



Curriculum Map

ELA Grade 1

Sacramento City Unified
School District

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| 1st Grade Year-at-a-Glance | | | | |
|---|-------------------------|--|--|------------------------------|
| | Month/# of weeks | Unit | Supplemental Materials | ELA Standards |
| Approx. District Benchmark 1 | Sept/Oct: 6 weeks | Unit # 1 Launching the Year – Reading and Writing | | RL, RI, W.1, W.2, W.3, SL, L |
| | Oct/Nov: 4 weeks | Unit # 2 Narrative – Reading and Writing Realistic Fiction | Core Ready: The Journey to Meaning; Getting to Know You | RL, W.3, SL, L |
| Approx. District Benchmark 2 | Nov: 3 of 5 weeks | Unit # 3 Informative/Explanatory – Reading and Writing How-to/Procedural Texts | | RI, W.2, SL, L |
| | Dec: 2 of 5 weeks | Unit # 4 Informative/Explanatory – Reading and Writing Information Books | Core Ready: The Road to Knowledge; Navigating Nonfiction | RI, W.2, SL, L |
| | Holiday Break | | | |
| | Jan: 3 of 5 weeks | Unit # 4, continued Informative/Explanatory – Reading and Writing Information Books | Continue Core Ready: The Road to Knowledge; Navigating Nonfiction | |
| | Jan/Feb: 2 weeks | Unit # 5 Author Craft Study – Reading and Writing | | RL, RI, W.1, SL, L |
| Approx. District Benchmark 3 | Feb: 3 weeks | Unit # 6 Opinion/Argument – Reading Opinions and Writing Speeches | Core Ready: The Power to Persuade; What I Think and Why | RI, W.1, SL, L |
| | March: 4 weeks | Unit # 7 Opinion/Argument – Reading Literature and Writing Book Recommendations | | RL, W.1, W.9, SL, L |
| CAASPP (Smarter Balanced Summative Test) | April: 3 weeks | Unit # 8 Poetry – Reading and Writing Poetry | | RL, RI, W1, W2, W3, SL, L |
| | May: 4 weeks | Unit # 9 Narrative – Reading and Writing Fantasy Narratives | Core Ready: The Shape of Story; Could it Really Happen? | RL, W.3, SL, L |
| | June: 2 weeks | Unit # 10 Reflecting on Growth as Readers and Writers & Setting Goals | | W.10, SL, L |

Unit #1: Launching the Year – Reading and Writing
(Approximately 6 weeks)

ELA Common Core State Standards:**Reading Standards for Literature:**

- 1.1 – Ask and answer questions about key details in text.
- 1.2 – Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Reading Standards for Informational Text:

- 1.1 – Ask and answer questions about key details in a text.
- 1.2 – Identify the main topic and retell key details of a text.

Writing Standards:

- 1.5 – With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- 1.6 – With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.

Speaking and Listening:

- 1.1 – Engage effectively in a range of collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.
- 1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- 1.4 – Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 1.6 – Produce complete sentences when appropriate to task and situation.

Language Standards:

- 1.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 1.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 1.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from a range of strategies.

Foundational Skills & Additional Language Standards: See separate document.

College and Career Descriptors:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

ELD Standards:**Part 1: Interacting in Meaningful Ways**

- Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
- Offer opinions and negotiate with others in conversations using an expanded set of learned phrases, and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, etc.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- Distinguish how multiple different words with similar meaning produce shades of meaning and a different effect on the audience.

Part 2: Learning About How English Works

- Apply understanding of how different text types are organized predictably to express ideas to comprehending texts and writing texts in shared language activities guided by the teacher and independently.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

| Unit #1: Launch – see charts, etc. @ www.scusd.edu/ela | | | | | |
|--|--|---|---|--|---|
| Essential Questions | Assessments for Learning | Sequence of Learning Outcomes <i>WHAT students will be able to do and WHY</i> | Strategies for Teaching and Learning <i>HOW to do this work, one possible way...</i> | Differentiation e.g., EL, SpEd, GATE | Resources |
| <ul style="list-style-type: none"> How do we create a motivating, engaging, and respectful environment that fosters the delight and empowerment that accompanies literacy development? <p>Reading:</p> <ul style="list-style-type: none"> How do we become strong readers? How do we help each other become strong readers? <p>Writing:</p> <ul style="list-style-type: none"> How do we become strong | <p>Types of assessment practices:</p> <p>Short Cycle Assessments– (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students’ strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests Checklists completed by the teacher or the writer, in which | <p>Rituals and Routines</p> <ol style="list-style-type: none"> Learn and internalize routines to create a safe and productive learning community. Develop and follow agreed-upon rules for discussion to make collaboration productive and effective. Use a variety of words/phrases to ask relevant questions, affirm others, add pertinent information, build on responses, and provide useful feedback. <p>Reading:</p> <ol style="list-style-type: none"> Develop the habit of reading daily to become life-long readers. | <p>Rituals and Routines</p> <ol style="list-style-type: none"> Introduce and practice protocols daily to internalize effective use of: <ul style="list-style-type: none"> Time & place for gathering (how to enter/exit). Student access to supplies (e.g., classroom library books, paper, pencils, writing folders, etc.) Student independent work time (location, transition to location, time frame, working with peers, and respectful use of learning supplies). Introduce discussion protocols for partner, small group, and whole class discussions using a looks like/sounds like/feels like chart. <ul style="list-style-type: none"> Reading & writing partners at gathering place (how to physically turn and talk). Conversation expectations (e.g., eye contact, body language, volume/tone of voice). Introduce and practice academic language stems, categorized by purpose, using student friendly topics (e.g., taking turns, listening vs. speaking, repeating for clarification, ways to agree/disagree, building on responses, etc.) <p>Reading:</p> <ol style="list-style-type: none"> Watch video or observe other classes maintaining reading stamina to gather strategy ideas. Co-create a” Looks Like/Sounds Like/Feels Like” chart of strategies they observed and want to try. | <ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e., accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity | <p>OCR Selections:</p> <p>Wolf! by Becky Bloom</p> <p>Suggested Trade Books:</p> <p><i>Shortcut</i> by Donald Crews <i>Knuffle Bunny</i> by Mo Willems <i>Bippity Bop</i> <i>Barbershop</i> by Natasha Anastasia Tarpley and E.B. Lewis <i>Night Tree</i> by Eve Bunting <i>Come on, Rain!</i> By Karen Hesse <i>My Big Boy Bed</i> by Eve Bunting <i>My Very Own Room</i> by Amada Irma Perez <i>Fireflies</i> by Julie Brinkloe <i>Sometimes I’m</i></p> |

Unit #1: Launch – see charts, etc. @ www.scusd.edu/ela

| Essential Questions | Assessments for Learning | Sequence of Learning Outcomes <i>WHAT students will be able to do and WHY</i> | Strategies for Teaching and Learning <i>HOW to do this work, one possible way...</i> | Differentiation e.g., EL, SpEd, GATE | Resources |
|--|--|---|--|---|--|
| <p>writers?</p> <ul style="list-style-type: none"> How do we help each other become strong writers? | <p>targeted objectives are highlighted (“I included a conclusion,” or “I checked for capitalization at the beginning of sentences.”).</p> <ul style="list-style-type: none"> Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle Assessment– Formative assessment</p> | <ol style="list-style-type: none"> Build stamina to sustain independent reading. Ask and answer detailed questions to demonstrate active listening of read alouds. Read daily with purpose and understanding to build strong reading habits and maintain stamina. Identify and read just right books to improve stamina. Use self-assessment and self-management towards managing their independent reading time. Learn and internalize reading habits to manage independent reading time. Understand that readers read for different purposes under a variety of conditions and circumstances to build good reading habits (e.g., for fun, with a partner, small group, etc. Read, listen, and talk with peers/partners about their text to build comprehension and learn from others. | <ol style="list-style-type: none"> Track progress of stamina on a bar graph during independent reading time (reflect on why class made gains or losses). Co-create a chart and model- How do we listen to read alouds. Introduce Reading with Stamina Strategies daily: <ul style="list-style-type: none"> Select books of personal interest (Co-create a chart of how to select a book). What it looks like to be reading the whole time. Reread to extend independent reading time. Co-create a chart of How to Select a Just Right book. Revisit co-created chart from day 1. Reflect on what strategies are working and brainstorm new strategies to try. Co-create a chart and teach daily “Strategies for Decoding Words:” <ul style="list-style-type: none"> Use picture clues Vowel switch Word chunks Sound Spelling Cards from OCR Etc. Co-create a “What We Read & Why We Read It” chart (e.g., Newspaper for information on current events or street signs for directions). Practice with partners choosing Just Right books, reading, and discussing books. Use a fish bowl where class notices how partners model partner reading. | <ul style="list-style-type: none"> Tiered assignments Visuals, e.g., graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and input options, e.g., audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g., complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g., organization of work | <p><i>Bombaloo</i> by Rachel Vail <i>Ish</i> by Peter H. Reynolds</p> <p>Suggested Professional Books/Links:</p> <p>Re: Differentiation: Universal Design for Learning</p> <p><i>Growing Readers</i> by Kathy Collins</p> <p><i>In Pictures and Words, Teaching the Qualities of Good Writing Through Illustration Study</i> by Katie Wood Ray</p> <p><i>About the Authors</i> by Katie Wood Ray</p> <p><i>Guiding Readers and Writers</i> by Fountas and Pinnell</p> |

| Unit #1: Launch – see charts, etc. @ www.scusd.edu/ela | | | | | |
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| Essential Questions | Assessments for Learning | Sequence of Learning Outcomes <i>WHAT students will be able to do and WHY</i> | Strategies for Teaching and Learning <i>HOW to do this work, one possible way...</i> | Differentiation e.g., EL, SpEd, GATE | Resources |
| | <p>when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> • Pre-unit, on-demand • End-of-unit/project/ culminating task • Interim • Quarterly • Portfolio • Benchmarks • Post-unit, on-demand <p>Long Cycle– Summative</p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> • CAASPP • CELDT • Portfolio | <ol style="list-style-type: none"> 10. Draw and/or write in a Reading Response Journal to record what they are thinking. 11. Make language choices that are appropriate to academic setting when expressing ideas and requesting information or clarification. 12. Reflect and set reading goals to establish reading identities. <p>Writing:</p> <ol style="list-style-type: none"> 1. Learn and internalize strategies to manage independent writing time. 2. Establish the use of a writing pocket folder to hold and organize writing and reflect on work in progress. 3. Write daily with purpose and understanding to build strong writing habits and record what they are thinking. | <ol style="list-style-type: none"> 10. Record thinking about reading in a Reading Response Journal. 11. Co-create a list of academic language stems to use when sharing their reading response journals. Model using the stems and allow students practice. 12. Reflect on who they are as a reader in pictures or words and set goal(s). <p>Writing</p> <ol style="list-style-type: none"> 1. Watch video or observe other classes maintaining writing stamina to gather strategy ideas and co-create a “Looks Like/Sounds Like/Feels Like” chart of strategies to maintain stamina. 2. Model using a folder every day. Mark one side finished and one unfinished. Model how to put papers in and take papers out and revisit the same writing piece the next day. 3. Model how to choose a topic you know a lot about. Tell your story before you write it. Co-create a chart of places to generate writing ideas: from a... <ul style="list-style-type: none"> • heart map • ideas gathered from books • each other (me too) • experiences • observation • wonderings or imaginings • etc. | <ul style="list-style-type: none"> • materials and time management, etc. | <p><i>Genre Study</i> by Fountas and Pinnell</p> |

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| Essential Questions | Assessments for Learning | Sequence of Learning Outcomes <i>WHAT students will be able to do and WHY</i> | Strategies for Teaching and Learning <i>HOW to do this work, one possible way...</i> | Differentiation e.g., EL, SpEd, GATE | Resources |
| | | <p>4. Engage in writing for increasingly longer stretches of time to increase stamina.</p> <p>5. Use self-assessment and self-management toward managing their independent writing time.</p> <p>6. Understand the value of rereading for many reasons including checking to see if their writing makes sense and to add details.</p> <p>7. Use spelling strategies to build writing independence and to prevent getting stuck.</p> <p>8. Understand that writing is possible under a variety of conditions and circumstances to build good writing habits.</p> <p>9. Understand a writer’s work is never done to maintain stamina.</p> <p>10. Select a piece of writing to take through the writing process to learn the procedures of each step.</p> <p>11. Take a piece of writing through the writing process (planning, drafting, revising, editing, and publishing) to learn purpose and procedures for each step.</p> | <p>4. Track progress of stamina on a bar graph during independent writing time.</p> <p>5. Start a “Good Writing Habits” Chart: Record behaviors from students who demonstrate “What Good Writers Do & Why Good Writers Do That”.</p> <p>6. Model how to reread writing and purposefully add more detail.</p> <p>7. Co-create a chart of “What to Do When You Don’t Know How to Spell a Word” so writing can continue:</p> <ul style="list-style-type: none"> • Fearless Spellers • First sound last sound • Circle and go • Use Sound Spelling Cards from OCR • Etc. <p>8. Co-create a chart of how and why “Writer’s Confer with the Teacher” while others keep writing.</p> <p>9. Co-create a chart of “What to Do When You Think You Are Done Writing:”</p> <ul style="list-style-type: none"> • Start a new story from Writing Ideas Chart • Reread an old piece of writing and add to it <p>10. Model how to choose a piece to take through the writing process towards a finished piece: chart procedures for future units.</p> <p>11. Model and chart procedures for future units of how to:</p> <ul style="list-style-type: none"> • Plan • Draft | | |

| Unit #1: Launch – see charts, etc. @ www.scusd.edu/ela | | | | | |
|---|--------------------------|---|--|---|-----------|
| Essential Questions | Assessments for Learning | Sequence of Learning Outcomes <i>WHAT students will be able to do and WHY</i> | Strategies for Teaching and Learning <i>HOW to do this work, one possible way...</i> | Differentiation e.g., EL, SpEd, GATE | Resources |
| | | <p>12. Read, listen, and talk with peers/partners about their writing to strengthen writing ideas and learn from others.</p> <p>13. Revise a piece of writing to learn the procedure of how to revise.</p> <p>14. Edit their writing so it is ready to publish.</p> <p>15. Publish their piece to share with a bigger audience.</p> <p>16. Celebrate and share finished pieces so others can enjoy/connect with their writing.</p> <p>17. Reflect orally and in writing to articulate their learning and further develop their identities as writers.</p> <p>Speaking and Listening: Embedded above.</p> | <p>12. Read your story aloud and model the procedure for peer responding. Give students something to listen for (e.g., a part of the story where they want the writer to add more details).</p> <p>13. Model how to revise your piece by adding details to it. Record procedure of how to revise on a chart for future units.</p> <p>14. Model procedure for editing one thing at a time by creating a “Editing Checklist” chart. (e.g., read the entire piece checking for only punctuation. Read it again checking for capitalization, etc.)</p> <p>15. Model the procedure of how to publish. Create a procedure chart for future units.</p> <p>16. Allow time for students to share their finished pieces (e.g., gallery walk, authors chair, group share, etc.)</p> <p>17. Brainstorm a list of what the students remembered learning during the launch. Teach reflection and goal setting procedures by writing a class “Dear Reader” letter.</p> <p>Speaking and Listening: Embedded above.</p> | | |

Unit #2: Narrative – Reading and Writing Realistic Fiction (Approximately 4 weeks)

ELA Common Core State Standards:

Reading Standards for Literature:

- 1.1 – Ask and answer questions about key details in text.
- 1.2 – Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 1.3 – Describe characters, setting, and major events in a story, using key details.
- 1.5 – Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- 1.6 – Identify who is telling the story at various points in a text.
- 1.7 – Use illustrations and details in a story to describe its characters, setting or events.
- 1.9 – Compare and contrast the adventures and experiences of characters, setting, or events.
- 1.10 – With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Writing Standards:

- 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.
- 1.5 – With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- 1.6 – With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- 1.8 – With guidance and support from adults, recall information from their experiences or gather information from provided sources to answer a question.

Speaking and Listening:

- 1.1 – Engage effectively in a range of collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.
- 1.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.4 – Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 1.5 – Adding drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings clearly.
- 1.6 – Produce complete sentences when appropriate to task and situation.

Language Standards:

- 1.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 1.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 1.6 – Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

Foundational Skills & Additional Language Standards: See separate document.

College and Career Descriptors:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:

Part 1: Interacting in Meaningful Ways

- Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
- Offer opinions and negotiate with others in conversations using an expanded set of learned phrases, and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, etc.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- Distinguish how multiple different words with similar meaning produce shades of meaning and a different effect on the audience.

Part 2: Learning About How English Works

- Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases to comprehending texts and writing texts in shared language activities guided by the teacher and independently.
- Use a wide variety of verb tenses appropriate for the text type and discipline to convey time in shared language activities guided by the teacher and independently.
- Expand noun phrases in a wide variety of ways in order to enrich the meaning of phrases/sentences and add details about ideas, people, things, etc. in shared language activities guided by the teacher and independently.

| Unit #2: Realistic Fiction | | | | | |
|---|--|--|---|--|---|
| Essential Questions | Assessments for Learning | Sequence of Learning Outcomes <i>What Students will be able to do and why</i> | Strategies for Teaching and Learning <i>How to do this work, one possible way...</i> | Differentiation e.g., EL, SpEd, GATE | Resources |
| <p>Reading:</p> <ul style="list-style-type: none"> What do readers gain from reading realistic fiction? What are the characteristics of realistic fiction? How is realistic fiction structured and crafted? Why? How should we read them as a result? What language features are used in realistic fiction? Why? <p>Writing:</p> <ul style="list-style-type: none"> How do realistic fiction writers structure and | <p>Refer to <i>the CORE READY</i> by Pam Allyn Lesson Sets Binder for Formative and Summative Assessments: Milestone Performance Assessments and Rubrics which are also in the Core Ready PDtoolkit</p> <p>Types of assessment practices:</p> <p>Short Cycle Assessments– (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students’ strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories such as individual interviews | <p>Reading:</p> <p>On-going use of Six Basic Reading Comprehension Strategies: Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> Activating prior knowledge or predicting Questioning Visualizing Monitoring, clarifying, or fix-up strategies Drawing inferences Retelling <ol style="list-style-type: none"> Identify the main and supporting characters so they understand the role characters play in a story. (Core Ready Lesson 1) Identify who is telling the story so they will understand the story better. (Core Ready Lesson 2) Notice and name important character traits to better understand the development of characters. (Core Ready Lesson 3) Work in discussion groups to think about the different types of characters. (Core Ready Lesson 4) | <p>Reading: Start the work with pre-unit Immersion, e.g. read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre’s language features.</p> <p>On-going use of Six Basic Reading Comprehension Strategies: Note that the six strategies are “intentional mental actions” and “deliberate efforts” employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan and others, 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students’ independent use.</p> <ol style="list-style-type: none"> Co-create “Who’s Who in Our Stories?” chart. (Core Ready Lesson 1) Model looking in text for clue words to determine who is telling the story. (Core Ready Lesson 2) Use sticky notes to mark places in text where character traits are mentioned or inferred. (Core Ready Lesson 3) Use “Study Character Collections”– stories, grouped by similar character traits. (Core Ready Lesson 4) | <ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e., accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments | <p>OCR Selections: <i>Matthew and Tilly</i> by Rebecca C. Jones <i>My Brother is Afraid of Just About Everything</i> by Lois Osborn <i>Ira Sleeps Over</i> by Bernard Waber</p> <p>Core Ready: The Journey to Meaning: Grade 1 Getting to Know You: Discovering Characters in Narrative Stories</p> <p>CORE READY Provided Trade Books: TBD</p> <p><i>Suggested Trade Books:</i> N/A</p> <p><i>Suggested Professional Books for further study:</i></p> |

| Unit #2: Realistic Fiction | | | | | |
|--|--|---|---|--|--|
| Essential Questions | Assessments for Learning | Sequence of Learning Outcomes <i>What Students will be able to do and why</i> | Strategies for Teaching and Learning <i>How to do this work, one possible way...</i> | Differentiation e.g., EL, SpEd, GATE | Resources |
| <p>craft their pieces? Why?</p> <ul style="list-style-type: none"> How do realistic fiction writers use language features? Why? <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others about realistic fiction? | <p>and written surveys, in which students identify their writing strengths, needs, and interests</p> <ul style="list-style-type: none"> Checklists completed by the teacher or the writer, in which targeted objectives are highlighted (see Core Ready “Milestone Performance Assessment” Checklists) Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher | <ol style="list-style-type: none"> Make predictions about what might happen next by using their knowledge of a character because it helps them find meaning in a text. (Core Ready Lesson 5) Pay attention to a character’s relationship with others to help deepen understanding of character. (Core Ready Lesson 6) Compare and contrast the adventures and experiences of similar characters across different stories to deepen understanding of character. (Core Ready Lesson 7) Draw conclusions about characters to help deepen comprehension. (Core Ready Lesson 8) Learn life lessons from stories to help understand the world around them. (Core Ready Lesson 9) Discuss and share their learning about characters to learn from peers and become interested in a new group of books or type of character in their own reading lives. (Core Ready Lesson 10) <p>Writing:</p> <ol style="list-style-type: none"> Define realistic fiction so they understand how to craft one of their own. (Core Ready Lesson 1) Create strong characters to make the story more interesting. (Core Ready Lesson 2) Imagine stories for their characters so they can create an interesting story. (Core Ready Lesson 3) | <ol style="list-style-type: none"> Co-create “Crystal Ball” chart. (Core Ready Lesson 5) Co-create “Thinking Character to Character” chart. (Core Ready Lesson 6) Co-create Venn diagram. (Core Ready Lesson 7) Use “Lit-Chat-Group Character Boards,” “Study Character Collections,” and co-create “Character Board Ideas” chart. (Core Ready Lesson 8) Use items from Core Ready Lesson 8 and “Learning from Characters” graphic organizer. (Core Ready Lesson 9) Use “Lit-Chat-Group Character Boards.” (Core Ready Lesson 10) <p>Writing:</p> <ol style="list-style-type: none"> Provide baskets of mixed genre texts at various reading levels. (Core Ready Lesson 1) Model creating a character (Core Ready Lesson 2) Model orally telling stories about a character. (Core Ready Lesson 3) | <ul style="list-style-type: none"> Visuals, e.g., graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and input options, e.g., audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g., complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g., organization of work materials, time management, etc. | <p><i>Guiding Readers and Writers</i> by Fountas and Pinnell</p> <p><i>Genre Study</i> by Fountas and Pinnell</p> <p><i>Guiding Readers and Writers (Grades 3-6): Teaching, Comprehension, Genre, and Content Literacy</i> by Fountas & Pinnell</p> <p><i>Growing Readers</i> by Kathy Collins</p> |

| Unit #2: Realistic Fiction | | | | | |
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| Essential Questions | Assessments for Learning | Sequence of Learning Outcomes <i>What Students will be able to do and why</i> | Strategies for Teaching and Learning <i>How to do this work, one possible way...</i> | Differentiation e.g., EL, SpEd, GATE | Resources |
| | <p>Medium Cycle</p> <p>Assessments – Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> • Pre-unit, on-demand • End-of-unit/project/ culminating task • Interim • Quarterly • Portfolio • Benchmarks • Post-unit, on-demand <p>Long Cycle– Summative</p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> • CAASPP • CELDT • Portfolio | <ol style="list-style-type: none"> 4. Use common regular past-tense verbs to recount a story (e.g., talked, played, walked). (Language Feature 1) 5. Plan an organized story sequence so the story makes sense. (Core Ready Lesson 4) 6. Consider temporal words to show the passage of time. (Core Ready Lesson 5) (Language Feature 2) 7. Use strong details to make their characters and stories come to life. (Core Ready Lesson 6) 8. Use an increasing variety of adjectives to enrich descriptions (e.g., <i>plump, juicy</i> blueberries). (Language Feature 3) 9. Revise to strengthen their characters and stories. (Core Ready Lesson 7) 10. Edit to make their story easier for the reader to read. (Core Ready Lesson 7) 11. Add dynamic illustrations to make the story clearer and more interesting. (Core Ready Lesson 8) 12. Share and discuss their work to learn from others. (Core Ready Lesson 9) 13. Reflect to understand how much they’ve learned. (Core Ready Lesson 10) <p>Speaking and Listening: Embedded above.</p> | <ol style="list-style-type: none"> 4. Students identify regular past-tense verbs in teacher-created model story. (Language Feature 1) 5. Model and chart using a story planning map. (Core Ready Lesson 4) 6. Co-create “Words That Show Time Going By” chart. (Core Ready Lesson 5) (Language Feature 2) 7. Co-create “How Are You Feeling?” chart. (Core Ready Lesson 6) 8. Co-create a list of “exciting adjectives” from mentor text. Teacher models revising for adjective use. Students revise writing. (Language Feature 3) 9. Use revising checklist. (Core Ready Lesson 7) 10. Use editing checklist. (Core Ready Lesson 7) 11. Use think-aloud to model how illustrations add meaning. (Core Ready Lesson 8) 12. Co-create “Interview Questions” chart. (Core Ready Lesson 9) 13. Use “Core Questions.” (Core Ready Lesson 10) <p>Speaking and Listening: Embedded above.</p> | | |

Unit #3: Informative/Explanatory – Reading and Writing How-To/Procedural Texts
(Approximately 3 weeks)

ELA Common Core State Standards:**Reading Standards for Informational Text:**

- 1.1 – Ask and answer questions about key details in a text.
- 1.2 – Identify the main topic and retell key details of a text.
- 1.3 – Describe the connection between two individuals, events, or pieces of information in a text.
- 1.5 – Know and use various text structures (e.g., sequence) and text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- 1.6 – Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- 1.7 – Use the illustrations and details in a text to describe key details.
- 1.9 – Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Writing Standards:

- 1.2 – Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- 1.5 – With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- 1.6 – With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.
- 1.7 – Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- 1.8 – With guidance and support from adults, recall information from their experiences or gather information from provided sources to answer a question.)

Speaking and Listening:

- 1.1 – Engage effectively in a range of collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.
- 1.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- 1.4 – Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 1.5 – Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- 1.6 – Produce complete sentences when appropriate to task and situation.

Language Standards:

- 1.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 1.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 1.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies.
- 1.6 – Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

Foundational Skills & Additional Language Standards: See separate document.

College and Career Descriptors:

1. Demonstrate independence.
2. Build strong content knowledge.
3. Respond to the varying demands of audience, task, purpose, and discipline.
4. Comprehend as well as critique.
5. Value evidence.
6. Use technology and digital media strategically and capably.
7. Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:**Part 1: Interacting in Meaningful Ways**

- Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
- Offer opinions and negotiate with others in conversations using an expanded set of learned phrases, and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, etc.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- Distinguish how multiple different words with similar meaning produce shades of meaning and a different effect on the audience.

Part 2: Learning About How English Works

- Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases to comprehending texts and writing texts in shared language activities guided by the teacher and independently.
- Expand simple and compound sentences with prepositional phrases to provide details in shared language activities guided by the teacher and independently.
- Combine clauses in a wide variety of ways to make connections between and to join ideas in shared language activities guided by the teacher and independently.

| Unit #3: How-to/Procedural | | | | | |
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| Essential Questions | Assessments for Learning | Sequence of Learning Outcomes What Students will be able to do and why | Strategies for Teaching and Learning How to do this work, one possible way... | Differentiation e.g., EL, SpEd, GATE | Resources |
| <p>Reading:</p> <ul style="list-style-type: none"> What do readers gain from reading how-to/procedural texts? What are the characteristics of how-to/procedural texts? How is how-to/procedural text structured and crafted? Why? How should we read them as a result? What language features are used in how-to/procedural text? Why? <p>Writing:</p> <ul style="list-style-type: none"> How do how-to/procedural | <p>Types of assessment practices:</p> <p>Short Cycle Assessments— (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students’ strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests Checklists completed by the teacher or the writer, in which targeted objectives are highlighted (“I included a conclusion,” or “I | <p>Reading:</p> <p>On-going use of Six Basic Reading Comprehension Strategies: Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> Activating prior knowledge or predicting Questioning Visualizing Monitoring, clarifying, or fix-up strategies Drawing inferences Retelling <ol style="list-style-type: none"> Name and define the features of how-to/procedural text to understand the genre. Read how-to/procedural text by asking and answering questions about the text to understand the text better. Use text features to determine the purpose of how-to/procedural text. Notice when they encounter new vocabulary and use a variety of strategies for clarifying the meaning of unknown words and phrases. | <p>Reading: Start the work with pre-unit Immersion, e.g. read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre’s language features.</p> <p>On-going use of Six Basic Reading Comprehension Strategies: Note that the six strategies are “intentional mental actions” and “deliberate efforts” employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan and others, 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students’ independent use.</p> <ol style="list-style-type: none"> Provide a variety of how-to/procedural text and co-create a chart that lists and defines the features of how-to/procedural text. Students will read and discuss with a partner what the author is trying to teach them. Co-create chart of how-to/procedural text features to clarify purpose of the genre. Discuss and model steps in a process. Focus on the way the author uses numbers/words/phrases to indicate sequencing. (Language Feature 1) | <ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, e.g., accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity | <p>OCR Selections:</p> <p><i>Make a Home</i> by Nancy Pemberton <i>Building a House</i> by Bryon Barton</p> <p>Suggested Trade Books:</p> <p><i>The Pumpkin Book</i> by Gail Gibbons</p> <p>Suggested Professional Books for further study:</p> <p><i>Guiding Readers and Writers</i> by Fountas and Pinnell</p> <p><i>Genre Study</i> by Fountas and Pinnell</p> <p><i>Guiding Readers and Writers (Grades 3-6): Teaching, Comprehension,</i></p> |

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| <p>writers structure and craft their texts? Why?</p> <ul style="list-style-type: none"> How do how-to/procedural writers use language features? Why? <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others about how-to/procedural texts? | <p>checked for capitalization at the beginning of sentences.”).</p> <ul style="list-style-type: none"> Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle Assessments - Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> Pre-unit, on-demand End-of-unit/project/culminating task Interim Quarterly Portfolio Benchmarks | <ol style="list-style-type: none"> Identify and explain the relationship between two or more steps in a how-to/procedural text to understand sequencing. (Language Feature 1) Interpret visuals to help support understanding of the text. Identify temporal words and phrases to understand the sequence of steps in how-to/procedural text. Compare and contrast two how-to/procedural texts on the same topic to consider different ways procedures may be presented. Reflect on their learning about how-to/procedural text to grow their understanding of the genre. <p>Writing:</p> <ol style="list-style-type: none"> Notice and deconstruct how how-to/procedural writers’ craft how-to/procedural writing. Determine what they’re experts in so they can teach their reader. Visualize a process to sketch a logical sequence of steps. Write directions to explain steps in a process. Evaluate sequence of steps to make sure they can be followed and make sense. Use a variety of connecting words/phrases (e.g., first, second, next, after that) to link ideas sequentially. (Language Feature 1) Provide additional and important information in the form of a tip to enhance the how-to/procedural text for the reader. Use an increasing variety of prepositional phrases to add specificity (e.g., Plant the seeds in the spring. Cover the seeds with the soil). (Language Feature 2) | <ol style="list-style-type: none"> Discuss with a partner why some steps are necessary or not necessary. Read and discuss with a partner how visuals help with understanding the text better. Read text and co-create a chart of temporal words and phrases used in how-to/procedural text. Use a Venn diagram or other graphic organizer to compare and contrast two texts. Discuss essential questions with a partner or in small groups and write a reflection paragraph. <p>Writing:</p> <ol style="list-style-type: none"> Provide a variety of how-to/procedural text. Co-create a class expert chart and have students create their own. Use story-board paper to sketch out the logical sequence of a process. Use story-board paper to write out the steps next to the illustrations. Students partner up and act out steps to make sure they’re clear to the reader. Revisit mentor text and create a list of sequencing words that students can use in their writing. (Language Feature 1) Reread their writing to see what they need to warn the reader about. Reread their writing with a partner to see where additional detail could help the writing become clearer. (Language Feature 2 and 3) | <ul style="list-style-type: none"> Tiered assignments Visuals, e.g., graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and input options, e.g., audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g., complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g., organization of work materials and time management, etc. | <p><i>Genre, and Content Literacy</i> by Fountas & Pinnell</p> <p><i>Growing Readers</i> by Kathy Collins</p> |
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| | <ul style="list-style-type: none"> • Post-unit, on-demand <p>Long Cycle– Summative</p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> • CAASPP • CELDT • Portfolio | <p>9. Combine clauses in basic ways (e.g., so, to, because) to show causality (e.g., Put the lid so it doesn't dry up. Water the seeds because plants need water.). (Language Feature 3)</p> <p>10. Revise their work with peers to make the piece clearer for the reader.</p> <p>11. Edit their work with peers to help the reader understand the information on the page.</p> <p>12. Share their discoveries and reflect on their learning of reading and writing how-to/procedural text so they can understand how much they've grown as a reader and writer of how-to/ procedural text.</p> <p>Speaking and Listening: Embedded above.</p> | <p>9. Co-create and use a revision checklist.</p> <p>10. Co-create and use an edit checklist.</p> <p>11. Students write a "Dear Reader" letter.</p> <p>12. Students share their "Dear Reader" letters and reflect their growth through writing.</p> <p>Speaking and Listening: Embedded above.</p> | | |
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Unit #4: Informative/Explanatory – Reading and Writing Information Books (Approximately 5 weeks)

ELA Common Core Content Standards:

Reading Standards for Literature:

- 1.1 – Ask and answer questions about key details in text.
- 1.5 – Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Reading Standards for Informational Text:

- 1.1 – Ask and answer questions about key details in a text.
- 1.2 – Identify the main topic and retell key details of a text.
- 1.4 – Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- 1.5 – Know and use various text structures (e.g., sequence) and text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- 1.6 – Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- 1.7 – Use the illustrations and details in a text to describe key details.
- 1.10 – With prompting and support read informational texts of appropriate complexity for grade 1.

Writing Standards:

- 1.2 – Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- 1.5 – With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- 1.6 – With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.
- 1.7 – Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- 1.8 – With guidance and support from adults, recall information from their experiences or gather information from provided sources to answer a question.)

Speaking and Listening:

- 1.1 – Engage effectively in a range of collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.
- 1.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- 1.4 – Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

1.5 – Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

1.6 – Produce complete sentences when appropriate to task and situation.

Language Standards:

1.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies.

1.6 – Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

Foundational Skills & Additional Language Standards: See separate document.

College and Career Descriptors:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:

Part 1: Interacting in Meaningful Ways

- Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
- Offer opinions and negotiate with others in conversations using an expanded set of learned phrases, and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, etc.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- Distinguish how multiple different words with similar meaning produce shades of meaning and a different effect on the audience.

Part 2: Learning About How English Works

- Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases to comprehending texts and writing texts in shared language activities guided by the teacher and independently.
- Use a wide variety of verbs and verb types in shared language activities guided by the teacher and independently.
- Combine clauses in a wide variety of ways to create precise and detailed sentences in shared language activities guided by the teacher and independently.

| Unit #4: Informational | | | | | |
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| Essential Questions | Assessments for Learning | Sequence of Learning Outcomes <i>What Students will be able to do and why</i> | Strategies for Teaching and Learning <i>How to do this work, one possible way...</i> | Differentiation e.g., EL, SpEd, GATE | Resources |
| <p>Reading:</p> <ul style="list-style-type: none"> • What do readers gain from reading informational text? • What are the characteristics of informational text? • How are informational texts structured and crafted? Why? How should we read them as a result? • What language features are used in informational text? Why? <p>Writing:</p> <ul style="list-style-type: none"> • How do information book writers | <p>Refer to the CORE READY by Pam Allyn Lesson Sets Binder for Formative and Summative Assessments: Milestone Performance Assessments and Rubrics which are also in the Core Ready PDtoolkit</p> <p>Types of assessment practices:</p> <p>Short Cycle Assessments– (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> • Observations of students’ strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) | <p>Reading:</p> <p>On-going use of Six Basic Reading Comprehension Strategies:</p> <p>Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> • Activating prior knowledge or predicting • Questioning • Visualizing • Monitoring, clarifying, or fix-up strategies • Drawing inferences • Retelling <ol style="list-style-type: none"> 1. Read informational text to understand the world around them. (Core Ready Lesson 1) 2. Identify a book’s content to determine if they want to read the book more deeply. (Core Ready Lesson 2) 3. Notice and use informational text features in printed text to identify the main topic or re-tell key details. (Core Ready Lesson 3) 4. Notice and use informational text features in online text to navigate their way to identify new information. (Core Ready Lesson 4) | <p>Reading:</p> <p>Start the work with pre-unit Immersion, e.g. read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre’s language features.</p> <p>On-going use of Six Basic Reading Comprehension Strategies:</p> <p>Note that the six strategies are “intentional mental actions” and “deliberate efforts” employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan and others, 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students’ independent use.</p> <ol style="list-style-type: none"> 1. Provide a mix of fiction and nonfiction texts (Core Ready Lesson 1) 2. Use “Fun Fact Exit Slip.” (Core Ready Lesson 2) 3. Use “Fun Fact Exit Slip” and co-create “Features of Informational Text” chart. (Core Ready Lesson 3) 4. Use “Fun Fact Exit Slip” and “Features of Informational Text” chart created in Lesson 3. (Core Ready Lesson 4) | <ul style="list-style-type: none"> • Know IEPs, 504s, CELDT level and history, GATE identification, where applicable • Student choice • Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest • Frequent monitoring of progress and checking of understanding • Compacting, e.g., accelerating students past known proficiencies • Independent learning contracts • Prompts for depth and complexity • Tiered assignments | <p>OCR Selections:</p> <p><i>Raccoons</i> by Jacki Fishman Santoro</p> <p><i>Baby Animals</i> by Carol K. McAdam</p> <p><i>Munch Crunch: The Foods Animals Eat</i> by Deborah Eaton</p> <p><i>Spiders</i> by Carol K. McAdam</p> <p><i>The Hermit Crab</i> by Jo Olson</p> <p><i>Hurricanes: First Reader</i></p> <p><i>Animal Homes</i> by Illa Podendorf</p> <p>Core Ready: <i>The Road to Knowledge, Grade 1: Navigating Non-fiction: Elements and Features of Informational Text</i></p> <p>CORE READY Provided Trade Books: TBD</p> |

| Unit #4: Informational | | | | | |
|--|---|--|---|---|--|
| Essential Questions | Assessments for Learning | Sequence of Learning Outcomes <i>What Students will be able to do and why</i> | Strategies for Teaching and Learning <i>How to do this work, one possible way...</i> | Differentiation e.g., EL, SpEd, GATE | Resources |
| <p>gather information?</p> <ul style="list-style-type: none"> How do information book writers structure and craft their pieces? Why? How do information book writers use language features? Why? <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others about information books? | <ul style="list-style-type: none"> Inventories such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests Checklists completed by the teacher or the writer, in which targeted objectives are highlighted (see Core Ready “Milestone Performance Assessment” checklists) Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher | <ol style="list-style-type: none"> Determine and clarify the meaning of unknown words and phrases so they can understand the topic they’re reading about. (Core Ready Lesson 5) Compare and contrast two texts on the same topic because facts that appear in more than one book tend to be the most important. (Core Ready Lesson 6) Pay close attention to the visual features of informational text to learn more about a topic. (Core Ready Lesson 7) Recognize the relationship between the text and the pictures so they can better understand the topic. (Core Ready Lesson 8) Sort their discoveries into logical categories so readers can easily find the information. (Core Ready Lesson 9) Reflect on their learning so they can understand how much they’ve learned about reading and navigating informational text. (Core Ready Lesson 10) <p>Writing:</p> <ol style="list-style-type: none"> Investigate topics that interest them because they will want to learn more about it. (Core Ready Lesson 1) Research a topic to create an original text to share with others. (Core Ready Lesson 2) Organize their information and create headings for their writing so readers can quickly find what they are looking for. (Core Ready Lesson 3) | <ol style="list-style-type: none"> Use “To Find Out What a New Word Means, I can...” chart. (Core Ready Lesson 5) Co-create Venn diagram. (Core Ready Lesson 6) Use “Fun Fact Exit Slip” and “Features of Informational Text.” chart created in Lesson 3 (Core Ready Lesson 7). Use “Fun Fact Exit Slip” and “Features of Informational Text” chart created in Lesson 3. (Core Ready Lesson 8) Model sorting facts into logical categories or groups. (Core Ready Lesson 9) Use student reflection page. (Core Ready Lesson 10) <p>Writing:</p> <ol style="list-style-type: none"> Use “What I Want to More About” chart. (Core Ready Lesson 1) Model taking notes in your own words. (Core Ready Lesson 2) Use butterfly fact cards to model organizing information. (Core Ready Lesson 3) | <ul style="list-style-type: none"> Visuals, e.g., graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and input options, e.g., audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g., complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g., organization of work materials and time management, etc. | <p><i>Suggested Trade Books:</i></p> <p>N/A</p> <p><i>Suggested Professional Books for further study:</i></p> <p><i>Guiding Readers and Writers</i> by Fountas and Pinnell</p> <p><i>Genre Study</i> by Fountas and Pinnell</p> <p><i>Guiding Readers and Writers (Grades 3-6): Teaching, Comprehension, Genre, and Content Literacy</i> by Fountas & Pinnell</p> <p><i>Growing Readers</i> by Kathy Collins</p> |

| Unit #4: Informational | | | | | |
|------------------------|---|---|--|---|-----------|
| Essential Questions | Assessments for Learning | Sequence of Learning Outcomes <i>What Students will be able to do and why</i> | Strategies for Teaching and Learning <i>How to do this work, one possible way...</i> | Differentiation e.g., EL, SpEd, GATE | Resources |
| | <p>Medium Cycle</p> <p>Assessments – Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> • Pre-unit, on-demand • End-of-unit/project/culminating task • Interim • Quarterly • Portfolio • Benchmarks • Post-unit, on-demand <p>Long Cycle – Summative</p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> • CAASPP • CELDT • Portfolio | <ol style="list-style-type: none"> 4. Use relational verbs to introduce a topic and “doing” verbs to develop the topic. (e.g., Gorillas are omnivores. Most eat plants and leaves. Some eat termites. They spend their whole day looking for food.). (Language Feature 1) 5. Use notes to create a draft in their own words. (Core Ready Lesson 4) 6. Use a variety of connecting words/phrases (e.g., for example, also) to connect ideas. (Language Feature 2) 7. Combine two simple sentences into a complex sentence. (e.g., The gorilla is a big animal. The gorilla lives in Africa => The gorilla is a big animal that lives in Africa). (Language Feature 3) 8. Craft definitions for new vocabulary words in a glossary so the reader can better understand the topic. (Core Ready Lesson 5) 9a. Write introductions to introduce the reader to the topic. (Core Ready Lesson 6) 9b. Write conclusions to remind the reader what the writing was mostly about. (Core Ready Lesson 6) 10. Choose or create images to support their writing. (Core Ready Lesson 7) 11. Organize and layout the information they’ve collected to share their knowledge with others. (Core Ready Lesson 8) 12. Revise their work with peers to make the piece clearer for the reader. (Core Ready Lesson 9) | <ol style="list-style-type: none"> 4. Notice use of <i>to be</i> and <i>to have</i> as well as doing verbs in mentor text sentences. Students draft fact sentences using <i>to be</i>, <i>to have</i>, used in informational writing. (Language Feature 1) 5. Use drawings/notes to model how to draft words into sentences. (Core Ready Lesson 4) 6. Co-create a chart of connecting words/phrases based on mentor text. Students revise their drafts to include connecting words/phrases where appropriate. (Language Feature 2) 7. Notice how mentor texts often include more than one fact in one sentence using <i>who</i> or <i>that</i>. Students work with a partner to identify where in their writing two facts might be combined into a single compound sentence. (Language Feature 3) 8. Use glossary paper to model how to create a glossary. (Core Ready Lesson 5) 9. Use Sample Introductions to model how to create introductions. (Core Ready Lesson 6) 10. Use images to model how to choose images. (Core Ready Lesson 7) 11. Use “What to Include” chart. (Core Ready Lesson 8) 12. Use revising checklist. (Core Ready Lesson 9) | | |

| Unit #4: Informational | | | | | |
|------------------------|--------------------------|---|--|---|-----------|
| Essential Questions | Assessments for Learning | Sequence of Learning Outcomes <i>What Students will be able to do and why</i> | Strategies for Teaching and Learning <i>How to do this work, one possible way...</i> | Differentiation e.g., EL, SpEd, GATE | Resources |
| | | 13. Edit their work with peers to help the reader understand the information on each page. (Core Ready Lesson 9) 14. Share their discoveries and reflect on their learning of reading and writing informational text so they can understand how much they've grown as a reader and writer of informational text. (Core Ready Lesson 10) Speaking and Listening: Embedded above. | 13. Use editing checklist. (Core Ready Lesson 9) 14. Use student reflection page. (Core Ready Lesson 10) Speaking and Listening: Embedded above. | | |

Draft

Unit #5: Author Craft Study – Reading and Writing
(Approximately 3 weeks)

ELA Common Core State Standards:**Reading Standards for Literature:**

- 1.1 – Ask and answer questions about key details in text.
- 1.2 – Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 1.3 – Describe characters, setting, and major events in a story, using key details.

Writing Standards:

- 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.
- 1.5 – With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- 1.6 – With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.

Language Standards:

- 1.2 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 1.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from a range of strategies.

Speaking and Listening:

- 1.1 – Engage effectively in a range of collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.
- 1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- 1.4 – Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 1.6 – Produce complete sentences when appropriate to task and situation.

Language Standards:

- 1.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 1.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 1.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies.
- 1.6 – Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

Foundational Skills & Additional Language Standards: See separate document.

College and Career Descriptors:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:

Part 1: Interacting in Meaningful Ways

- Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
- Offer opinions and negotiate with others in conversations using an expanded set of learned phrases, and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, etc.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- Distinguish how multiple different words with similar meaning produce shades of meaning and a different effect on the audience.

Part 2: Learning About How English Works

| Unit #5: Author's Craft | | | | | |
|---|---|--|--|--|--|
| Essential Questions | Assessments for Learning | Sequence of Learning Outcomes <i>What Students will be able to do and why</i> | Strategies for Teaching and Learning <i>How to do this work, one possible way...</i> | Differentiation e.g., EL, SpEd, GATE | Resources |
| <p>Reading:</p> <ul style="list-style-type: none"> What do readers gain from reading personal narratives? What are the characteristics of personal narratives? How are personal narratives structured and crafted? Why? How should we read them as a result? What language features are used in personal narratives? Why? <p>Writing:</p> <ul style="list-style-type: none"> How do personal narrative writers | <p>Types of assessment practices:</p> <p>Short Cycle Assessments– (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests Checklists completed by the teacher or the writer, in which targeted objectives are highlighted ("I included a conclusion," or "I checked for | <p>Reading:</p> <p>On-going use of Six Basic Reading Comprehension Strategies:</p> <p>Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> Activating prior knowledge or predicting Questioning Visualizing Monitoring, clarifying, or fix-up strategies Drawing inferences Retelling <p>Reading and Writing:</p> <ol style="list-style-type: none"> Research in many ways about the life of a favorite author to learn about the author's life. Identify the genres in which a favorite mentor author writes in order to narrow to one genre choice. Identify what craft to study in an author's work to apply in their own writing. Closely study the identified craft to determine purpose. Practice the mentor author's craft techniques with purpose in their own writing to improve their writing. | <p>Reading:</p> <p>Start the work with pre-unit Immersion, e.g. read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre's language features.</p> <p>On-going use of Six Basic Reading Comprehension Strategies:</p> <p>Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan and others, 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use.</p> <p>Reading and Writing:</p> <ol style="list-style-type: none"> Co-create author's biography poster. Co-create author's work: Titles/Genre chart. Create a data wall to organize the identified writer's craft for the craft study, e.g. the sentence pattern structure in Laura Numerof's, <i>If You Give a Mouse a Cookie</i> series. Add purpose to the data wall. Students work independently or in pairs to apply the writer's craft to their own writing | <ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, e.g., accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments Visuals, e.g., graphic | <p>OCR Selections:</p> <p>Selections for an Author Study of Arnold Lobel: <i>The Garden</i> <i>The Kite</i></p> <p>CORE READY Trade books provided: TBD</p> <p><i>Suggested Trade Books for an Author Study of Laura Numeroff:</i></p> <p><i>If You Give a Mouse a Cookie</i> <i>If You Give a Moose a Muffin</i> <i>If You Give a Pig a Pancake</i> <i>If You Give a Dog a Doughnut</i> <i>Beatrice Doesn't Want To</i> <i>Dogs Don't Wear Sneakers</i></p> |

| Unit #5: Author's Craft | | | | | |
|---|--|---|--|--|--|
| Essential Questions | Assessments for Learning | Sequence of Learning Outcomes <i>What Students will be able to do and why</i> | Strategies for Teaching and Learning <i>How to do this work, one possible way...</i> | Differentiation e.g., EL, SpEd, GATE | Resources |
| <p>structure and craft their personal narratives? Why?</p> <ul style="list-style-type: none"> How do personal narrative writers use language features? Why? <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others about our writing pieces? | <p>capitalization at the beginning of sentences.”).</p> <ul style="list-style-type: none"> Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle Assessments – Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> | <ol style="list-style-type: none"> Revise to strengthen their writing and craft choices. Edit for conventions to provide a smooth read for the reader. Read their writing out loud to share their work with others. Reflect on what was learned from closely studying and imitating another writer’s work to consider what craft moves might be retained and used in future writing pieces. | <ol style="list-style-type: none"> Reread their writing and revise. Work from a editing checklist to edit for one thing at a time. Share in small groups or read to a buddy class. Reflections can be collected through a shared writing experience. | <p>organizers, written instructions, etc.</p> <ul style="list-style-type: none"> Movement Multiple means of representation and expression Alternate output and input options, e.g., audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g., complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g., organization of work materials and time management, etc. | <p><i>Suggested Professional Books for further study:</i></p> <p><i>Guiding Readers and Writers</i> by Fountas and Pinnell</p> <p><i>Genre Study</i> by Fountas and Pinnell</p> <p><i>Guiding Readers and Writers (Grades 3-6): Teaching, Comprehension, Genre, and Content Literacy</i> by Fountas & Pinnell</p> <p><i>Growing Readers</i> by Kathy Collins</p> |

| Unit #5: Author's Craft | | | | | |
|-------------------------|---|--|---|---|-----------|
| Essential Questions | Assessments for Learning | Sequence of Learning Outcomes <i>What Students will be able to do and why</i> | Strategies for Teaching and Learning <i>How to do this work, one possible way...</i> | Differentiation e.g., EL, SpEd, GATE | Resources |
| | <ul style="list-style-type: none"> • Pre-unit, on-demand • End-of-unit/project/culminating task • Interim • Quarterly • Portfolio • Benchmarks • Post-unit, on-demand <p>Long Cycle – Summative</p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> • CAASPP • CELDT • Portfolio | | | | |

Unit #6: Opinion/Argument – Reading Opinions and Writing Speeches
(Approximately 3 weeks)

ELA Common Core State Standards:**Reading Standards for Literature:**

- 1.1 – Ask and answer questions about key details in text.
- 1.2 – Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 1.3 – Describe characters, setting, and major events in a story, using key details.
- 1.10 – With prompting and support, read prose and poetry of appropriate complexity for grade 1

Reading Standards for Informational Text:

- 1.1 – Ask and answer questions about key details in a text.
- 1.2 – Identify the main topic and retell key details of a text.
- 1.3 – Describe the connection between two individuals, events, or pieces of information in a text.
- 1.4 – Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- 1.8 – Identify the reasons an author gives to support points in a text.
- 1.10 – With prompting and support read informational texts of appropriate complexity for grade 1.

Writing Standards:

- 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.
- 1.5 – With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- 1.7 – Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

Speaking and Listening:

- 1.1 – Engage effectively in a range of collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.
- 1.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- 1.4 – Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

1.5 – Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

1.6 – Produce complete sentences when appropriate to task and situation.

Language Standards:

1.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies.

1.6 – Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

Foundational Skills & Additional Language Standards: See separate document.

College and Career Descriptors:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:

Part 1: Interacting in Meaningful Ways

- Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
- Offer opinions and negotiate with others in conversations using an expanded set of learned phrases, and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, etc.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- Distinguish how multiple different words with similar meaning produce shades of meaning and a different effect on the audience.

Part 2: Learning About How English Works

| Unit #6: Opinion/Speeches | | | | | |
|--|---|--|--|--|---|
| Essential Questions | Assessments for Learning | Sequence of Learning Outcomes <i>What Students will be able to do and why</i> | Strategies for Teaching and Learning <i>How to do this work, one possible way...</i> | Differentiation e.g., EL, SpEd, GATE | Resources |
| <p>Reading:</p> <ul style="list-style-type: none"> What do readers gain from reading opinion pieces? What are the characteristics of opinion pieces? How are opinion structured and crafted? Why? How should we read them as a result? What language features are used in opinion pieces? Why? <p>Writing:</p> <ul style="list-style-type: none"> How do speech writers structure and craft their pieces? Why? How do speech writers use language features? Why? <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain | <p>Refer to CORE READY by Pam Allyn Lesson Sets Binder for Formative and Summative Assessments: Milestone Performance Assessments and Rubrics which are also in the Core Ready PDtoolkit</p> <p>Types of assessment practices:</p> <p>Short Cycle Assessments - (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) | <p>Reading:</p> <p>On-going use of Six Basic Reading Comprehension Strategies:</p> <p>Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> Activating prior knowledge or predicting Questioning Visualizing Monitoring, clarifying, or fix-up strategies Drawing inferences Retelling <ol style="list-style-type: none"> Understand that people read, write, and speak about issues because they're important to them. (Core Ready Lesson 1) Identify an opinion expressed in a text so they can understand when an author is trying to persuade them. (Core Ready Lesson 2) Identify the reasons an author gives to support an opinion so they understand how reasons and evidence strengthen opinions. (Core Ready Lesson 3) Identify the reasons and supporting reasons when listening to an opinion speech to understand how authors of speeches give reasons and evidence to strengthen opinions. (Core Ready Lesson 4) | <p>Reading:</p> <p>Start the work with pre-unit Immersion, e.g. read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre's language features.</p> <p>On-going use of Six Basic Reading Comprehension Strategies:</p> <p>Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan and others, 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use.</p> <ol style="list-style-type: none"> Co-create "Facts and Opinions about Our School." (Core Ready Lesson 1) Model thinking aloud about the opinion being expressed by the author. (Core Ready Lesson 2) Model thinking aloud about the reasons and/or evidence the author provides to support opinion. (Core Ready Lesson 3) Co-create "I Hear You!" graphic organizer. (Core Ready Lesson 4) | <ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, e.g., accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments Visuals, e.g., graphic organizers, written | <p>OCR Selections:</p> <p>N/A</p> <p>Core Ready: <i>The Power to Persuade, Grade 1: What I Think and Why: Supporting Ideas with Reason</i></p> <p>CORE READY Provided Trade Books: TBD</p> <p><i>Suggested Trade Books:</i></p> <p><i>Dear Mrs. LaRue</i> by Mark Teague</p> <p><i>Don't Let the Pigeon Stay Up Late!</i> by Mo Willems</p> <p><i>I Wanna Iguana</i> by Karen Kaufman Orloff</p> <p><i>The Day the Crayons Quit</i> by Drew Daywalt and Oliver Jeffers</p> |

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| <p>from collaborating with others about issues of importance to us?</p> | <ul style="list-style-type: none"> • Inventories such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests • Checklists completed by the teacher or the writer, in which targeted objectives are highlighted (see Core Ready “Milestone Performance Assessment” checklists) • Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals • Rubrics constructed by the teacher and/or the students and completed by either or both • Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher | <ol style="list-style-type: none"> 5. Determine and clarify the meaning of unknown phrases to understand the opinion the author is trying to share. (Core Ready Lesson 5) 6. Think about how important it is to select the right supporting details to strengthen an opinion. (Core Ready Lesson 6) 7. Consider both sides of an argument to have a healthy and productive debate or conversation. (Core Ready Lesson 7) 8. Prepare to read or speak aloud to share their speech with an audience. (Core Ready Lesson 8) 9. Engage an audience to keep their attention. (Core Ready Lesson 9) 10. Reflect on what they’ve learned to internalize their learning. (Core Ready Lesson 10) <p>Writing:</p> <ol style="list-style-type: none"> 1. List the issues or topics that are important to them because they want to share their opinion on that topic or issue. (Core Ready Lesson 1) 2. Form clear opinions so that the reader understands their point of view. (Core Ready Lesson 2) 3. Give reasons to support and strengthen their opinions. (Core Ready Lesson 3) 4. Discuss their opinions to make them stronger. (Core Ready Lesson 4) 5. Hold productive conversations to share their opinions. (Core Ready Lesson 5) 6. Plan before they write their speech to make sure their opinion is strong and convincing. (Core Ready Lesson 6) | <ol style="list-style-type: none"> 5. Use “Determining the Meaning of Unfamiliar Phrases” chart. (Core Ready Lesson 5) 6. Use “Opinion and Supporting Detail Matching” sheet. (Core Ready Lesson 6) 7. Use “A New Point of View Sheet.” (Core Ready Lesson 7) 8. Co-create “How to Give a Good Speech” chart and use “How Did I Do Reading Aloud?” partner reading checklist. (Core Ready Lesson 8) 9. Use “How to Give a Good Speech” chart and use “How Did I Do Reading Aloud?” partner reading checklist from lesson 8. (Core Ready Lesson 9) 10. Use “Core Thinking” sheets. (Core Ready Lesson 10) <p>Writing:</p> <ol style="list-style-type: none"> 1. Use “What I Care About” chart/graphic and co-create “What We Care About “ chart. (Core Ready Lesson 1) 2. Use “What I Care About” chart/graphic and co-create “What We Care About “ chart from lesson 1. (Core Ready Lesson 2) 3. Co-create “What I Think and Why” graphic organizer (Core Ready Lesson 3) 4. Co-create “How to Have a Good Conversation” chart. (Core Ready Lesson 4) 5. Use “Conversational Builders.” (Core Ready Lesson 5) 6. Use “Sharing My Opinion with the World” planner. (Core Ready Lesson 6) | <p>instructions, etc.</p> <ul style="list-style-type: none"> • Movement • Multiple means of representation and expression • Alternate output and input options, e.g., audio and/or video text, technology • Provide support for language features found in upcoming lessons, texts, etc., e.g., complicated sentence structures, passive voice, academic vocabulary, etc. • Support for Executive Functioning, e.g., organization of work materials and time management, etc. | <p><i>Suggested Professional Books for further study:</i></p> <p><i>Guiding Readers and Writers</i> by Fountas and Pinnell</p> <p><i>Genre Study</i> by Fountas and Pinnell</p> <p><i>Guiding Readers and Writers (Grades 3-6): Teaching, Comprehension, Genre, and Content Literacy</i> by Fountas & Pinnell</p> <p><i>Growing Readers</i> by Kathy Collins</p> |
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| | <p>Medium Cycle– Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> • Pre-unit, on-demand • End-of-unit/project/ culminating task • Interim • Quarterly • Portfolio • Benchmarks • Post-unit, on-demand <p>Long Cycle – Summative</p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> • CAASPP • CELDT • Portfolio | <ol style="list-style-type: none"> Draft opinion speeches to make sure the piece is clear, strong, and organized. (Core Ready Lesson 7) Add images to their speeches to make their ideas even clearer. (Core Ready Lesson 8) Revise collaboratively with a potential reader to make sure their opinion is clearly stated. (Core Ready Lesson 9) Edit collaboratively to make sure the piece is easily read. (Core Ready Lesson 9) Share their speeches with others to experience the excitement and serious undertaking of sharing their opinion with the world. (Core Ready Lesson 10) <p>Speaking and Listening: Embedded above.</p> | <ol style="list-style-type: none"> Model how to use mentor text to guide the draft of a speech. (Core Ready Lesson 7) Use thinking aloud to model how to select images to support speech. (Core Ready Lesson 8) Use “Strong Opinion” checklist. (Core Ready Lesson 9) Use “How to Give a Good Speech” chart from reading lesson 8. (Core Ready Lesson 10) Read aloud speeches while peers listen for a strong opinion in the piece of writing. (Core Ready Lesson 10) <p>Speaking and Listening: Embedded above.</p> | | |
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Unit #7: Opinion/Argument – Reading Literature and Writing Book Recommendations
(Approximately 3 weeks)

ELA Common Core State Standards:**Reading Standards for Literature:**

- 1.1 – Ask and answer questions about key details in text.
- 1.2 – Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 1.3 – Describe characters, setting, and major events in a story, using key details.
- 1.4 – Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.
- 1.6 – Identify who is telling the story at various points in a text.
- 1.10 – With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading, optional standards to extend the unit and to deepen understanding, as demanded by text: RL5, RL7, RL9

Writing Standards:

- 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.
- 1.5 – With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Writing, optional standards: W6, W7, W8

Speaking and Listening:

- 1.1 – Engage effectively in a range of collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.
- 1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- 1.4 – Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 1.6 – Produce complete sentences when appropriate to task and situation.

Speaking and Listening, optional standards: SL2, SL5

Language Standards:

- 1.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 1.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 1.6 – Use words and phrases acquired through conversations, reading and being to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

Foundational Skills & Additional Language Standards: See separate document.

College and Career Descriptors:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:

Part 1: Interacting in Meaningful Ways

- Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
- Offer opinions and negotiate with others in conversations using an expanded set of learned phrases, and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, etc.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- Distinguish how multiple different words with similar meaning produce shades of meaning and a different effect on the audience.

Part 2: Learning About How English Works

- Use a wide variety of verbs and verb types in shared language activities guided by the teacher and independently.
- Combine clauses in a wide variety of ways to make connections between and to join ideas in shared language activities guided by the teacher and independently.
- Expand noun phrases in a wide variety of ways in order to enrich the meaning of phrases/sentences and add details about ideas, people, things, etc. in shared language activities guided by the teacher and independently.

| Unit #7: Book Recommendations | | | | | |
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| Essential Questions | Assessments for Learning | Sequence of Learning Outcomes <i>What Students will be able to do and why</i> | Strategies for Teaching and Learning <i>How to do this work, one possible way...</i> | Differentiation e.g., EL, SpEd, GATE | Resources |
| <p>Reading:</p> <ul style="list-style-type: none"> What do readers gain from reading literature closely? How do readers develop opinions about an author’s work? What do readers gain from reading book recommendations? What are the characteristics of book recommendations? <p>Writing:</p> <ul style="list-style-type: none"> How do book recommendation writers structure and craft their recommenda- | <p>Types of assessment practices:</p> <p>Short Cycle Assessments– (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students’ strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests Checklists completed by the teacher or the writer, in which targeted objectives are highlighted (“I included a | <p>Reading:</p> <p>On-going use of Six Basic Reading Comprehension Strategies:</p> <p>Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> Activating prior knowledge or predicting Questioning Visualizing Monitoring, clarifying, or fix-up strategies Drawing inferences Retelling <ol style="list-style-type: none"> Read literary texts closely to better understand an author’s work and to develop opinions of the author’s central message/lesson. Read literary texts closely to better understand an author’s work and to develop opinions of the author’s point of view. Read literary texts closely to better understand an author’s work and to develop opinions of the characters. Discuss texts to develop and sometimes revise ideas and opinions about an author’s work. Cite evidence from the text to make opinions stronger and more convincing. | <p>Reading:</p> <p>Start the work with pre-unit Immersion, e.g. read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre’s language features.</p> <p>On-going use of Six Basic Reading Comprehension Strategies:</p> <p>Note that the six strategies are “intentional mental actions” and “deliberate efforts” employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan and others, 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students’ independent use.</p> <ol style="list-style-type: none"> Read text closely focusing on the story elements of the text and list story elements on a graphic organizer. Read text closely focusing on author’s description of the setting. Read text closely by focusing on major events in a story. Read text closely focusing on author’s description of characters. Read text closely to identify character traits by focusing on a character’s actions throughout the story. | <ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, e.g., accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments Visuals, e.g., graphic organizers, written | <p>OCR Selections:</p> <p>See previously mentioned texts</p> <p>Mentor Texts</p> <ul style="list-style-type: none"> Book Recommendation exemplars (hyperlink) <p>CORE READY Trade books provided: TBD</p> <p><i>Suggested Trade Books:</i></p> <p>Any previously mentioned text</p> <p><i>Suggested Professional Books for further study:</i></p> <p><i>Guiding Readers and Writers</i> by Fountas and Pinnell</p> <p><i>Genre Study</i> by Fountas and Pinnell</p> |

Unit #7: Book Recommendations

| Essential Questions | Assessments for Learning | Sequence of Learning Outcomes <i>What Students will be able to do and why</i> | Strategies for Teaching and Learning <i>How to do this work, one possible way...</i> | Differentiation e.g., EL, SpEd, GATE | Resources |
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| <p>tions? Why?</p> <ul style="list-style-type: none"> How do writers of book recommendations use language features? Why? <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others about book recommendations? | <p>conclusion,” or “I checked for capitalization at the beginning of sentences.”).</p> <ul style="list-style-type: none"> Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle Assessments – Formative assessment when used to inform instruction; Summative</p> | <ol style="list-style-type: none"> Write routinely in a reading response journal to develop, over time, their understandings and opinions about an author’s work or works. Cite evidence from the text to support the author’s central message. Use explicit examples from a text to support their thinking about the central message or lesson of their books. Reflect on their learning process of how to develop ideas about the central message to help them grow as readers. <p>Writing:</p> <ol style="list-style-type: none"> Notice and deconstruct how book recommendation writers craft book recommendations so they can write their own. Browse books they’ve read in order to remember and choose a favorite and compelling piece of literature to respond to in a more developed way. Write a catchy introduction to their recommendation to engage the reader. Name the book and author they are writing about in the introduction to orient the reader. Use second person to talk directly to their readers. Summarize the book without giving the ending away to orient the reader to the literature being recommended. | <ol style="list-style-type: none"> Read text closely identifying character traits focusing on what a character says within a story. Read text to develop ideas about central message or lesson. Model how to closely read a text and identify explicit examples of the central message to support their thinking. Reflect on the essential questions and record information in a response journal to share with a peer. <p>Writing:</p> <ol style="list-style-type: none"> Explore the classroom library and find books that make them feel very strong emotions. Reread a book they love and think about the reasons they feel strongly about it. Reread books and reading response journal entries. <ol style="list-style-type: none"> Study catchy introductions and practice different variations. Read reviews in which the title and author are modeled in the introduction. Reread reviews to chart out pronouns and language structures for talking directly to the reader. Think about the important parts of the beginning and middle of the story. | <p>instructions, etc.</p> <ul style="list-style-type: none"> Movement Multiple means of representation and expression Alternate output and input options, e.g., audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g., complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g., organization of work materials and time management, etc. | <p><i>Guiding Readers and Writers (Grades 3-6): Teaching, Comprehension, Genre, and Content Literacy</i> by Fountas & Pinnell</p> <p><i>Growing Readers</i> by Kathy Collins</p> |

| Unit #7: Book Recommendations | | | | | |
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| Essential Questions | Assessments for Learning | Sequence of Learning Outcomes <i>What Students will be able to do and why</i> | Strategies for Teaching and Learning <i>How to do this work, one possible way...</i> | Differentiation e.g., EL, SpEd, GATE | Resources |
| | assessment when used for evaluating what has been learned. <ul style="list-style-type: none"> • Pre-unit, on-demand • End-of-unit/project/culminating task • Interim • Quarterly • Portfolio • Benchmarks • Post-unit, on-demand <p>Long Cycle– Summative</p> Annual, e.g., <ul style="list-style-type: none"> • CAASPP • CELDT • Portfolio | 7. Use words and phrases that express preference about a book (e.g., This story <i>is my favorite...</i>). (Language Feature 1) 8. Support opinion with reasons and evidence from the book to strengthen their position. 9. Use linking words to connect opinion and reasons. 10. Use a conditional clause to recommend to a particular audience. (e.g., <i>If you like sharing</i> , you should read <i>Rainbow Fish</i> .). (Language Feature 2) 11. Expand noun phrases to enrich meaning (e.g., I like <i>Rainbow Fish</i> because it is about a <i>nice</i> fish <i>who shares</i> .). (Language Feature 3) 12. Edit for conventions to make meaning clear for the reader. 13. Revise to make the opinion strong and clear to the reader. 14. Reflect about what they've learned because it helps them to grow as writers. | 7. Study opinion statements and co-create opinion statement language frame chart. (Language Feature 1) 8. Use graphic organizer to help students list reasons and evidence to support opinion. 9. Co-create a chart of linking words to link opinions to reasons and evidence and supply language frames. 10. With a partner or in a small group reread text and discuss which audience would like the book. Use mentor text to co-create language frames that include a conditional clause. (Language Feature 2) 11. Work with partners to revise their writing for detailed noun phrases. (Language Feature 3) 12. Use co-created edit checklist from previous lessons. (Core Ready Lesson 9) 13. Use co-created revision checklist from previous lessons. (Core Ready Lesson 9) 14. Respond in a writer's notebook and share with a partner. | | |
| | | <p>Speaking and Listening: Embedded above.</p> | <p>Speaking and Listening: Embedded above.</p> | | |

Unit #8: Poetry – Reading and Writing Poetry
(Approximately 3 weeks)

ELA Common Core State Standards:**Reading Standards for Literature:**

- 1.1 – Ask and answer questions about key details in text.
- 1.2 – Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 1.3 – Describe characters, setting, and major events in a story, using key details.
- 1.10 – With prompting and support, read prose and poetry of appropriate complexity for grade 1

Reading Standards for Informational Text:

- 1.1 – Ask and answer questions about key details in a text.
- 1.2 – Identify the main topic and retell key details of a text.
- 1.3 – Describe the connection between two individuals, events, or pieces of information in a text.
- 1.10 – With prompting and support read informational texts of appropriate complexity for grade 1.

Writing Standards:

- 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.
- 1.5 – With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- 1.6 – With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.
- 1.8 – With guidance and support from adults, recall information from their experiences or gather information from provided sources to answer a question.

Speaking and Listening:

- 1.1 – Engage effectively in a range of collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.
- 1.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- 1.4 – Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 1.6 – Produce complete sentences when appropriate to task and situation.

Language Standards:

- 1.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 1.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 1.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies.

Foundational Skills & Additional Language Standards: See separate document.

College and Career Descriptors:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:**Part 1: Interacting in Meaningful Ways**

- Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
- Offer opinions and negotiate with others in conversations using an expanded set of learned phrases, and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, etc.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- Distinguish how multiple different words with similar meaning produce shades of meaning and a different effect on the audience.

Part 2: Learning About How English Works

| Unit #8: Poetry | | | | | |
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| Essential Questions | Assessments for Learning | Sequence of Learning Outcomes <i>What Students will be able to do and why</i> | Strategies for Teaching and Learning <i>How to do this work, one possible way...</i> | Differentiation e.g., EL, SpEd, GATE | Resources |
| <p>Reading:</p> <ul style="list-style-type: none"> What do readers gain from reading poetry? What are the characteristics of poetry? How are poems structured and crafted? Why? How should we read them as a result? What language features are used in poetry? Why? <p>Writing:</p> <ul style="list-style-type: none"> How do poets structure and craft their poems? Why? How do poets use language features in | <p>Types of assessment practices:</p> <p>Short Cycle Assessments– (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students’ strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests Checklists completed by the teacher or the writer, in which targeted objectives are highlighted (“I included a conclusion,” or “I checked for | <p>Reading:</p> <p>On-going use of Six Basic Reading Comprehension Strategies: Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> Activating prior knowledge or predicting Questioning Visualizing Monitoring, clarifying, or fix-up strategies Drawing inferences Retelling <ol style="list-style-type: none"> Explore a variety of poems to understand the many different types of poetry. Notice a poem’s various structures (line breaks, white space, and punctuation) to read it more fluently. Understand that poems use repeating words or lines to create rhythm. Understand that poems use onomatopoeia to create an image. | <p>Reading: Start the work with pre-unit Immersion, e.g. read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre’s language features.</p> <p>On-going use of Six Basic Reading Comprehension Strategies: Note that the six strategies are “intentional mental actions” and “deliberate efforts” employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan and others, 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students’ independent use.</p> <ol style="list-style-type: none"> Read aloud a variety of poems and begin collecting favorite poems in a poetry folder or poetry wall; notice elements of poetry on a noticing chart. Use poems from pre-unit immersion to read aloud focusing on line breaks and white space to emphasize phrasing and fluency. Co-create a 3-column chart listing various poetry features, why use these features, and examples of the features to anchor learning of repeating lines, onomatopoeia, and alliteration. Read aloud poems that incorporate repeating lines and onomatopoeia; discuss and add to co-created chart. | <ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, e.g., accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments Visuals, e.g., graphic organizers, written instructions, etc. | <p>OCR Selections: <i>Las Hormiguitas (The Little Ants)</i> by Jose-Luis Orozco <i>Mice</i> by Rose Fyleman <i>Song of the Train</i> by David McCore <i>Listen to the Rain</i> by Bill Martin Jr. and John Archambault <i>74th Street</i> by Myra Cohn Livingston <i>Something is There</i> by Lilian Moore</p> <p>Mentor Texts</p> <ul style="list-style-type: none"> Poetry exemplars (hyperlink) <p>CORE READY Trade books provided: TBD</p> <p><i>Suggested Trade Books:</i> N/A</p> <p><i>Suggested Professional Books for further study:</i></p> |

| Unit #8: Poetry | | | | | |
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| Essential Questions | Assessments for Learning | Sequence of Learning Outcomes <i>What Students will be able to do and why</i> | Strategies for Teaching and Learning <i>How to do this work, one possible way...</i> | Differentiation e.g., EL, SpEd, GATE | Resources |
| <p>their poems? Why?</p> <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others about poetry? | <p>capitalization at the beginning of sentences.”).</p> <ul style="list-style-type: none"> Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle Assessments – Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> | <ol style="list-style-type: none"> Understand that poems use alliteration to create rhythm. Understand that poems have powerful language to convey certain emotions. Identify strong sensory images within a poem to help understand the author’s message or purpose. Explain how a poem should be structured to support its meaning. Respond to a poem’s meaning in drawing or writing to understand central message. Recite a favorite poem to improve fluency in reading poetry (rate, volume, and expression). Reflect on their learning to see how they have grown in their understanding of poetry. <p>Writing:</p> <ol style="list-style-type: none"> Explore poems to understand where authors get their inspiration. Generate a meaningful list of topics to write poems about. Notice the world around them to generate ideas for their poems. Use various techniques like white space, line breaks, and punctuation in their poetry to convey meaning. Understand how to use onomatopoeia, repetition, and alliteration to emphasize meaning. | <ol style="list-style-type: none"> Read aloud poems with alliteration and discuss; add to chart. Read poems with a partner, identifying the strong language. Collaboratively highlight words or phrases within poems that give strong sensory image and discuss what they convey. Provide two examples of the same poem structured in two ways for students to decide and explain which structure best represents the author’s message. Have students respond to a poem in their reading response journal. Allow students to revisit poetry folder or wall to select meaningful poem to recite. Answer the essential questions to reflect on learning. <p>Writing:</p> <ol style="list-style-type: none"> Browse through poetry, familiar or new, jotting down where the authors might have gotten their ideas. Create a list of topics that are important to them that they might like to write about. Observe and write about nature. Read aloud a poem about someone special; write about some special people in their lives. Revisit 3-column chart from reading lesson to create a poem from their idea list using line breaks. | <ul style="list-style-type: none"> Movement Multiple means of representation and expression Alternate output and input options, e.g., audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g., complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g., organization of work materials and time management, etc. | <p><i>Guiding Readers and Writers</i> by Fountas and Pinnell</p> <p><i>Genre Study</i> by Fountas and Pinnell</p> <p><i>Guiding Readers and Writers (Grades 3-6): Teaching, Comprehension, Genre, and Content Literacy</i> by Fountas & Pinnell</p> <p><i>Growing Readers</i> by Kathy Collins</p> <p><i>Awakening the Heart</i> by Georgia Heard</p> |

| Unit #8: Poetry | | | | | |
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| Essential Questions | Assessments for Learning | Sequence of Learning Outcomes <i>What Students will be able to do and why</i> | Strategies for Teaching and Learning <i>How to do this work, one possible way...</i> | Differentiation e.g., EL, SpEd, GATE | Resources |
| | <ul style="list-style-type: none"> Pre-unit, on-demand End-of-unit/project/culminating task Interim Quarterly Portfolio Benchmarks Post-unit, on-demand <p>Long Cycle– Summative</p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> CAASPP CELDT Portfolio | <p>6. Use precise language to create an image for the reader.</p> <p>7. Select a poem to take through the writing process with a focus on purpose and audience.</p> <p>8. Revise their work so that the poem reads in a poetic, musical, and logical way.</p> <p>9. Perform the poem they created to share their work.</p> <p>10. Reflect on their poetry journey to evaluate their learning.</p> <p>Speaking and Listening: Embedded above.</p> | <p>6. Revisit 3-column chart from reading lesson and create a poem with repeated lines or words.</p> <p>7. Revisit 3-column chart from reading lesson and use onomatopoeia in a poem; select a poem to revise and publish.</p> <p>8. Revisit co-created alliteration chart and try writing a poem using alliteration.</p> <p>9. Co-create a chart of sensory details “Words that Paint a Picture” and write a poem using them.</p> <p>10. Celebrate by choosing their favorite poem or two to read aloud to a group and display.</p> <p>Speaking and Listening: Embedded above.</p> | | |

Unit #9: Narrative – Reading and Writing Fantasy Narratives (Approximately 4 weeks)

ELA Common Core State Standards:

Reading Standards for Literature:

- 1.1 – Ask and answer questions about key details in text.
- 1.2 – Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 1.3 – Describe characters, setting, and major events in a story, using key details.
- 1.4 – Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- 1.5 – Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- 1.7 – Use illustrations and details in a story to describe its characters, setting or events.
- 1.9 – Compare and contrast the adventures and experiences of characters, setting, or events.
- 1.10 – With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading Standards for Informational Text:

- 1.1 – Ask and answer questions about key details in a text.
- 1.10 – With prompting and support, read informational texts appropriately complex for grade 1.

Writing Standards:

- 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.
- 1.5 – With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- 1.6 – With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.
- 1.8 – With guidance and support from adults, recall information from their experiences or gather information from provided sources to answer a question.

Speaking and Listening:

- 1.1 – Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.
- 1.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

- 1.4 – Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 1.5 – Adding drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings clearly.
- 1.6 – Produce complete sentences when appropriate to task and situation.

Language Standards:

- 1.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 1.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 1.5 – With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meaning.
- 1.6 – Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

Foundational Skills & Additional Language Standards: See separate document.

College and Career Descriptors:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:**Part 1: Interacting in Meaningful Ways**

- Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
- Offer opinions and negotiate with others in conversations using an expanded set of learned phrases, and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, etc.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- Distinguish how multiple different words with similar meaning produce shades of meaning and a different effect on the audience.

Part 2: Learning About How English Works

| Unit #9: Fantasy | | | | | |
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| Essential Questions | Assessments for Learning | Sequence of Learning Outcomes <i>What Students will be able to do and why</i> | Strategies for Teaching and Learning <i>How to do this work, one possible way...</i> | Differentiation e.g., EL, SpEd, GATE | Resources |
| <p>Reading:</p> <ul style="list-style-type: none"> What do readers gain from reading fantasy narratives? What are the characteristics of fantasy narratives? How are fantasy narratives structured and crafted? Why? How should we read them as a result? What language features are used in fantasy narratives? Why? <p>Writing:</p> <ul style="list-style-type: none"> How do fantasy narrative writers structure and craft their | <p>Refer to CORE READY by Pam Allyn Lesson Sets Binder for Formative and Summative Assessments: Milestone Performance Assessments and Rubrics which are also in the Core Ready PDtoolkit</p> <p>Types of assessment practices:</p> <p>Short Cycle Assessments– (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students’ strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) | <p>Reading:</p> <p>On-going use of Six Basic Reading Comprehension Strategies:</p> <p>Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> Activating prior knowledge or predicting Questioning Visualizing Monitoring, clarifying, or fix-up strategies Drawing inferences Retelling <ol style="list-style-type: none"> Share what they know about stories so they can determine what they have in common. (Core Ready Lesson 1) Identify and explain the difference between stories and informational writing so they know how to approach each type of text. (Core Ready Lesson 2) Name elements of a story (characters, setting, major events in order, including conclusion) so they have the academic vocabulary to discuss the basic structure of a story. (Core Ready Lesson 3) | <p>Reading:</p> <p>Start the work with pre-unit Immersion, e.g. read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre’s language features.</p> <p>On-going use of Six Basic Reading Comprehension Strategies:</p> <p>Note that the six strategies are “intentional mental actions” and “deliberate efforts” employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan and others, 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students’ independent use.</p> <ol style="list-style-type: none"> Co-create “What Stories Have in Common” chart. (Core Ready Lesson 1) Co-create “How Do I Know?” chart. (Core Ready Lesson 2) Co-create “Story Elements” chart and use “Story Elements” graphic organizer. (Core Ready Lesson 3) | <ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, e.g., accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments | <p>OCR Selections:</p> <p><i>Mrs. Goose’s Baby</i> by Charlotte Voake</p> <p><i>The Kite</i> by Arnold Lobel</p> <p><i>The Garden</i> by Arnold Lobel</p> <p><i>What Game Shall We Play?</i> by Pat Hutchins</p> <p><i>The Big Team Relay Race</i> by Leonard Kessler</p> <p><i>Dear Bear</i> by Joanna Harrison</p> <p><i>Strange Bumps</i> by Arnold Lobel</p> <p><i>Clyde Monster</i> by Robert L. Crowe</p> <p><i>A Home for a Bunny</i> by Margaret Wise Brown</p> <p>Core Ready: <i>The Shape of Story: Grade 1: Could It Really Happen? An</i></p> |

| Unit #9: Fantasy | | | | | |
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| Essential Questions | Assessments for Learning | Sequence of Learning Outcomes <i>What Students will be able to do and why</i> | Strategies for Teaching and Learning <i>How to do this work, one possible way...</i> | Differentiation e.g., EL, SpEd, GATE | Resources |
| <p>pieces? Why?</p> <ul style="list-style-type: none"> How do fantasy narrative writers use language features? Why? <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others about fantasy narratives? | <ul style="list-style-type: none"> Inventories such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests Checklists completed by the teacher or the writer, in which targeted objectives are highlighted (see Core Ready “Milestone Performance Assessment” checklists) Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher | <ol style="list-style-type: none"> Use clues (story elements, words, and phrases) to identify what is possible (realistic) and what is not possible (fantasy) in a story. (Core Ready Lesson 4) Notice specific words and phrases within a text that convey sensory images and feelings so they can understand the story better. (Core Ready Lesson 5) Analyze how illustrations provide important details to better understand a story. (Core Ready Lesson 6) Use discussion protocols within a small group to analyze and discuss fantasy stories using key questions so they can better understand the story. (Core Ready Lesson 7) Compare and contrast stories with imaginative elements so they understand the scope of the genre. (Core Ready Lesson 8) Participate in the creation of a story mural with peers to share what they’ve read and learned about imaginative stories. (Core Ready Lesson 9) Present their story mural to the class to demonstrate their understandings of imaginative stories. (Core Ready Lesson 10) <p>Writing:</p> <ol style="list-style-type: none"> Generate fantasy story topics to plan and write a fantasy story by asking “What if?” (Core Ready Lesson 1) Create imaginary characters to make the story feel real for the reader. (Core Ready Lesson 2) Craft settings to make the story feel real for the reader. (Core Ready Lesson 3) | <ol style="list-style-type: none"> Co-create “Could It Really Happen?” chart and use story cubes. (Core Ready Lesson 4) Co-create “Tickling Our Senses and Feelings” chart. (Core Ready Lesson 5) Model close read of illustrations in text. (Core Ready Lesson 6) Model and chart how to discuss a story by focusing on key questions. (Core Ready Lesson 7) Co-create “Comparing Characters, Setting, Events” chart and use “Comparing My Story to Corduroy” sheet. (Core Ready Lesson 8) Use simple step-by-step checklist for working together. (Core Ready Lesson 9) Model how to respond to reflection questions. (Core Ready Lesson 10) <p>Writing:</p> <ol style="list-style-type: none"> Model asking “What If?” questions and provide imaginative stories. (Core Ready Lesson 1) Model creating an imaginary character using “What If?” questions. (Core Ready Lesson 2) Model how to create a setting for imaginative stories. (Core Ready Lesson 3) | <ul style="list-style-type: none"> Visuals, e.g., graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and input options, audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g., complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g., organization of work materials and time management, etc. | <p><i>Introduction to Fantasy</i></p> <p>CORE READY Provided Trade Books: TBD</p> <p>Suggested Trade Books: N/A</p> <p>Suggested Professional Books for further study: <i>Guiding Readers and Writers</i> by Fountas and Pinnell</p> <p><i>Genre Study</i> by Fountas and Pinnell</p> <p><i>Guiding Readers and Writers (Grades 3-6): Teaching,</i></p> |

| Unit #9: Fantasy | | | | | |
|---------------------|--|---|--|---|--|
| Essential Questions | Assessments for Learning | Sequence of Learning Outcomes <i>What Students will be able to do and why</i> | Strategies for Teaching and Learning <i>How to do this work, one possible way...</i> | Differentiation e.g., EL, SpEd, GATE | Resources |
| | <p>Medium Cycle</p> <p>Assessments - Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> • Pre-unit, on-demand • End-of-unit/project/ culminating task • Interim • Quarterly • Portfolio • Benchmarks • Post-unit, on-demand <p>Long Cycle– Summative</p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> • CAASPP • CELDT • Portfolio | <ol style="list-style-type: none"> Write beginnings that hook the reader. (Core Ready Lesson 4) Add important events to stories to help the reader understand what happened in the beginning, middle, and end of the story. (Core Ready Lesson 5) Include detailed illustrations to complement and enhance the story. (Core Ready Lesson 6) Revise their stories for story elements (characters, setting, major events in order, including conclusion) to make the story better. (Core Ready Lesson 7) Edit to make their story easier for the reader to read. Create book jackets to show what’s most important in their story. (Core Ready Lesson 8) Share their stories to express pride and gather feedback from peers. (Core Ready Lesson 9) Reflect on what they’ve learned so they can understand how much they’ve grown as a writer. (Core Ready Lesson 10) <p>Speaking and Listening: Embedded above.</p> | <ol style="list-style-type: none"> Co-create a chart of story beginnings. (Core Ready Lesson 4) Use “Beginning, Middle, and End Planning Paper.” (Core Ready Lesson 5) Model how to create illustrations that capture realistic and fantasy elements. (Core Ready Lesson 6) Use “Imaginative Stories Checklist.” (Core Ready Lesson 7) Choose one story to edit. Use editing checklist. Notice the features of book jackets. (Core Ready Lesson 8) Co-create “Sharing Our Stories with Pride” chart. (Core Ready Lesson 9) Co-create a list of things learned in unit and provide Thank-you Letter materials. (Core Ready Lesson 10) <p>Speaking and Listening: Embedded above.</p> | | <p><i>Comprehension, Genre, and Content Literacy</i> by Fountas & Pinnell</p> <p><i>Growing Readers</i> by Kathy Collins</p> |

Unit #10: Reflecting on Growth as Readers and Writers & Setting Goals
(Approximately 2 weeks)

ELA Common Core State Standards:**Reading Standards for Literature:**

1.10 – With prompting and support, read prose and poetry of appropriate complexity for grade 1

Reading Standards for Informational Text:

1.10 – With prompting and support, read informational texts appropriately complex for grade 1.

Writing Standards:

1.5 – With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

1.6 – With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.

Speaking and Listening:

1.1 – Engage effectively in a range of collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

1.4 – Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

1.5 – Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

1.6 – Produce complete sentences when appropriate to task and situation.

Language Standards:

1.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Foundational Skills & Additional Language Standards: See separate document.

College and Career Descriptors:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:**Part 1: Interacting in Meaningful Ways**

- Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
- Offer opinions and negotiate with others in conversations using an expanded set of learned phrases, and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, etc.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- Distinguish how multiple different words with similar meaning produce shades of meaning and a different effect on the audience.

Part 2: Learning About How English Works

| Unit #10: End-of-Year Reflection | | | | | |
|---|---|---|--|--|---|
| Essential Questions | Assessments for Learning | Sequence of Learning Outcomes <i>What Students will be able to do and why</i> | Strategies for Teaching and Learning <i>How to do this work, one possible way...</i> | Differentiation e.g., EL, SpEd, GATE | Resources |
| <p>Reading, Writing, Speaking & Listening:</p> <ul style="list-style-type: none"> How do we use reflection as a way to further our learning? How do we find evidence of our learning over time? Why do we find evidence of our learning over time? How do we find evidence of our work habits? Why do we find evidence of our work habits? Why do we reflect in a community setting? | <p>Types of assessment practices:</p> <p>Short Cycle Assessments– (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students’ strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests Checklists completed by the teacher or the writer, in which targeted objectives are highlighted (“I included a conclusion,” or “I checked for | <p>Reading:</p> <ol style="list-style-type: none"> Reflect on their year of reading to begin to understand how they have grown and changed as a reader. Reflect on their growth as readers to identify their personal successes and struggles. Reflect on book choices (e.g., number of books read, genre, author, series) to better understand their reading identity. Collaboratively reflect on class reading activities and genres studied to remember their reading journey. Understand how word attack skills and conventions helped work through challenging moments during reading. Understand how comprehension strategies supported them in their reading this year. Revisit their reading identity to note changes. Understand how readers think about their reading lives in the future to make reading plans for future (e.g., summer, into next year). Commit to a realistic reading goal to continue their reading life. | <p>Reading:</p> <p>Start the work with pre-unit Immersion, e.g. read multiple examples of reflective and goal-setting pieces to understand the purpose and for exposure to the genre’s language features.</p> <ol style="list-style-type: none"> Work with a partner and discuss their 3 favorite books read during the year, focusing on what they liked and did not like using “because” to support their thinking. Identify a time during the year when reading felt like a struggle and a time when they felt like strong readers; share reflections with a partner. Look over reading logs to identify the kinds of books they chose to read and discuss their findings with a partner. Share with a partner their favorite reading activity and genre using “because” to support their thinking. Co- create a class list of skills and conventions. Co-create a chart listing strategies that helped them become better readers. Co-create a list of interview questions to ask a partner. Discuss with a partner what they feel the most proud of in reading this year and what they will continue to work on. Add goal to interview sheet. | <ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, e.g., accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments | <p>OCR Selections:</p> <p>All previously mentioned text</p> <p>CORE READY Trade books provided: TBD</p> <p><i>Suggested Trade Books:</i> All previously mentioned text</p> <p><i>Suggested Professional Books for further study:</i></p> <p><i>Guiding Readers and Writers</i> by Fountas and Pinnell</p> <p><i>Genre Study</i> by Fountas and Pinnell</p> <p><i>Guiding Readers and Writers (Grades 3-6): Teaching, Comprehension,</i></p> |

| Unit #10: End-of-Year Reflection | | | | | |
|---|--|---|--|--|---|
| Essential Questions | Assessments for Learning | Sequence of Learning Outcomes <i>What Students will be able to do and why</i> | Strategies for Teaching and Learning <i>How to do this work, one possible way...</i> | Differentiation e.g., EL, SpEd, GATE | Resources |
| <ul style="list-style-type: none"> What are the characteristics and language features of reflective pieces? What is the purpose of those characteristics and language features? What do we gain from collaborating with others about our reflective pieces? | <p>capitalization at the beginning of sentences.”).</p> <ul style="list-style-type: none"> Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle</p> <p>Assessments - Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> | <p>10. Use information gathered during reflection process to create a visual of their learning.</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Reflect on their year of writing to begin to understand how they have grown and changed as a writer this school year. 2. Reflect on their growth as writers to identify their personal successes and struggles. 3. Reflect on past writing to better understand the progress they have made in writing. 4. Collaboratively reflect on class writing activities and units of study to remember their writing journey. 5. Understand how word attack skills and conventions helped work through challenging moments while writing. 6. Revisit their writing habits to note changes. 7. Understand how writers think about their writing lives in the future to make writing plans for future pieces (e.g., summer, into next year). 8. Commit to a realistic writing goal to continue their writing life. 9. Use information gathered during reflection process to create a reflective piece. | <p>10. Create a collage that incorporates a written reflection with future plans and present.</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Work with a partner and discuss their favorite piece they published, focusing on why using “because” to support their thinking. 2. Identify a time during the year when writing felt like a struggle and a time when they felt like a strong writer; share reflections with a partner. 3. Re-read old pieces and think about what they can now do as writers as compared with the beginning of the year; discuss their findings with a partner. 4. Share with a partner their favorite writing activity and unit of study and why it meant something to them. 5. Co- create a class list of skills and conventions used to power through writing. 6. Co-create a chart listing strategies that helped them become better writers. 7. Co-create a list of interview questions to ask a partner to help identify their writing identity. 8. Co-create a list of interview questions that help students develop their writing identity. 9. Discuss with a partner what they feel the most proud of in reading this year and what they will continue to work on. | <ul style="list-style-type: none"> Visuals, e.g., graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and input options, e.g., audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g., complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g., | <p><i>Genre, and Content Literacy</i> by Fountas & Pinnell</p> <p><i>Growing Readers</i> by Kathy Collins</p> |

| Unit #10: End-of-Year Reflection | | | | | |
|----------------------------------|---|---|---|---|-----------|
| Essential Questions | Assessments for Learning | Sequence of Learning Outcomes <i>What Students will be able to do and why</i> | Strategies for Teaching and Learning <i>How to do this work, one possible way...</i> | Differentiation e.g., EL, SpEd, GATE | Resources |
| | <ul style="list-style-type: none"> • Pre-unit, on-demand • End-of-unit/project/culminating task • Interim • Quarterly • Portfolio • Benchmarks • Post-unit, on-demand <p>Long Cycle – Summative</p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> • CAASPP • CELDT • Portfolio | <p>10. Create a piece that incorporates a written reflection with future plans/goals.</p> <p>Speaking and Listening:</p> <ol style="list-style-type: none"> 1. Reflect on their year of speaking and listening to begin to understand how they have grown and changed as a participant in academic discussion this school year. 2. Reflect on their growth and ability to articulate ideas, beliefs, and thoughts to measure growth over the year. 3. Identify their personal successes and struggles within group work to reflect on their growth as a group member. 4. Understand how thinking about struggles and success regarding collaborative protocols can help set future goals to better themselves (e.g., summer, into next year). 5. Use information gathered during reflection process to create a reflection paragraph. | <p>10. Add goal to interview sheet and share with a partner.</p> <p>Speaking and Listening:</p> <ol style="list-style-type: none"> 1. Think about the different protocols that they have engaged in over the year. Discuss with a partner why. 2. Have students revisit “Looks like/Sounds like/Feels like” chart to guide critical friends circle. 3. Revisit “Looks like/Sounds like/Feels like” chart to guide critical friends circle. 4. Remember a time when you felt success and a time when you felt struggle with in a group; discuss with a friend. 5. Use reflection data gathered to write a reflection/goal paragraph. | <p>organization of work materials and time management, etc.</p> | |