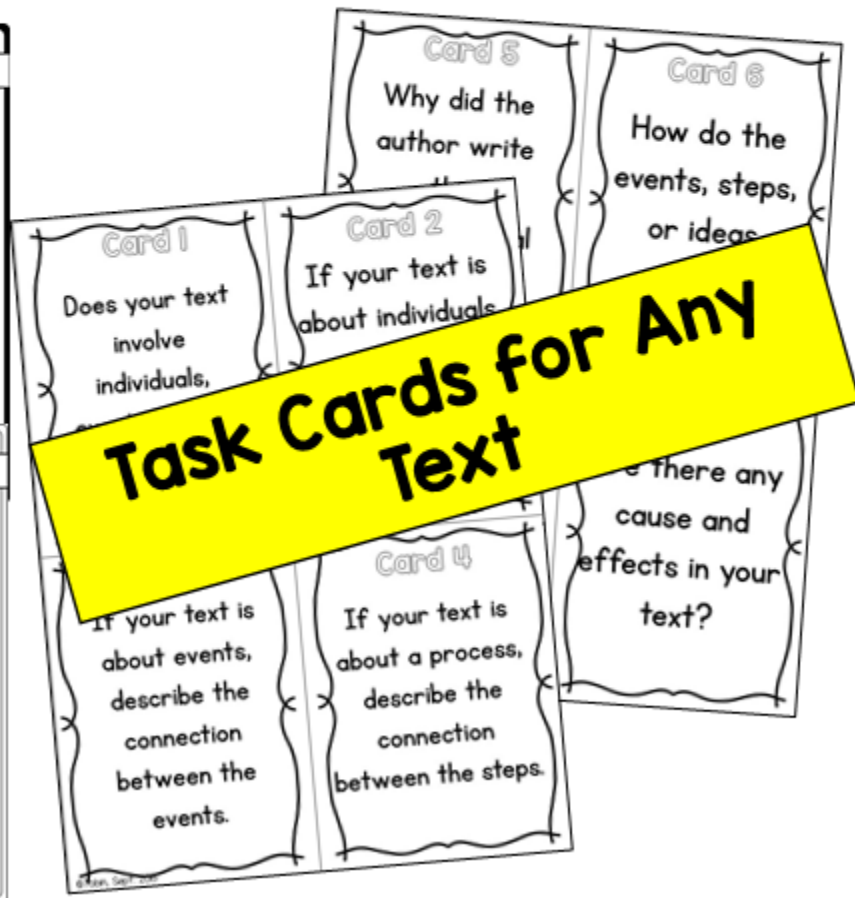
Apples and pumpkins are picked in the fall. They both get ready for the harvest. Apples grow on trees. Pumpkins grow on vines. Both are on plants. When people go to the farm, they go to the apple orchard and pick the apples off the trees. They find a ripe apple and pick it off the branch. When people go to the pumpkin patch, they have to cut pumpkins off the vine. Most farmers go ahead and cut for the pumpkins for their customers.

Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **graphic organizers**, **task cards**, and **interactive notebook templates** to use with any read-aloud or independent practice text.



Instructional Passages



Task Cards for Any Text

Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **graphic organizers**, **task cards**, and **interactive notebook templates** to use with any read-aloud or independent practice text

Graphic Organizers

Interactive Notebook Templates

Digital Additions

Two pieces of this reading unit have been converted into digital options. The passages and graphic organizers now come in Google Slides.

What you need:

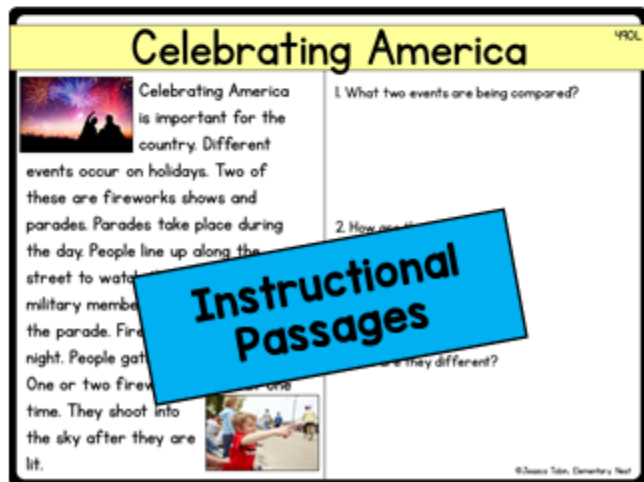
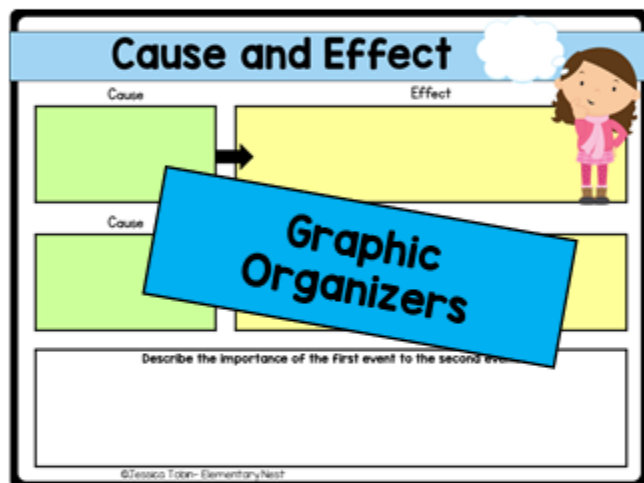
- A Google Classroom account

What to do:

- Open document using links below.
- Click "make a copy". This will be your master copy.
- Make another copy to share with your students. Get the shareable link using the 'Share' button in the top right corner.

Options for sharing:

- Copy the *specific slide* you need and share it with your students.
- Share the *entire presentation* for them to fill out by a certain date or for use when they are reading independently.
- Create a folder for your students to access whichever ones they want/need.



Assessment

The unit is wrapped up with a summative assessment. Within this assessment, the students are asked a few questions about the standard itself. Then, they are asked to perform tasks aligned with that standard. There are two short texts, one with multiple choice texts and one with short answer. In the beginning and middle of the year, I **suggest** reading the assessment aloud to the class as they take the test. That way, they are tested on the actual skill, not their reading level.

The image displays three sample assessment pages. The first page, titled 'Connections Assessment', features a Venn diagram comparing 'Mammals' and 'Birds'. The 'Mammals' section lists: have hair, have fur, babies drink milk, give live birth, breathe air. The 'Birds' section lists: animals can be pets, living things, have eyes. The 'Both' section lists: animals can be pets, living things, have eyes. Below the diagram are questions: 1. What is one similarity? (a. have fur, b. have eyes, c. breathe in the water, d. have gills), 2. What is something only fish do?, 3. What is something only mammals can do?, 4. What was the purpose of this Venn Diagram? The second page contains a short text about bats: 'People may think that bats are birds. They are not. They think that because bats fly. But mammals. They have fur, can breathe, give live birth. They are one of the only mammals. Birds lay eggs and have feathers. Bats do not have these, so they can't be birds!'. It includes questions: 5. How are bats like most mammals? (a. They are covered in hair, b. They lay eggs, c. They have a beak, d. They build nests), 6. How are bats unlike most mammals? (a. They have hair, b. They give live birth, c. They can fly, d. They breathe air), 7. What is the connection between bats and birds? (a. Bats and birds are both mammals, b. Bats and birds are both birds, c. Bats and birds both have beaks, d. Bats and birds both fly). The third page contains a short text about US presidents: 'America has had presidents for hundreds of years. The first president was George Washington in 1789. He was not a member of either the Democrat or Republican Parties. Donald Trump is the current president. He is a Republican. He was elected in 2016. Before he was president, he was a business owner.' It includes questions: 8. How are Trump and Washington similar?, 9. How are Trump and Washington different?, 10. What is one piece of information you learned from this text? A large yellow banner with the text 'Key Provided for Assessment' is overlaid on the pages. At the bottom right, it says 'Student answers may vary.'

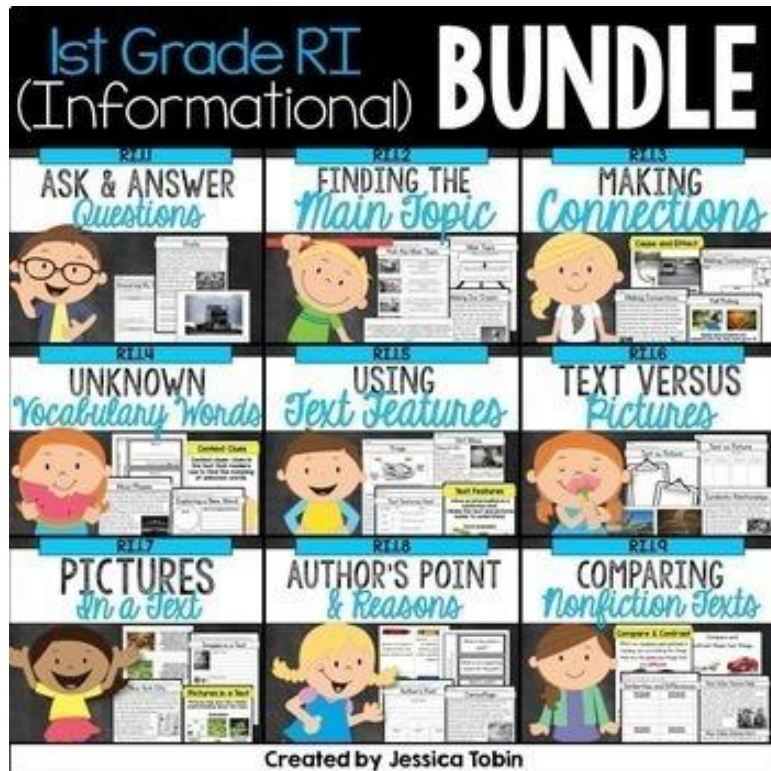
Key Provided for Assessment

Student answers may vary.

Bundle Opportunities

If this layout looks ideal for your classroom, and you know you'll be needing resources like this for **all** standards included in Common Core, check out the bundles that save you money!

Informational Domain



Created by Jessica Tobin

-or-

All 6 ELA Domains



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