

# RI.1.8

This ELA unit provides resources to use while teaching the standard **RI.1.8**, which states that **“Identify the reasons an author gives to support points 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 lessons 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 use throughout the unit as you see fit, too. They can be used during partner reading time, independent reading time, or 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 three 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.1.8- Lesson 1

I can identify the reasons an author gives to support points in a text.

Mini-Lesson 1: What's the Author's Point?

Activities to Teach:

Step 1: Teacher will create a list of reasons an author might give to support a point. Students will participate in the creation of this list through teaching questioning. Display mini poster and discuss.

Step 2: Teacher will read aloud a text about winter sports. Students will identify the author's point. They will work with a partner to discuss the author's point. They will write a sentence about the author's point.

Step 3: Teachers and students will discuss the author's point. They will write a sentence about the author's point.

### 1st Grade Reading: Informational Lesson

#### RI.1.8- Lesson 2

I can identify the reasons an author gives to support points in a text.

Mini-Lesson 2: Practicing Finding the Author's Point

Activities to Teach:

Step 1: Teacher will read a nonfiction text about winter sports. Students will identify the author's point. They will work with a partner to discuss the author's point. They will write a sentence about the author's point.

Step 2: Teacher will read a nonfiction text about winter sports. Students will identify the author's point. They will work with a partner to discuss the author's point. They will write a sentence about the author's point.

Step 3: Teachers and students will discuss the author's point. They will write a sentence about the author's point.

### 1st Grade Reading: Informational Lesson

#### RI.1.8- Lesson 3

I can identify the reasons an author gives to support points in a text.

Mini-Lesson 3: Matching Points and Reasons

Activities to Teach:

Step 1: Students will work with partners to match an author's point to a supporting reason. They will read about each point, then find the associated reason. After they've made their matches, they will write a sentence about the author's point.

Step 2: Students will work in groups of three or four other students. Each group will get an author's point strip, explaining an author's point. They will come up with three reasons that could possibly support their point.

Step 3: Students will then break apart from their groups and use their author's point and three reasons from step 2 to write a paragraph. They will write an informational text that includes the point and at least two of the reasons they created. Then, they will illustrate an image to help support their text.

### Education

One of the most important things to do is get an education. When a child is growing up, they spend a lot of time at school. Although they might want to play instead, learning is very important. They go to school to learn math, reading, writing, and more. This will help them in their future. Once they get to high school, they will begin to learn harder things. This is getting them ready for college. College is where they learn how to do a job, study to get a degree, and become a doctor, one of these great careers without education.

### Author's Point

Name: \_\_\_\_\_

Text I Chose: \_\_\_\_\_

What point is the author trying to prove?

Describe one reason the author gives to support his or her point.

Describe another reason the author gives to prove his or her point.

Use the red crayon to underline where the author states his or her point.

Use the green crayon to underline where the author describes the importance of college.

### Author's Point

Name: \_\_\_\_\_

Text I Chose: \_\_\_\_\_

What point is the author trying to prove?

Describe one reason the author gives to support his or her point.

Describe another reason the author gives to prove his or her point.

Use the red crayon to underline where the author states his or her point.

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### Author's Point

Name: \_\_\_\_\_

Text I Chose: \_\_\_\_\_

What point is the author trying to prove?

Describe one reason the author gives to support his or her point.

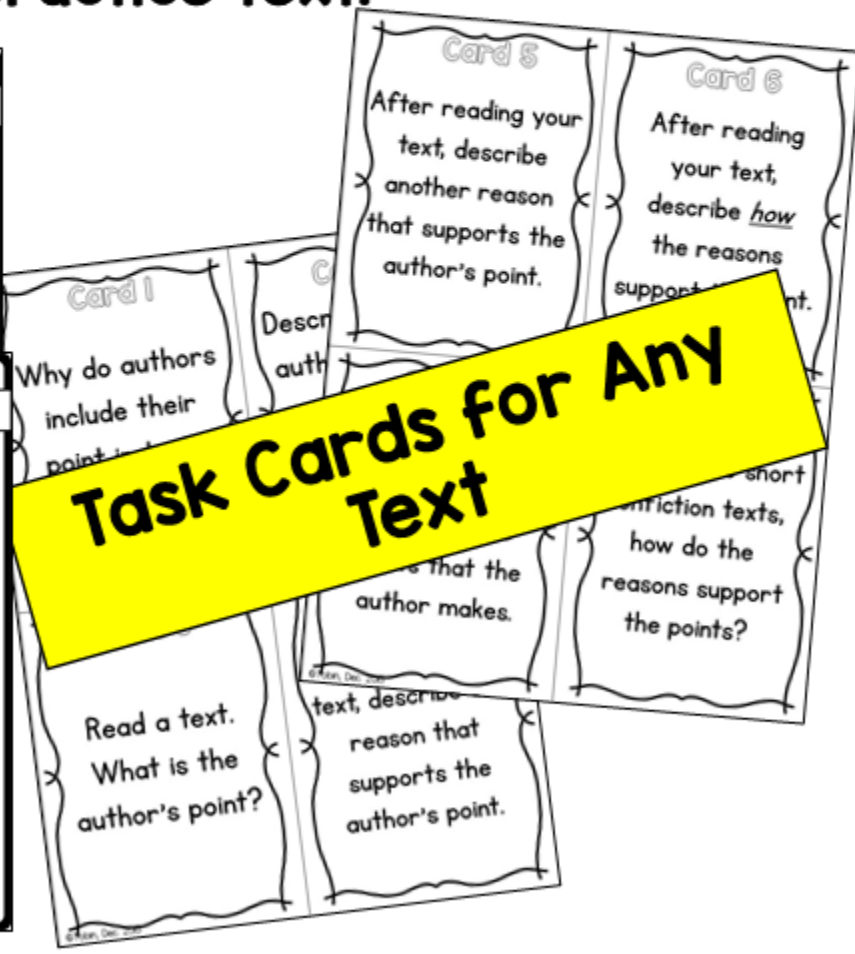
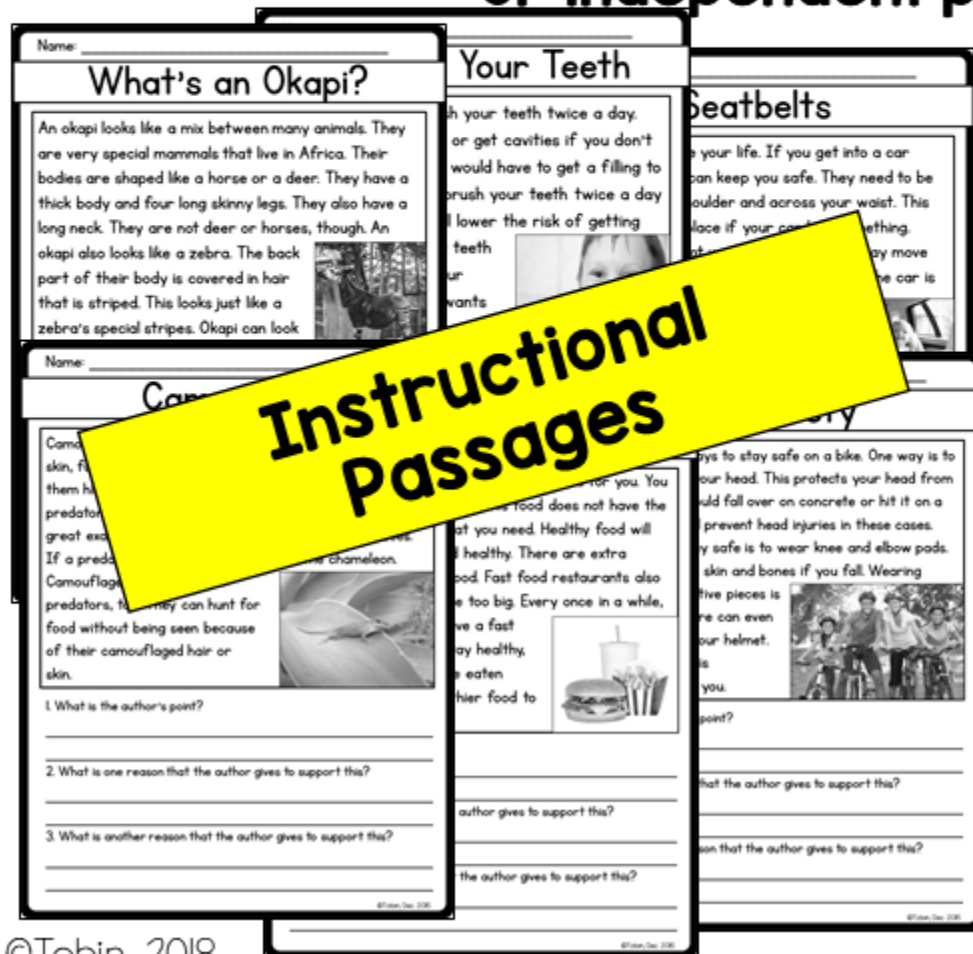
Describe another reason the author gives to prove his or her point.

Use the red crayon to underline where the author states his or her point.

Use the green crayon to underline where the author describes the importance of college.

# Extra Resources

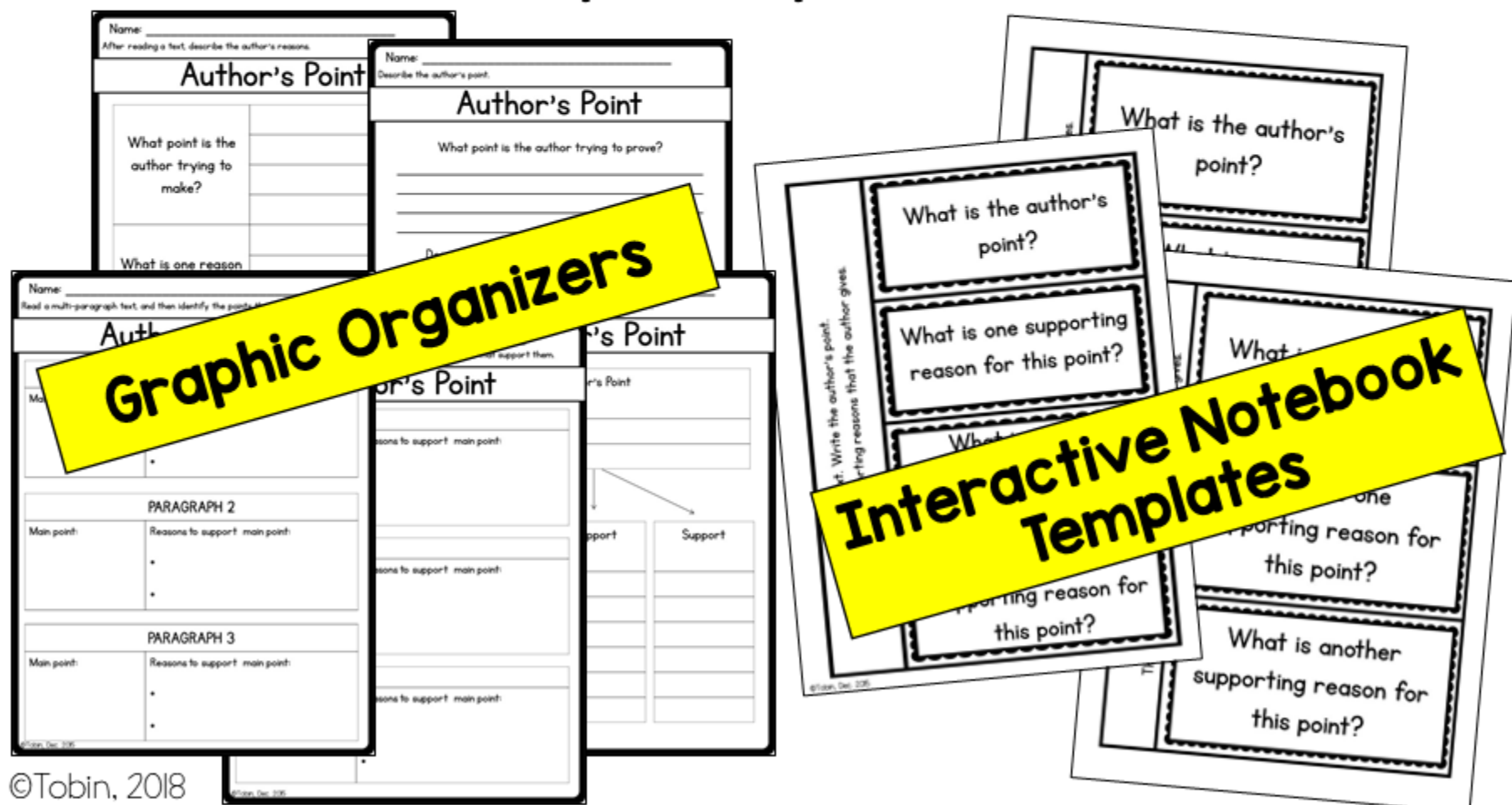
You're also provided with **passages** that will help guide instruction, as well as **graphic organizers**, **task cards**, and **interactive notebook templates** to use with any read-aloud or independent practice text.





# Extra Resources

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# 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:

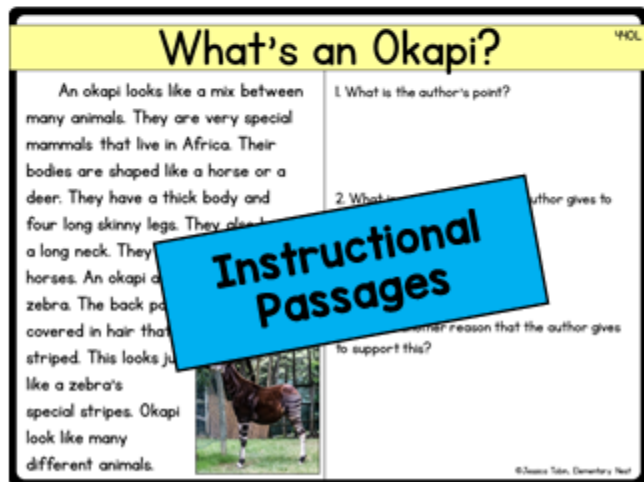
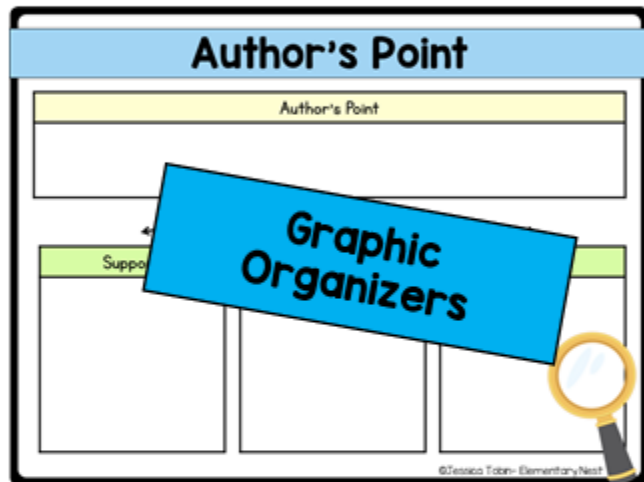
- A Google Classroom account

## 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.

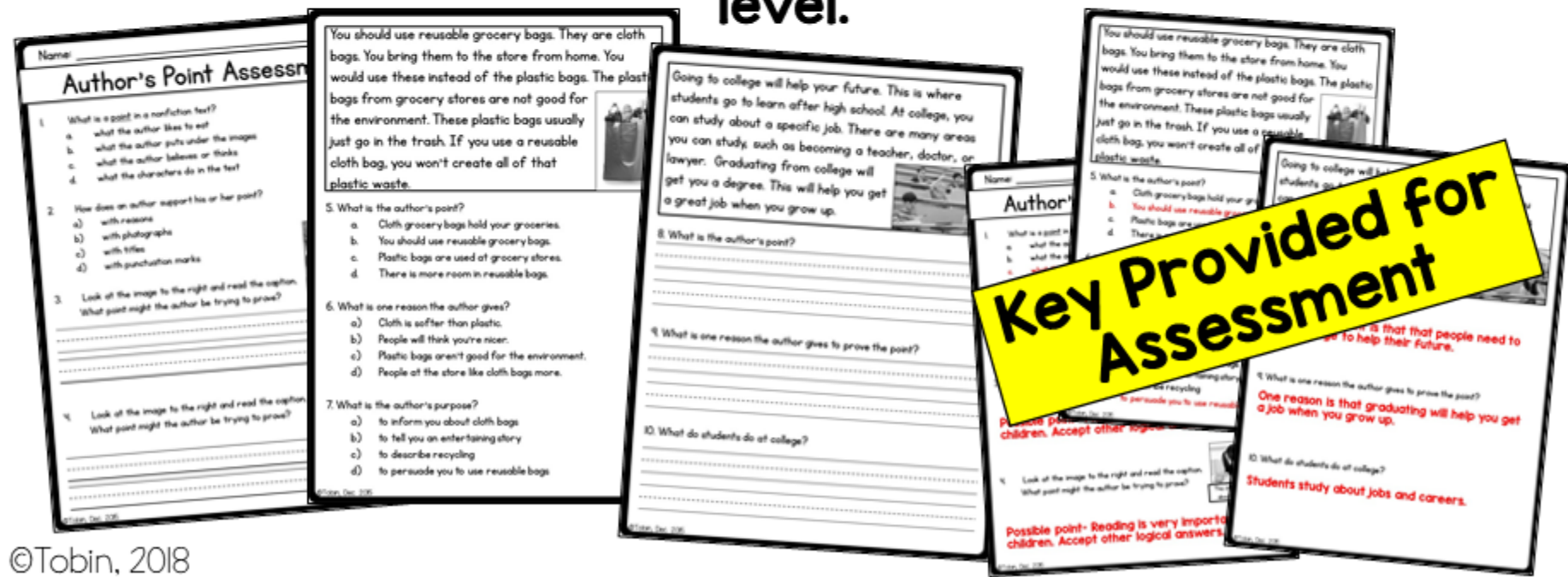
## Options for sharing:

- 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

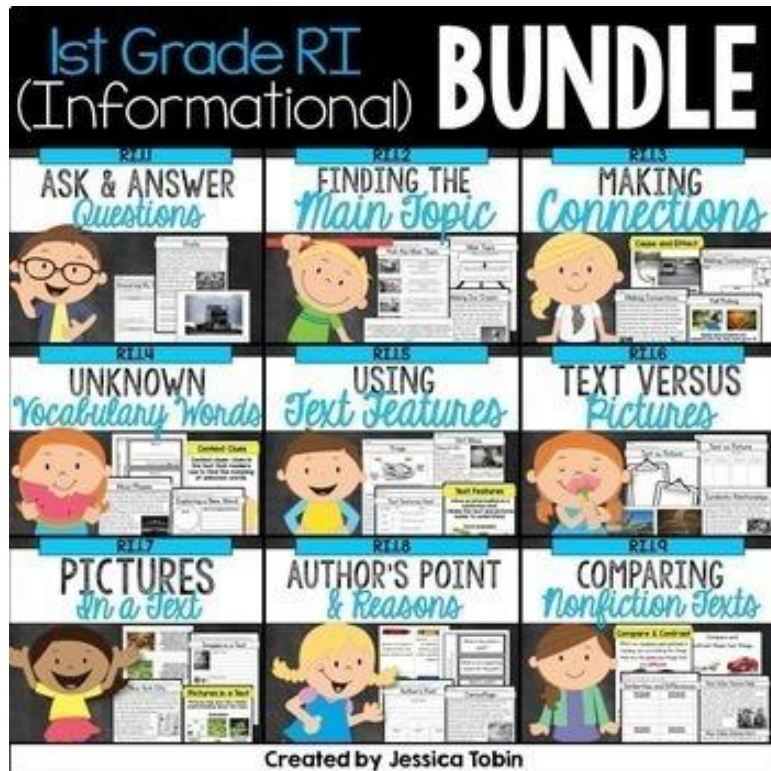
The unit is wrapped up with a summative assessment. Within this assessment, the students are asked a few questions about the standard itself. Then, they are asked to perform tasks aligned with that standard. There are two short texts, one with multiple choice texts and one with short answer. In the beginning 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.



# 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



Created by Jessica Tobin