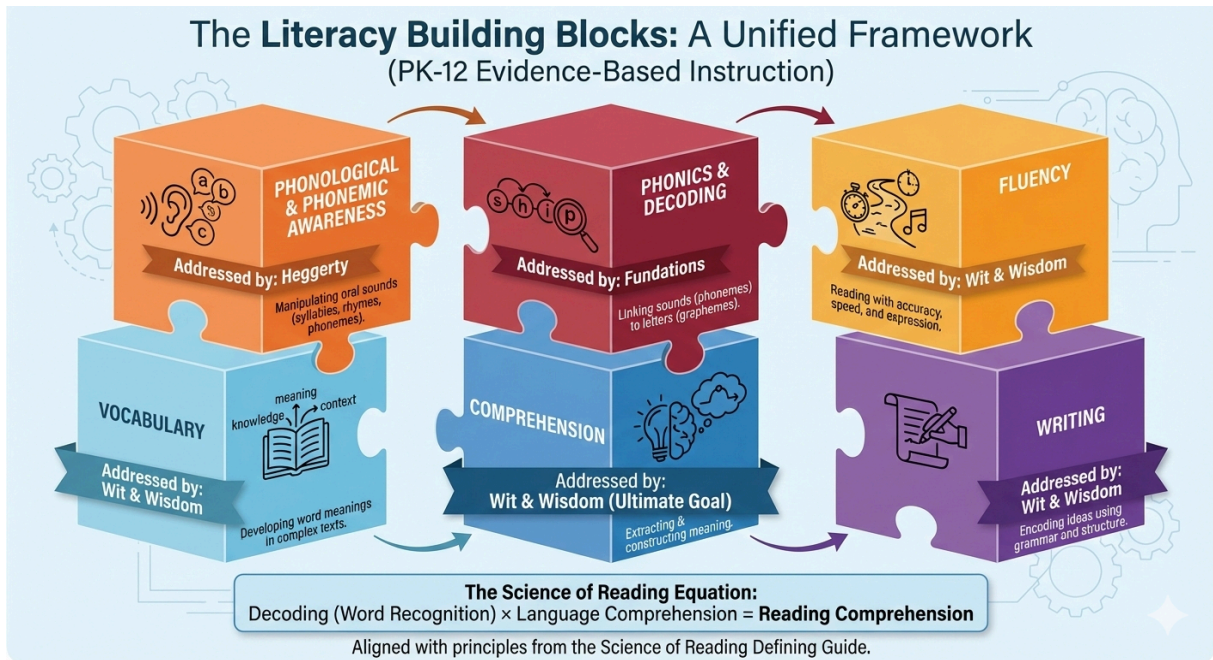


Grade 1 ELA

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Grade 1 ELA	Literacy	Grade 1	N/A

Course Description:



In Grade 1, students participate in a structured literacy block that includes direct instruction in oral language, phonological awareness, phonics, fluency, vocabulary, comprehension, and writing.

Structured Literacy is a research-based, explicit, and systematic approach to reading instruction designed to ensure that every student becomes a proficient, confident reader. Many individuals often refer to the structured literacy approach as the Science of Reading (SOR).

This approach is grounded in **Scarborough's Reading Rope**, which explains that skilled reading is the result of two essential components working together: the ability to decode words (**Word Recognition**) and the ability to understand language (**Language Comprehension**).

Students study compelling topics through engaging texts. Teachers and students use the **Heggerty** program to build the foundational phonemic awareness students need to hear and manipulate sounds, a precursor to developing decoding skills. The **Foundations** program provides systematic instruction in phonics and spelling to master decoding.

These skills are then integrated with **Wit & Wisdom**, which develops rich comprehension, fluency, vocabulary, and writing. In conjunction with authentic core texts as well as Geodes decodables, Flyleaf & Heggerty readers build background knowledge around a diverse set of topics.

By utilizing this evidence-based framework, we provide a proactive pathway for all learners—improving student

outcomes through early prevention of reading gaps and targeted intervention for those who need extra support.

Wit & Wisdom's integrated approach to learning enables students to activate and develop content and vocabulary knowledge while learning skills. In each module, students write about what they read, learn grammar, and then articulate the meaning of each text in formal and informal discussions with their peers. The Wit & Wisdom approach helps teachers celebrate the joy of reading and writing with students, while also supporting all learners in meeting the rigor of the ELA standards. By reading engaging texts and participating meaningfully in their learning, students develop the knowledge and skills they need to be successful readers, critical thinkers, and effective communicators who love to learn and can succeed in college and careers.

Through a rigorous and careful module design, students gain content knowledge and an awareness of how to read texts, write, speak, and listen. Each of the four modules in Grade 1 has a topical focus. For each module, students read or, in the case of younger students, hear read aloud a series of authentic texts on the topic and consider those texts critically and systematically. Frameworks of questioning, the Content Stages, and Content Framing Questions engage students in the content and in the process of reading complex texts. Content Framing Questions guide students' daily work of encountering, understanding, and analyzing complex texts. Students then distill each text's deeper meaning and, finally, articulate how the texts, individually and collectively, build their knowledge of the topic.

Throughout each module, standards are addressed in an integrated manner. Instead of addressing and assessing standards one by one, in isolation, the curriculum teaches reading, writing, speaking, listening, and language in an integrated manner so that students learn all skills in the context of module content. This integrated approach enables students to activate and build on their developing background and vocabulary knowledge of the module topic while learning skills in other areas.

In Grade 1, students participate in four core modules centered around how books expand our knowledge of the world, studying animals, how people respond to the powerful force of the wind, and end the year studying the story of *Cinderella* throughout various cultures. In addition, students will participate in an introductory, abbreviated module to learn and experience the instructional routines used by teachers. Please see the module overview below.

Finally, each module will also encompass the corresponding Foundations (phonics) unit as well as Heggerty pacing for phonemic awareness.

Aligned Core Resources:	Connection to the <i>BPS Vision of the Graduate</i>
Wit & Wisdom Slide Decks	Communication <ul style="list-style-type: none"> • Articulates thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts. • Utilize multiple media and technologies, and learn how to judge their effectiveness as well as assess their impact. • Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions. • Use communication for a range of purposes (e.g., to inform, instruct, motivate, and persuade).
Additional Course Information: <i>Knowledge/Skill Dependent courses/prerequisites</i>	Link to <i>Completed Equity Audit</i>
	2025 Wit & Wisdom Equity Curriculum Review

Standard Matrix

District Learning Expectations and Standards	Module 1	Module 2	Module 3	Module 4
Reading Literature Standards				
CCSS.ELA-Literacy.RL.1.1- Ask and answer questions about key details in a text.	X	X	X	X
CCSS.ELA-Literacy.RL.1.2- Retell stories, including key details, and demonstrate understanding of their central message or lesson.	X	X	X	X
CCSS.ELA-Literacy.RL.1.3- Describe characters, settings, and major events in a story, using key details.	X	X	X	X
CCSS.ELA-Literacy.RL.1.4.- Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.			X	X
CCSS.ELA-Literacy.RL.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.			X	
CCSS.ELA-Literacy.RL.1.6- Identify who is telling the story at various points in a text.	X			X
CCSS.ELA-Literacy.RL.1.7- Use illustrations and details in a story to describe its characters, setting, or events.	X	X	X	X
CCSS.ELA-Literacy.RL.1.9- Compare and contrast the adventures and experiences of characters in stories.	X	X	X	X
CCSS.ELA-Literacy.RL.1.10- With prompting and support, read prose and	X	X	X	X

poetry of appropriate complexity for Grade 1.				
Reading Informational Standards	Module 1	Module 2	Module 3	Module 4
CCSS.ELA-Literacy.RI.1.1- Ask and answer questions about key details in a text.	X	X	X	X
CCSS.ELA-Literacy.RI.1.2- Identify the main topic and retell key details of a text.	X	X	X	
CCSS.ELA-Literacy.RI.1.3- Describe the connection between two individuals, events, ideas, or pieces of information in a text.	X	X	X	
CCSS.ELA-Literacy.RI.1.4- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	X	X	X	
CCSS.ELA-Literacy.RI.1.5- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	X	X	X	X
CCSS.ELA-Literacy.RI.1.6- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.			X	X
CCSS.ELA-Literacy.RI.1.7-Use the illustrations and details in a text to describe its key ideas.	X	X	X	
CCSS.ELA-Literacy.RI.1.8- Identify the reasons an author gives to support points in a text.		X	X	
CCSS.ELA-Literacy.RI.1.9- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		X	X	X
CCSS.ELA-Literacy.RI.1.10- With prompting and support, read informational texts appropriately complex for Grade 1.	X	X	X	X
Speaking & Listening Standards	Module 1	Module 2	Module 3	Module 4
CCSS.ELA-Literacy.SL.1.1- Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.	X	X	X	X
CCSS.ELA-Literacy.SL.1.1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	X	X	X	X
CCSS.ELA-Literacy.SL.1b- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	X	X	X	X
CCSS.ELA-Literacy.SL.1c- Ask questions to clear up any confusion about the topics or texts under discussion.	X	X	X	X
CCSS.ELA-Literacy.SL.1.2- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	X	X	X	X




CCSS.ELA-Literacy.SL.1.3- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	X	X	X	X
Speaking & Listening Standards (continued)	Module 1	Module 2	Module 3	Module 4
CCSS.ELA-Literacy.SL.1.4- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	X	X	X	X
CCSS.ELA-Literacy.SL.1.5- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, or feelings.	X	X	X	X
CCSS.ELA-Literacy.SL.1.6- Produce complete sentences when appropriate to the task and situation.	X	X	X	X
Writing Standards	Module 1	Module 2	Module 3	Module 4
CCSS.ELA-Literacy.W.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.		X		X
CCSS.ELA-Literacy.W.1.2- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	X	X	X	
CCSS.ELA-Literacy.W.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.	X		X	
CCSS.ELA-Literacy.W.1.5- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	X	X	X	X
CCSS.ELA-Literacy.W.1.6- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		X		
CCSS.ELA-Literacy.W.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).		X	X	X
CCSS.ELA-Literacy.W.1.8- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	X	X	X	X
Language Standards	Module 1	Module 2	Module 3	Module 4
CCSS.ELA-Literacy.L.1.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X	X
CCSS.ELA-Literacy.L.1.1a- Print all upper and lowercase letters.	X	X	X	X
CCSS.ELA-Literacy.L.1.1b- Use common, proper, and possessive nouns.	X	X	X	X

CCSS.ELA-Literacy.L.1.1c-Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; we hop.)	X	X	X	X
CCSS.ELA-Literacy.L.1.1d-Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	X	X	X	X
CCSS.ELA-Literacy.L.1.1e- Use verbs to convey a sense of past, present, and future.	X	X	X	X
Language Standards (continued)	Module 1	Module 2	Module 3	Module 4
CCSS.ELA-Literacy.L.1.1f- Use frequently occurring adjectives.	X	X	X	X
CCSS.ELA-Literacy.L.1.1g- Use frequently occurring conjunctions.	X	X	X	X
CCSS.ELA-Literacy.L.1.1h- Use determiners (articles, demonstratives).	X	X	X	X
CCSS.ELA-Literacy.L.1.1i- Use frequently occurring prepositions.	X	X	X	X
CCSS.ELA-Literacy.L.1.1j- Produce and expand complete simple, compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	X	X	X	X
CCSS.ELA-Literacy.L.1.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X	X	X	X
CCSS.ELA-Literacy.L.1.2a- Capitalize dates and names of people.	X	X	X	X
CCSS.ELA-Literacy.L.1.2b- Use end punctuation for sentences.	X	X	X	X
CCSS.ELA-Literacy.L.1.2c- Use commas in dates and to separate single words in a series.	X	X	X	X
CCSS.ELA-Literacy.L.1.2d- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	X	X	X	X
CCSS.ELA-Literacy.L.1.2e- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	X	X	X	X
CCSS.ELA-Literacy.L.1.4- Determine or clarify the meaning of unknown words and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	X	X	X	X
CCSS.ELA-Literacy.L.1.4a- Use sentence-level context as a clue to the meaning of a word or phrase.	X	X	X	X
CCSS.ELA-Literacy.L.1.4b- Use frequently occurring affixes as a clue to the meaning of a word.	X	X	X	X
CCSS.ELA-Literacy.L.1.4c- Identify frequently occurring root words (look) and their inflectional forms (looks, looked, looking).	X	X	X	X
CCSS.ELA-Literacy.L.1.5- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	X	X	X	X

CCSS.ELA-Literacy.L.1.5a- Sort words into categories to gain a sense of the concepts the categories represent.	X	X	X	X
CCSS.ELA-Literacy.L.1.5b- Define words by category and by one or more key attributes.	X	X	X	X
CCSS.ELA-Literacy.L.1.5c- Identify real-life connections between words and their use (e.g., note places at school that are colorful).	X	X	X	X
CCSS.ELA-Literacy.L.1.5d- Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining them or choosing them or by acting out their meanings.	X	X	X	X
Language Standards (continued)	Module 1	Module 2	Module 3	Module 4
CCSS.ELA-Literacy.L.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.	X	X	X	X
Reading: Foundational Skills- Print Concepts	Module 1	Module 2	Module 3	Module 4
CCSS.ELA-Literacy.RF.1.1- Demonstrate understanding of the organization and basic features of print.	X	X	X	X
CCSS.ELA-Literacy.RF.1.1a- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	X	X	X	X
Reading: Foundational Skills- Phonological Awareness	Module 1	Module 2	Module 3	Module 4
CCSS.ELA-Literacy.RF.1.2- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	X	X	X	X
CCSS.ELA-Literacy.RF.1.2a- Distinguish long from short vowel sounds in spoken single-syllable words.	X	X	X	X
CCSS.ELA-Literacy.RF.1.2b- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	X	X	X	X
CCSS.ELA-Literacy.RF.1.2c- Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.	X	X	X	X
CCSS.ELA-Literacy.RF.1.2d- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	X	X	X	X
Reading: Foundational Skills- Phonics & Word Recognition	Module 1	Module 2	Module 3	Module 4
CCSS.ELA-Literacy.RF.1.3- Know and apply grade-level phonics and word analysis skills in decoding words.	X	X	X	X
CCSS.ELA-Literacy.RF.1.3a- Know the spelling-sound correspondence from common consonant digraphs.	X	X	X	X
CCSS.ELA-Literacy.RF.1.3b- Decode regularly spelled one-syllable words.	X	X	X	X
CCSS.ELA-Literacy.RF.1.3c- Know final -e and common vowel team	X	X	X	X

conventions for representing long vowel sounds.				
CCSS.ELA-Literacy.RF.1.3d- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	X	X	X	X
CCSS.ELA-Literacy.RF.1.3e- Decode two-syllable words following basic patterns by breaking the words into syllables.	X	X	X	X
CCSS.ELA-Literacy.RF.1.3f- Read words with inflectional endings.	X	X	X	X
CCSS.ELA-Literacy.RF.1.3g- Recognize and read grade-appropriate irregularly spelled words.	X	X	X	X
Reading: Foundational Skills- Fluency	Module 1	Module 2	Module 3	Module 4
CCSS.ELA-Literacy.RF.1.4- Read with sufficient accuracy and fluency to support comprehension.	X	X	X	X
CCSS.ELA-Literacy.RF.1.4a- Read grade-level text with purpose and understanding.	X	X	X	X
CCSS.ELA-Literacy.RF.1.4b- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	X	X	X	X
CCSS.ELA-Literacy.RF.1.4c- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	X	X	X	X

Standards Alignment Resources:

-  [Wit & Wisdom Standards Alignment.pdf](#)
-  [Foundations Standards Alignment.pdf](#)
-  [Heggerty Standards Alignment.pdf](#)

Unit Links

- [Module 0: Building Readers!](#)
- [Module 1: A World of Books](#)
- [Module 2: Creature Features](#)
- [Module 3: Powerful Forces](#)
- [Module 4: Cinderella Stories](#)

Module 0: Building Readers!

Module 0: Building Readers!

Relevant Standards: Bold indicates priority

See above.

Essential Question(s):

How does reading help us learn?

Enduring Understanding(s):

Students in Grade 1 will understand the following concepts as a result of this module:

- Reading a book multiple times for different purposes helps readers better understand and enjoy the story.
- Different readers enjoy different types of books.


Demonstration of Learning:


Students at the end of this introductory module participate in a visual art analysis and discussion about a text. The goal of this unit is to introduce and teach routines that will be essential for the remainder of this course rather than creating a final learning product.

Pacing for Unit

6 school days

Family Overview (link below)

 [WW_Family_Letter_English.pdf](#)

 [WW_Family_Letter_Spanish.pdf](#)

Integration of Technology:

Videos and digital visual art displays are listed below.

Unit-specific Vocabulary:

Content Vocabulary

scales	glide	beauty
octopus	shimmery	

Academic Vocabulary

Text	Knowledge	Echo Read
Notice	Wonder	Sentence Frame

Aligned Unit Materials, Resources, and Technology (beyond core resources):

[Module 0 Teacher Edition \(Digital\)](#)
Rainbow Fish, Marcus Pfister
The Goldfish, Henri Matisse

tableaux	Socratic Seminar	
----------	------------------	--

Visual Art Vocabulary

Color	Shape	Line
-------	-------	------

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
---	------------------------------------

Science: In this module, students explore the intersection of marine biology and visual arts through the lens of Henri Matisse’s vibrant aesthetic and the iconic imagery of *The Rainbow Fish*. By engaging with these stylized depictions of aquatic life, students analyze real-world animal behaviors, habitats, and physical traits, practicing the scientific habit of "noticing" how bold colors and fluid shapes represent diverse species and their environmental adaptations. Using tools like a magnifying glass, students conduct close observations of the book’s intricate textures and patterns, moving beyond literal realism to identify the essential characteristics of the natural world. This integrated approach encourages students to synthesize artistic interpretation with biological inquiry, fostering a deeper appreciation for the biodiversity and unique traits found within a reef ecosystem.

Social Studies: In this module, students explore the social and ethical dimensions of community and sharing through the narrative of *The Rainbow Fish*, viewed through the lens of Henri Matisse’s expressive artistic style. By analyzing the fish’s journey, students engage with Social Studies concepts such as citizenship, cooperation, and the balance between individual identity and collective identity.

Social Emotional Learning: Using the vibrant lens of Henri Matisse, students explore the social-emotional themes of identity, empathy, and belonging within *The Rainbow Fish*. This module emphasizes the habit of "noticing" emotional cues and shifts in mood, using tools like a magnifying glass to examine how artistic details reflect feelings such as pride, loneliness, and joy. By analyzing the protagonist’s journey from isolation to community, students develop self-awareness and relationship skills, learning how sharing their unique "inner light" fosters both personal growth and collective harmony.

- Students may have misconceptions of:
- Students may struggle to distinguish between the fantasy elements (animals reading) and the realistic elements of a story.
 - Students may think they know a word because they can say it or decode it. True knowledge of a word involves understanding its meaning in different contexts. (E.g., *wild*, acting crazy, undomesticated animals, deeply enthusiastic, excited.)
 - Visual art is more than pretty or weird shapes. Artists use specific elements like line, shape, and color to communicate an idea or feeling.

Connections to Prior Units:	Connections to Future Units:
This is the first unit of the course. Students in Grades K-2 will participate in this routines-oriented unit to re-establish expectations for the literacy block and as an introduction to students new to the district. The core text was substituted based on recommendations by the publisher.	This unit provides the opportunity for classrooms to establish the routines necessary for future work in preceding Wit & Wisdom units.

Differentiation through [Universal Design for Learning](#)

UDL Indicator & Teacher Actions:

- Engagement**
- Connect the “Essential Question” to students’ personal interests by allowing them to bring a favorite book or object from home to share during the “Welcome” routine.
 - During the Socratic Seminar, provide “talking chips” or “equity sticks” to ensure equitable participation and reduce the social anxiety of speaking in a large group.
 - Use the Think-Pair-Share routine to allow students to verbally rehearse their ideas with a partner before sharing with the whole class.
- Representation**
- Pair written observations with matching drawings or icons to increase accessibility for non-readers.
 - Use a word wall with visual anchors (pictures) next to key terms so students can refer to them independently during the unit.
 - Use echo reading for the Essential and Focusing Questions, providing a clear vocal model and physical tracking of the text to help students connect spoken words to print.
- Action & Expression**
- Offer a variety of options for students to respond: writing, drawing, acting it out through a tableaux, or a physical pointer to identify details.
 - Provide sentence frames to lower the cognitive load for students as they practice articulating their observations.


Supporting Multilingual/English Learners

Related [CELP standards](#); and differentiated Learning Targets:

Standards	Emerging	Expanding	Bridging
LT 1 CELP 1	With heavy support (gestures, native language, or pictures), I can point to or name one thing I notice in a picture from a text.	I can use the sentence frame, “I notice…” to describe a specific detail I see in an illustration.	I can explain how a detail I noticed in the pictures helps me understand a specific word or event in the story.
LT 2 CELP 2	I can echo read the Essential Question by repeating the words the teacher says while pointing to the text.	During a Socratic seminar, I can use a sentence starter to agree or disagree with a classmate’s idea about the story.	I can use a talking chip to share one idea on how the librarian makes reading fun during a small-group discussion.

LT 3 CELP 3	I can communicate an idea about a story by drawing a picture.	I can write a complete sentence to explain the essential meaning or a lesson I learned from the book.	I can use a combination of drawings and a complete sentence to identify an animal and what it likes to read.
LT 4 CELP 10	I can find a word on the Word Wall by looking for its matching picture.	I can use domain-specific art vocabulary, such as color, shape, or line, to describe how a painting tells a story.	I can use the word “knowledge” in a sentence to tell my partner one thing I learned from the text.

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can make observations about a text.	I used sentence frames to make observations about a text.	<i>Rainbow Fish</i> Module 0 Teacher Edition (Digital)
2	I can make observations about a text.	I can show how my character changes to demonstrate a key event in a text.	<i>Rainbow Fish</i>
3	I can identify how words and pictures work together to communicate key details and meaning.	I used evidence from the pictures and words to explain what is happening in the text.	<i>Rainbow Fish</i>
4	I can determine the essential meaning of a text. I can explain how a character’s actions impact others in a text.	I explained the essential meaning of <i>Rainbow Fish</i> and used details to support my thinking.	<i>Rainbow Fish</i>

5	I can discuss how a text builds our knowledge. I can improve my writing by responding to peer feedback.	I participated in a Socratic Seminar to share my ideas and listen to my classmates. .	<i>Rainbow Fish</i>
6	I can describe how an artist uses color and shape to tell a story in a painting.	I explained how an artist uses colors and shapes to tell a story in a painting.	The Goldfish  WW_Nat_GK2_...

Foundations

As part of Module 0, students will continue to be instructed using Foundations. Students will start an introductory Orientation unit to review common procedures. It also acts as a bridge for students new to Foundations.

Foundations Lessons	Learning Targets	Success Criteria
Level 1 Orientation	I can use my tools to help me recognize letters and sounds in order to say, read, and write them.	<p>With and without prompting, I can recognize taught letters and sounds.</p> <p>I can use proper pencil grip and scaffolds (Foundations lines) to form letters.</p> <p>With adult support, I can track text with one-to-one correspondence.</p>

Heggerty

Week 1	<p>Phoneme Isolation & Syllable Blending ~30 sessions</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> ● I can isolate the initial sound in a spoken word, including words beginning with vowel sounds. ● I can isolate the final sound in a spoken word, including consonant digraphs. ● I can blend syllables to say a whole word. ● I can blend 2-3 phonemes into a spoken word. ● I can segment a spoken word into syllables. ● I can delete a syllable from a spoken word. ● I can connect spoken sounds to their letters. 	<p>Phoneme Isolation & Syllable Blending ~30 sessions</p> <p>Success Criteria:</p> <p><i>Isolating the initial sound</i></p> <ul style="list-style-type: none"> ● I listened to the whole word. ● I noticed if the first sound was a consonant or a vowel. ● I held that first sound and said it on its own. <p><i>Isolating the final sound</i></p> <ul style="list-style-type: none"> ● I listened to the whole word. ● I held the ending sound, including if it was a digraph. ● I said only the last sound I heard. <p><i>Blending syllables</i></p> <ul style="list-style-type: none"> ● I listened to each syllable chunk. ● I put the chunks together in my head.
--------	---	--

		<ul style="list-style-type: none">● I said the whole word. <p><i>Blending 2-3 phonemes</i></p> <ul style="list-style-type: none">● I listened to each individual sound.● I held all the sounds in order.● I put the sounds together and said the word. <p><i>Segmenting syllables & deleting a syllable</i></p> <ul style="list-style-type: none">● I listened to the whole word.● I clapped out the syllable chunks.● I removed the syllable I was told.● I said what was left. <p><i>Connecting phonemes to graphemes</i></p> <ul style="list-style-type: none">● I heard or said the sound.● I thought about which letter or letters make that sound.● I matched the sound to the correct letter.
--	--	---

Module 1: A World of Books

Module 1: A World of Books

Relevant Standards: **Bold indicates priority**

See above.

Essential Question(s):

How do books change lives around the world?

Enduring Understanding(s):

Students in Grade 1 will understand the following concepts as a result of this module:

- Reading helps people everywhere build knowledge.
- Stories have messages that can change the way people think and feel.
- People all over the world enjoy books, though people living in different places get books in different ways.
- Some people, including all kinds of librarians around the world, dedicate their lives to making sure others have access to books.
- Reading changes lives by helping people imagine things they have not experienced.



Demonstration of Learning:

Students may demonstrate their learning within this unit in a variety of ways. At the end of this module, students will craft a narrative about a character whose life has changed because of books. In addition, students will participate in a Socratic seminar and several assessments throughout the unit, such as vocabulary and “New Read” assessments, demonstrating their comprehension skills with new texts.

Pacing for Unit

39 school days



Family Overview (link below)

-  [WW_G1_M1_FamilyTipSheet_English.pdf](#)
-  [WW_G1_M1_FamilyTipSheet_Spanish.pdf](#)







Integration of Technology:

Videos and digital visual art displays are listed below.

Unit-specific Vocabulary:

-  [WW_G1_MLL_Glossaries_English.pdf](#)
-  [WW_G1_MLL_Glossaries_Spanish.pdf](#)

Aligned Unit Materials, Resources, and Technology (beyond core resources):

-  [WW_Nat_G1_M1_TE_Lesson01-06_v2.pdf](#)
-  [WW_Nat_G1_M1_TE_Lesson07-12_v2.pdf](#)
-  [WW_Nat_G1_M1_TE_Lesson13-16_v2.pdf](#)
-  [WW_Nat_G1_M1_TE_Lesson17-22_v2.pdf](#)
-  [WW_Nat_G1_M1_TE_Lesson23-27_v2.pdf](#)
-  [WW_Nat_G1_M1_TE_Lesson28-32_v2.pdf](#)

Content Vocabulary

borrow	britches	burrows
chicken scratch	creatures	<i>duck</i>
dump	granted	market
migrant	<i>mobile</i>	<i>poke</i>
reveal	reckon	<i>remote</i>
<i>spell</i>	village	yearn

Academic Vocabulary

adjective	arduous	base word
caption	capitalize	central message
character	collect	common noun
contact	declarative sentence	eager
edit	encourage	fancy
imagination	imperative sentence	<i>inspire</i>
passionate	problem	proper noun
resolution	revise	<i>scholar</i>
sentence frames	setting	shades of meaning
<i>signs</i>	storyteller	temporal words
value	valued	verb

Visual Art Vocabulary

<i>landscape</i>	<i>portrait</i>	<i>still life</i>
------------------	-----------------	-------------------

Core Texts

Tomas and the Library Lady, Pat Mora
Waiting for the Biblioburro, Monica Brown
That Book Woman, Heather Henson
Green Eggs and Ham, Dr. Seuss
Museum ABC, The Metropolitan Museum of Art
My Librarian is a Camel, Margriet Ruurs

Supplementary Texts

[*The Old Farmer's Almanac*](#)

Multimedia

[CNN Heroes: Luis Soriano](#)
[Pack Horse Librarians](#)
[ASL Signs for Yes](#)
[ASL Signs for No](#)
[ASL Signs for Same](#)

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<p>Science: The <i>Wit & Wisdom</i> Grade 1 Module 1 curriculum, <i>A World of Books</i>, is strategically designed to foster focused instruction on systematic observation and evidence-based inquiry. Through the "Notice and Wonder" routine, students develop the habit of gathering sensory data and formulating investigative questions, a process that directly mirrors the initial stages of the Scientific Method. For example, in the study of the informational text <i>Museum ABC</i>, students are not merely identifying letters but are tasked with analyzing fine art to find specific details—such as the texture of an apple or the lines of a boat—practicing scientific observations. This integration ensures that students view literacy as a tool for acquiring domain-specific knowledge, preparing them to categorize information and communicate findings in later STEM coursework.</p> <p>Social Studies: The <i>Wit & Wisdom</i> Grade 1 Module 1 curriculum, <i>A World of Books</i>, provides a focus of instruction on human-environment interaction and global citizenship. Through the study of texts like <i>My Librarian is a Camel</i> and <i>Waiting for the Biblioburro</i>, students analyze how diverse cultures adapt to their physical geography to solve the universal challenge of resource distribution. This exploration of "community helpers" across the globe—from Kenya to Colombia—allows students to compare their local library systems with international models. By evaluating how the environment and transportation shape the lives of others, students meet foundational standards for geography and civics while developing an understanding of their role within a global society.</p> <p>Social Emotional Learning: The <i>Wit & Wisdom</i> Grade 1 Module 1 curriculum, <i>A World of Books</i>, provides a framework for Social-Emotional Learning by focusing instruction on the core competencies of perseverance and perspective-taking. Through the "Notice and Wonder" routine, students develop self-awareness and executive functioning as they focus on detailed analysis. By examining the challenges characters face in texts like <i>Waiting for the Biblioburro</i> and <i>Tomas and the Library Lady</i>, students build social awareness and empathy, recognizing the persistence required to overcome barriers to education. This module explicitly fosters a growth mindset, teaching students that literacy is not just an academic skill, but a tool for personal empowerment and emotional connection within their own communities and the wider world.</p>	<ul style="list-style-type: none"> ● A “library” only looks like a building, making it harder to understand that book access is different around the world. ● All children around the world get books the same way we do. ● Illustrations are decoration rather than a meaningful source of information. ● Retelling a story means repeating every detail rather than identifying the most important ones.

<p>Art: An interdisciplinary art unit would be a study of the portrait, guiding first graders to look at how artists capture personality and emotion through facial expression, posture, and the objects around a sitter. Teachers could pair this with a study of picture-book illustration as its own art form, since the module's texts feature dramatically different illustration styles (Raul Colón's lush, dreamlike imagery in <i>Tomás and the Library Lady</i>, John Parra's folk-art palette in <i>Waiting for the Biblioburro</i>, and David Small's expressive ink work in <i>That Book Woman</i>). Students can compare how each illustrator visually shows a character changed by books, then create their own illustrated self-portrait that shows who they are as a reader – connecting their writing in the EOM Task to a visual self-representation in the spirit of <i>Museum ABC</i></p>	
<p>Connections to Prior Units:</p>	<p>Connections to Future Units:</p>
<p>This is the second unit of the course. Students will leverage the newly taught routines in Module 0 through a more in-depth study of a particular topic through a variety of texts and works of visual art.</p>	<p>This unit is focused on narrative types of writing—part of a cycle structure throughout the Wit & Wisdom curricular resource. Students will leverage skills taught in this unit in later units with different genres of text.</p>
<p>Differentiation through Universal Design for Learning</p>	
<p>UDL Indicator & Teacher Actions:</p>	
<p>Engagement</p> <ul style="list-style-type: none"> • Connect the “Essential Question” to students’ personal interests by allowing them to bring a favorite book or object from home to share during the “Welcome” routine. • During the Socratic Seminar, provide “talking chips” or “equity sticks” to ensure equitable participation and reduce the social anxiety of speaking in a large group. • Use the Think-Pair-Share routine to allow students to verbally rehearse their ideas with a partner before sharing with the whole class. <p>Representation</p> <ul style="list-style-type: none"> • Pair written observations with matching drawings or icons to increase accessibility for non-readers. • Use a word wall with visual anchors (pictures) next to key terms so students can refer to them independently during the unit. • Use echo reading for the Essential and Focusing Questions, providing a clear vocal model and physical tracking of the text to help students connect spoken words to print. <p>Action & Expression</p> <ul style="list-style-type: none"> • Offer a variety of options for students to respond: writing, drawing, acting it out through a tableaux, or a physical pointer to identify details. • Provide sentence frames to lower the cognitive load for students as they practice articulating their observations. 	

Supporting Multilingual/English Learners

Related [CELP standards](#): and differentiated Learning Targets:

Standards	Emerging	Expanding	Bridging
LT 1 CELP 1	With heavy support (gestures, native language, or pictures), I can point to or name one thing I notice in a picture from a text.	I can use the sentence frame, “I notice...” to describe a specific detail I see in an illustration.	I can explain how a detail I noticed in the pictures helps me understand a specific word or event in the story.
LT 2 CELP 2	I can echo read the Essential Question by repeating the words the teacher says while pointing to the text.	During a Socratic seminar, I can use a sentence starter to agree or disagree with a classmate’s idea about the story.	I can use a talking chip to share one idea on how the librarian makes reading fun during a small-group discussion.
LT 3 CELP 3	I can communicate an idea about a story by drawing a picture.	I can write a complete sentence to explain the essential meaning or a lesson I learned from the book.	I can use a combination of drawings and a complete sentence to identify an animal and what it likes to read.
LT 4 CELP 10	I can find a word on the Word Wall by looking for its matching picture.	I can use domain-specific art vocabulary, such as color, shape, or line, to describe how a painting tells a story.	I can use the word “knowledge” in a sentence to tell my partner one thing I learned from the text.

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
-----------------	-----------------	---------------------------------	-----------

Focusing Question 1: Lessons 1-6 How do library books change life for Tomás?

1	<p>Content Learning Target:</p> <p>I can use details from words and pictures to describe how a character changes throughout a story.</p> <p>Literacy Skills Learning Target:</p> <p>I can use what I notice about text features and illustrations to make observations and ask questions about a text.</p>	<ul style="list-style-type: none"> • I can share something I noticed about Museum ABC. • I can ask a question about Tomás and the Library Lady. • I can record an observation in my Response Journal. • I can use a question word (who, what, where, 	<p><i>Tomás and the Library Lady</i>, Pat Mora</p> <p><i>Museum ABC</i>, The Metropolitan Museum of Art</p> <p>MET Artwork Resources</p> <p>Lesson Materials</p>
---	--	--	--

		when, why, how) to ask a question.	
2	<p>Content Learning Target:</p> <p>I can use details from words and pictures to describe how a character changes throughout a story.</p> <p>Literacy Skills Learning Target:</p> <p>I can use sentence frames to speak and write in complete sentences.</p>	<ul style="list-style-type: none"> • I can identify a portrait in Museum ABC. • I can name a character, setting, and event in Tomás and the Library Lady. • I can use a sentence frame to share an idea. • I can explain why sentence frames help us write clearly. 	<p><i>Tomás and the Library Lady</i>, Pat Mora</p> <p><i>Museum ABC</i>, The Metropolitan Museum of Art</p> <p>Lesson Materials</p>
3	<p>Content Learning Target:</p> <p>I can use details from words and pictures to describe how a character changes throughout a story.</p> <p>Literacy Skills Learning Target:</p> <p>I can use a sentence frame to speak and write about a text.</p>	<ul style="list-style-type: none"> • I can identify the subject of a group of paintings as landscape. • I can retell a key event from the text. • I can complete a sentence frame about Tomás. • I can use my sentence in a Think-Pair-Share. 	<p><i>Tomás and the Library Lady</i>, Pat Mora</p> <p><i>Museum ABC</i>, The Metropolitan Museum of Art</p> <p>Lesson Materials</p>
4 ✓FQT	<p>Content Learning Target:</p> <p>I can use details from words and pictures to describe how a character changes throughout a story.</p> <p>Literacy Skills Learning Target:</p> <p>I can use sentence frames to write complete sentences about a text.</p>	<ul style="list-style-type: none"> • I can name the problem and resolution in Tomás's story. • I can complete a sentence frame in writing. • I can use a complete sentence to share my idea. 	<p><i>Tomás and the Library Lady</i>, Pat Mora</p> <p><i>Museum ABC</i>, The Metropolitan Museum of Art</p> <p>ASL: Sign for 'yes'</p> <p>ASL: Sign for 'no'</p> <p>Lesson Materials</p>

<p>5</p> <p>✓FQT</p>	<p>Content Learning Target:</p> <p>I can use details from words and pictures to describe how a character changes throughout a story.</p> <p>Literacy Skills Learning Target:</p> <p>I can tell the difference between a character's imagination and reality in a story.</p>	<ul style="list-style-type: none"> • I can find an example of Tomás imagining something. • I can act out a key scene from the story. • I can describe Tomás using a sentence frame. • I can collect evidence about Tomás for the Focusing Question Task. 	<p><i>Tomás and the Library Lady</i>, Pat Mora</p> <p><i>Museum ABC</i>, The Metropolitan Museum of Art</p> <p>Lesson Materials</p>
<p>6</p>	<p>Content Learning Target:</p> <p>I can use details from words and pictures to describe how a character changes throughout a story.</p> <p>Literacy Skills Learning Target:</p> <p>I can improve my writing by using sentence frames carefully.</p>	<ul style="list-style-type: none"> • I can draw a portrait of Tomás. • I can connect a fact from the author's note to the story. • I can revise a sentence using a sentence frame. • I can add what I learned to our class Knowledge Journal. 	<p><i>Tomás and the Library Lady</i>, Pat Mora</p> <p><i>Museum ABC</i>, The Metropolitan Museum of Art</p> <p>Lesson Materials</p>
<p>Focusing Question 2: Lessons 7-12 How does the Biblioburro change life for Ana?</p>			
<p>7</p> <p>✓NR</p>	<p>Content Learning Target:</p> <p>I can describe how events in a story can change a character's life.</p> <p>Literacy Skills Learning Target:</p> <p>I can read with fluency by paying attention to accuracy and pace.</p>	<ul style="list-style-type: none"> • I can share an observation about the book. • I can ask a question about Ana's life. • I can read a passage with accuracy. • I can name the parts of fluent reading. 	<p><i>Waiting for the Biblioburro</i>, Monica Brown</p> <p>Lesson Materials</p>

8	<p>Content Learning Target:</p> <p>I can describe how events in a story can change a character's life.</p> <p>Literacy Skills Learning Target:</p> <p>I can identify what is happening across groups of paintings or pictures.</p>	<ul style="list-style-type: none"> • I can name the characters and setting. • I can group paintings in Museum ABC by what they show. • I can retell a key event from the book. • I can read aloud with fluency. 	<p><i>Waiting for the Bibioburro</i>, Monica Brown</p> <p><i>Museum ABC</i>, The Metropolitan Museum of Art</p> <p>Lesson Materials</p>
9	<p>Content Learning Target:</p> <p>I can describe how events in a story can change a character's life.</p> <p>Literacy Skills Learning Target:</p> <p>I can read with phrasing and proper pausing.</p>	<ul style="list-style-type: none"> • I can name the problem and resolution in the story. • I can pause at the right places when I read aloud. • I can explain why writing complete sentences matters. • I can identify a complete sentence. 	<p><i>Waiting for the Bibioburro</i>, Monica Brown</p> <p>Lesson Materials</p>
10	<p>Content Learning Target:</p> <p>I can describe how events in a story can change a character's life.</p> <p>Literacy Skills Learning Target:</p> <p>I can read with expression and write complete sentences.</p>	<ul style="list-style-type: none"> • I can read a passage with expression. • I can describe Ana using details from the book. • I can write a complete sentence about a character. 	<p><i>Waiting for the Bibioburro</i>, Monica Brown</p> <p>Lesson Materials</p>

		<ul style="list-style-type: none"> • I can edit a sentence to make it complete. 	
11 ✓FQT	<p>Content Learning Target:</p> <p>I can describe how events in a story can change a character's life.</p> <p>Literacy Skills Learning Target:</p> <p>I can write complete sentences when writing about a text.</p>	<ul style="list-style-type: none"> • I can read a passage at a good rate. • I can complete the Essential Questions Chart with details from the book. • I can write a complete sentence about Ana. • I can use a capital letter and end punctuation. 	<p><i>Waiting for the Bibioburro</i>, Monica Brown</p> <p>Lesson Materials</p>
12	<p>Content Learning Target:</p> <p>I can describe how events in a story can change a character's life.</p> <p>Literacy Skills Learning Target:</p> <p>I can improve my writing by checking for complete sentences.</p>	<ul style="list-style-type: none"> • I can draw a portrait of Ana. • I can connect a fact from the author's note to the story. • I can revise a sentence to make it complete with a capital letter and end punctuation. • I can add to our class Knowledge Journal. 	<p><i>Waiting for the Bibioburro</i>, Monica Brown</p> <p>CNN Heroes: Luis Soriano</p> <p>ASL: Sign for 'same'</p> <p>Lesson Materials</p>
<p>Focusing Question 3: Lessons 13-16 How do people around the world get books?</p>			
13 ✓NR	<p>Content Learning Target:</p> <p>I can describe how people around the world get books by discussing and writing.</p>	<ul style="list-style-type: none"> • I can share an observation about Museum ABC. • I can complete New-Read Assessment 1. 	<p><i>My Librarian is A Camel</i>, Margriet Ruurs</p> <p><i>Museum ABC</i>, The Metropolitan Museum of Art</p>

	<p>Literacy Skills Learning Target:</p> <p>I can ask questions about a new informational text.</p>	<ul style="list-style-type: none"> • I can ask a question about how children get books. • I can record an observation in my Response Journal. 	<p>Lesson Materials</p>
14	<p>Content Learning Target:</p> <p>I can describe how people around the world get books by discussing and writing.</p> <p>Literacy Skills Learning Target:</p> <p>I can identify and capitalize proper nouns in my writing.</p>	<ul style="list-style-type: none"> • I can name the main topic of the introduction. • I can find a key detail. • I can identify a proper noun in a sentence. • I can tell why proper nouns are capitalized. 	<p><i>My Librarian is A Camel,</i> Margriet Ruurs</p> <p>Lesson Materials</p>
15	<p>Content Learning Target:</p> <p>I can describe how people around the world get books by discussing and writing.</p> <p>Literacy Skills Learning Target:</p> <p>I can use pictures and captions to gather evidence about a text.</p>	<ul style="list-style-type: none"> • I can read a caption to learn about a country. • I can record evidence on a sentence chart. • I can identify a proper noun in the text. • I can write a sentence with a proper noun. 	<p><i>My Librarian is A Camel,</i> Margriet Ruurs</p> <p>Lesson Materials</p>
16 ✓FQT ✓VOC	<p>Content Learning Target:</p> <p>I can describe how people around the world get books by discussing and writing.</p>	<ul style="list-style-type: none"> • I can find a quotation in the text. • I can record evidence from a quotation on a sentence chart. 	<p><i>My Librarian is A Camel,</i> Margriet Ruurs</p> <p>Lesson Materials</p>

	<p>Literacy Skills Learning Target:</p> <p>I can use proper nouns correctly in my writing.</p>	<ul style="list-style-type: none"> • I can capitalize proper nouns in my writing. • I can write a sentence using a proper noun about a country. 	
--	---	---	--

Focusing Question 4: Lessons 17-22
How does the packhorse librarian change life for Cal?

<p>17</p>	<p>Content Learning Target:</p> <p>I can describe how events in a story can change a character's feelings.</p> <p>Literacy Skills Learning Target:</p> <p>I can ask and answer questions about key events in a story.</p>	<ul style="list-style-type: none"> • I can share an observation about <i>That Book Woman</i>. • I can ask a question about Cal's life. • I can record an observation in my Response Journal. 	<p><i>That Book Woman</i>, Heather Henson</p> <p><i>Museum ABC</i>, The Metropolitan Museum of Art</p> <p>Lesson Materials</p>
<p>18</p>	<p>Content Learning Target:</p> <p>I can describe how events in a story can change a character's feelings.</p> <p>Literacy Skills Learning Target:</p> <p>I can participate in a discussion about a character by listening and responding to what my classmates are saying.</p>	<ul style="list-style-type: none"> • I can name characters, setting, and key events. • I can respond to a partner's idea using a sentence frame. • I can tell why it is important to respond to others. 	<p><i>That Book Woman</i>, Heather Henson</p> <p>Lesson Materials</p>

		<ul style="list-style-type: none"> • I can take a turn in a small-group discussion. 	
19	<p>Content Learning Target:</p> <p>I can describe how events in a story can change a character's feelings.</p> <p>Literacy Skills Learning Target:</p> <p>I can respond to a classmate's comments using complete sentences.</p>	<ul style="list-style-type: none"> • I can match a facial expression to a scene in the story. • I can describe Cal's feelings at the beginning and end. • I can respond to a partner by adding on to their idea. • I can collect evidence about Cal's feelings. 	<p><i>That Book Woman</i>, Heather Henson</p> <p>Lesson Materials</p>
20	<p>Content Learning Target:</p> <p>I can describe how events in a story can change a character's feelings.</p> <p>Literacy Skills Learning Target:</p> <p>I can use context clues to figure out the meaning of an unknown word.</p>	<ul style="list-style-type: none"> • I can find an unknown word in the text and figure out its meaning. • I can describe how Cal's feelings change. • I can use a sentence frame to share my idea. 	<p><i>That Book Woman</i>, Heather Henson</p> <p>Lesson Materials</p>
21 ✓FQT ✓SS	<p>Content Learning Target:</p> <p>I can describe how events in a story can change a character's feelings.</p> <p>Literacy Skills Learning Target:</p> <p>I can use adjectives (describing words) to add details in my writing.</p>	<ul style="list-style-type: none"> • I can connect a fact from the author's note to the story. • I can compare a video about packhorse librarians to the book. • I can use an adjective to describe Cal. • I can write a sentence using an adjective. 	<p><i>That Book Woman</i>, Heather Henson</p> <p>ASL: Sign for 'same'</p> <p>The Old Farmer's Almanac</p> <p>Lesson Materials</p>

22	<p>Content Learning Target:</p> <p>I can describe how events in a story can change a character's feelings.</p> <p>Literacy Skills Learning Target:</p> <p>I can improve my writing by adding strong adjectives.</p>	<ul style="list-style-type: none"> • I can complete the Essential Questions Chart with information from <i>That Book Woman</i>. • I can revise a sentence by adding an adjective. • I can record knowledge in our class Knowledge Journal. • I can use a complete sentence with an adjective. 	<p><i>That Book Woman</i>, Heather Henson</p> <p>Lesson Materials</p>
----	---	---	---

Focusing Question 5: Lessons 23-27
How can books change my life?

23 ✓NR	<p>Content Learning Target:</p> <p>I can describe how books can change my life.</p> <p>Literacy Skills Learning Target:</p> <p>I can ask questions about a new story.</p>	<ul style="list-style-type: none"> • I can share an observation about the artwork in Museum ABC. • I can ask a question about <i>Green Eggs and Ham</i>. • I can use a question word to ask a question. • I can record an observation in my Response Journal. 	<p><i>Green Eggs and Ham</i>, Dr. Seuss</p> <p><i>Museum ABC</i>, The Metropolitan Museum of Art</p> <p>Lesson Materials</p>
-----------	---	---	--

24	<p>Content Learning Target:</p> <p>I can describe how books can change my life.</p> <p>Literacy Skills Learning Target:</p>	<ul style="list-style-type: none"> • I can describe the subject matter in select Museum ABC paintings. • I can identify the characters in <i>Green Eggs and Ham</i>. 	<p><i>Green Eggs and Ham</i>, Dr. Seuss</p> <p><i>Museum ABC</i>, The Metropolitan Museum of Art</p> <p>Lesson Materials</p>
----	---	--	--

	I can identify story elements and retell events in sequence.	<ul style="list-style-type: none"> • I can retell a beginning, middle, and end event. • I can tell why sequencing events matters. 	
25	<p>Content Learning Target:</p> <p>I can describe how books can change my life.</p> <p>Literacy Skills Learning Target:</p> <p>I can sequence the events of a story in writing.</p>	<ul style="list-style-type: none"> • I can show which character is speaking using a Nonverbal Signal. • I can perform a Readers' Theater section. • I can put three events from the story in order. • I can use sequencing words (first, next, then, last). 	<p><i>Green Eggs and Ham, Dr. Seuss</i></p> <p><i>Museum ABC, The Metropolitan Museum of Art</i></p> <p>Lesson Materials</p>
26 ✓FQT	<p>Content Learning Target:</p> <p>I can describe how books can change my life.</p> <p>Literacy Skills Learning Target:</p> <p>I can write events in sequence to retell a story.</p>	<ul style="list-style-type: none"> • I can share the central message of the book. • I can find evidence that supports the central message. • I can write a sequence of events in order. • I can use sequencing words in my writing. 	<p><i>Green Eggs and Ham, Dr. Seuss</i></p> <p><i>Museum ABC, The Metropolitan Museum of Art</i></p> <p>Lesson Materials</p>
27 ✓SS	<p>Content Learning Target:</p> <p>I can describe how books can change my life.</p> <p>Literacy Skills Learning Target:</p> <p>I can improve my writing by sequencing events more clearly.</p>	<ul style="list-style-type: none"> • I can draw my self-portrait for the EOM Task. • I can take a turn in a Socratic Seminar. • I can revise my writing to improve event order. • I can use sequencing words to connect events. 	<p><i>Green Eggs and Ham, Dr. Seuss</i></p> <p><i>Museum ABC, The Metropolitan Museum of Art</i></p> <p>Lesson Materials</p>

Focus Question 6: Lessons 28-32
How do books change lives around the world?

<p>28</p> <p>✓VOC ✓EOM</p>	<p>Content Learning Target:</p> <p>I can describe how books change the lives of people around the world.</p> <p>Literacy Skills Learning Target:</p> <p>I can use story elements to plan a narrative.</p>	<ul style="list-style-type: none"> • I can illustrate the cover for my EOM book. • I can name the story elements (characters, setting, problem, resolution). • I can plan a narrative using story elements. • I can explain why story elements help an author write a story. 	<p><i>Green Eggs and Ham</i>, Dr. Seuss</p> <p><i>Museum ABC</i>, The Metropolitan Museum of Art</p> <p>Lesson Materials</p>
<p>29</p> <p>✓EOM</p>	<p>Content Learning Target:</p> <p>I can describe how books change the lives of people around the world.</p> <p>Literacy Skills Learning Target:</p> <p>I can use story elements to write a narrative.</p>	<ul style="list-style-type: none"> • I can record knowledge in the Knowledge Journal. • I can write a character description for my narrative. • I can describe a setting in my narrative. • I can use a complete sentence in my writing. 	<p>All Module Texts</p> <p>Lesson Materials</p>
<p>30</p> <p>✓EOM</p>	<p>Content Learning Target:</p> <p>I can describe how books change the lives of people around the world.</p> <p>Literacy Skills Learning Target:</p> <p>I can use story elements to continue writing a narrative.</p>	<ul style="list-style-type: none"> • I can name a way each Module 1 text shows books changing lives. • I can continue working on my EOM Task. • I can write a problem and a resolution in my narrative. • I can illustrate a scene from my narrative. 	<p>All Module Texts</p> <p>Lesson Materials</p>

<p>31</p> <p>✓EOM</p>	<p>Content Learning Target:</p> <p>I can describe how books change the lives of people around the world.</p> <p>Literacy Skills Learning Target:</p> <p>I can use story elements to complete a narrative.</p>	<ul style="list-style-type: none"> • I can create a tableaux of 'before and after books'. • I can complete my EOM Task narrative. • I can use complete sentences in my writing. • I can use proper nouns and adjectives correctly. 	<p>All Module Texts</p> <p>Lesson Materials</p>
<p>32</p> <p>✓SS</p>	<p>Content Learning Target:</p> <p>I can describe how books change the lives of people around the world.</p> <p>Literacy Skills Learning Target:</p> <p>I can respond to others' ideas in a Socratic Seminar.</p>	<ul style="list-style-type: none"> • I can take a turn in a Socratic Seminar. • I can respond to a classmate's idea by adding on. • I can present my EOM Task to the class. • I can reflect on what I learned across the module. 	<p>All Module Texts</p> <p>Lesson Materials</p>

Foundations

Unit 1 will review many of the taught concepts in K around letter identification and letter-sound correspondence. Foundations recommends a pacing of 3 weeks, but provides teachers with options to condense this unit for students familiar with the program and/or students whose BOY data demonstrates a strong command of these skills. As a reminder, **80% of students should master the unit assessment with a score of 80% or more when determining to advance instruction.**

Foundations Lessons	Learning Targets & Success Criteria
<p>Unit 1- ~ 3 weeks, 15 days.</p>	<p><i>I can name and say the sound for every letter of the alphabet.</i></p> <ul style="list-style-type: none"> ● I can name and say the sound for every letter of the alphabet. ● I can say the sound each letter makes. ● I can match each letter to its keyword picture (e.g., /a/ - apple). <p><i>I can write every lowercase letter correctly using Foundations lines.</i></p> <ul style="list-style-type: none"> ● I can use the right pencil grip and start each letter in the right place. ● I can say the letter name as I write it. <p><i>I can say and use the alphabet in order.</i></p> <ul style="list-style-type: none"> ● I can put letters in alphabetical order. ● I can identify which letters come before and after a given letter. <p><i>I can identify the words in a spoken sentence and recognize how sentences are built.</i></p> <ul style="list-style-type: none"> ● I can identify and count the words in a spoken sentence. ● I can recognize that sentences start with a capital letter and end with a punctuation mark. ● I can retell or act out part of a story that was read to me.
<p>Unit 2~ 2 weeks, 10 days.</p>	<p><i>I can blend sounds together to read 3-sound short-vowel words.</i></p> <ul style="list-style-type: none"> ● I can tap out (segment) every sound in a 3-sound word. ● I can blend sounds together to read a word (e.g., c-a-t -> cat). ● I can read simple 3-sound words with short vowels (CVC words). <p><i>I can listen to a word and spell it by writing each sound in order.</i></p> <ul style="list-style-type: none"> ● I can listen to a word and write each sound in order. ● I can spell 3-sound short-vowel words (e.g., sip, log, fox). ● I can check my spelling by tapping out the sounds.

	<p><i>I can change sounds in a word to make new words.</i></p> <ul style="list-style-type: none"> • I can change the first sound in a word to make a new word. • I can change the last sound in a word to make a new word. • I can identify and change the middle (vowel) sound in a word. <p><i>I can write a complete sentence with a capital letter, spaces, and a period.</i></p> <ul style="list-style-type: none"> • I can write a sentence that starts with a capital letter. • I can put a period at the end of a sentence.
--	--

<p>Unit 3 ~ 2 weeks, 10 days.</p>	<p><i>I can explain what a digraph is and say the sound for sh, ch, th, wh, and ck.</i></p> <ul style="list-style-type: none"> • I can explain that a digraph is two letters that make one sound. • I can say the sound for sh, ch, th, wh, and ck. • I can identify the digraph in a word. <p><i>I can read and spell words with digraphs and use the -ck rule.</i></p> <ul style="list-style-type: none"> • I can read words with digraphs (chop, wish, sock). • I can spell words with digraphs. • I know that -ck only comes right after a short vowel at the end of a word when writing or spelling. <p><i>I can use correct end punctuation in a sentence.</i></p> <ul style="list-style-type: none"> • I can read a sentence and decide if it is a statement or a question. • I can put a question mark or period at the end of a sentence. <p><i>I can write a complete sentence with a capital letter, spaces, and a period.</i></p> <ul style="list-style-type: none"> • I can write a sentence that starts with a capital letter. • I can put a period at the end of a sentence. • I can leave spaces between words in a sentence.
-----------------------------------	--

Heggerty

<p>Phoneme Isolation & Syllable Blending ~30 sessions Learning Targets:</p> <ul style="list-style-type: none"> • I can isolate the initial sound in a spoken word, including words beginning with vowel sounds. • I can isolate the final sound in a spoken word, including consonant digraphs. 	<p>Phoneme Isolation & Syllable Blending ~30 sessions Success Criteria: <i>Isolating the initial sound</i></p> <ul style="list-style-type: none"> • I listened to the whole word. • I noticed if the first sound was a consonant or a vowel.
--	--

- I can blend syllables to say a whole word.
- I can blend 2-3 phonemes into a spoken word.
- I can segment a spoken word into syllables.
- I can delete a syllable from a spoken word.
- I can connect spoken sounds to their letters.

- I held that first sound and said it on its own.

Isolating the final sound

- I listened to the whole word.
- I held the ending sound, including if it was a digraph.
- I said only the last sound I heard.

Blending syllables

- I listened to each syllable chunk.
- I put the chunks together in my head.
- I said the whole word.

Blending 2-3 phonemes

- I listened to each individual sound.
- I held all the sounds in order.
- I put the sounds together and said the word.

Segmenting syllables & deleting a syllable

- I listened to the whole word.
- I clapped out the syllable chunks.
- I removed the syllable I was told.
- I said what was left.

Connecting phonemes to graphemes

- I heard or said the sound.
- I thought about which letter or letters make that sound.
- I matched the sound to the correct letter.

Module 2: Creature Features

Unit Title: Creature Features		
Module 2: Creature Features		
Relevant Standards: Bold indicates priority		
See above.		
Essential Question(s):		Enduring Understanding(s):
What can we discover about animals/ unique features?		<p>Students in Grade 1 will understand the following concepts as a result of this module:</p> <ul style="list-style-type: none"> • People can learn about what makes animals similar and different from one another by observing and describing animal features. • Animal experts describe animals in books, pictures, and videos to help us learn about the natural world and how animals survive. • When authors and illustrators write or draw about animals, they research them carefully and use a lot of detail so others can learn more about them.
Demonstration of Learning:		Pacing for Unit
Students may demonstrate their learning within this unit in a variety of ways. At the end of this module, students will craft an informative paragraph about an animal's unique features. In addition, students will participate in a Socratic seminar and participate in several assessments throughout the unit, such as vocabulary and "New Read" assessments, demonstrating their comprehension skills on new texts.		44 school days
Family Overview (link below)		Integration of Technology:
PDF WW_G1_M2_FamilyTipSheet_English.pdf PDF WW_G1_M2_FamilyTipSheet_Spanish.pdf		Videos and digital visual art displays are listed below.
Unit-specific Vocabulary:		Aligned Unit Materials, Resources, and Technology (beyond core resources):
PDF WW_G1_MLL_Glossaries_English.pdf PDF WW_G1_MLL_Glossaries_Spanish.pdf		PDF WW_Nat_G1_M2_TE_Lesson01-09_v2.pdf PDF WW_Nat_G1_M2_TE_Lesson10-14_v2.pdf PDF WW_Nat_G1_M2_TE_Lesson15-20_v2.pdf PDF WW_Nat_G1_M2_TE_Lesson21-26_v2.pdf PDF WW_Nat_G1_M2_TE_Lesson27-32_v2.pdf
Content Vocabulary		
chimpanzee	mammals	opposable (thumbs)

webbed (toes)	camouflage	defend
poisonous	predator	survive
venom	aggressive	coop
current	reproduce	sap
straw	cruises	peer (to look)
pesky	protect	relatives
riled	snapper	starving
sunburned	swiftest	utensils

Academic Vocabulary

index	Text feature	point
reason	observe	convince
wisdom	unique	majestic
ridiculous	invisible	unexpected
avoid	capture	feature
manipulate	sift	cherish
clever	curious	determine
disgust	discover	impossible
inflict	miracle	moral
move	sensitive	shyest
steadily	tale	threat
touch	unpredictable	unsuspecting
shades of meaning	interrogative	exclamatory
demonstrative	attribute	conclusion
buttons and boxes	simile	preposition
prepositional phrases	Informative paragraph	articles

Core Texts

Seven Blind Mice, Ed Young
Me..Jane, Patrick McDonnell
Never Smile at a Monkey, Steve Jenkins
Sea Horse: The Shyest Fish in the Sea, Chris Butterworth, John Lawrence
What Do You Do With a Tail Like This? Steve Jenkins, Robin Page

Supplementary Texts

[“The Hare and the Tortoise,”](#) Aesop’s Fables
[“The Ants and the Grasshopper,”](#) Aesop’s Fables
[“Fish”](#), Mary Ann Hoberman

Multimedia

[“Pygmy Sea Horses: Masters of Camouflage”](#)
[Young Hare](#), Albrecht Dürer
[The Snail](#), Henri Matisse

determiner		
------------	--	--

Visual Art Vocabulary

abstract art	collage	color wheel
complimentary colors	portrait	portray
texture		

Opportunities for Interdisciplinary Connections:

Science: Students explore the natural world by focusing on the form and function of animal body parts and how people use observation to learn about species. Through content-rich informational texts and visual art, they discover how animals use unique features to survive and defend themselves, while also learning safe ways to act around them. By acting as "animal experts," students participate in shared research to collect evidence, identifying similarities and differences across diverse species. This scientific curiosity culminates in an informative writing project where students apply their research to explain how an animal's specific physical features serve a particular purpose.

Social Studies: Students explore social studies by examining the historical and cultural significance of animal observation. Through the biography of Jane Goodall, they learn about the life and impact of a key historical figure dedicated to environmental stewardship. They also study art history via works by Henri Matisse and Albrecht Dürer to understand how different cultures have depicted nature. Additionally, students build citizenship skills by engaging in collaborative research and Socratic Seminars to share knowledge and promote community safety.

Social Emotional Learning: Students connect to Social Emotional Learning by exploring the power of curiosity and empathy. Through the story of Jane Goodall, they reflect on how passion and persistence can lead to a life of caring for the world. Students also build self-awareness and relationship skills by learning to act responsibly around animals and practicing respectful collaboration during Socratic Seminars and shared research.

Anticipated misconceptions:

- Students may have misconceptions of:
- Struggling to distinguish between the fantasy elements (animals reading) and the realistic elements of a story.
 - Decoding a word vs. comprehending a word. True knowledge of a word involves understanding its meaning in different contexts. (E.g., *wild*, acting crazy, undomesticated animals, deeply enthusiastic, excited.)
 - Visual art is more than pretty or weird shapes. Artists use specific elements like line, shape, and color to communicate an idea or feeling.

<p>Art: This module pairs two opposing visual traditions: Matisse’s cut-paper <i>The Snail</i> and Dürer’s <i>Young Hare</i>. That contrast opens the door for a scientific-illustration unit anchored in the work of naturalists like Jane Goodall, John James Audubon, and Maria Sibylla Merian. Students can practice careful observation of a real animal (a class pet, a backyard creature, or a photograph), then create labeled scientific drawings the way Goodall recorded chimpanzees in her notebooks. As a counterpoint, teachers can introduce Matisse-style cut-paper collage and Steve Jenkins’s iconic torn-paper illustrations — Jenkins illustrates several Module 2 texts, including <i>What Do You Do with a Tail Like This?</i> — so students see how artists make deliberate choices about medium to highlight an animal’s unique features. A culminating project might ask each child to render the same animal twice, once in a realistic Dürer style and once in a Jenkins/Matisse cut-paper style, reflecting on how each version reveals something different.</p>	
<p>Connections to Prior Units:</p>	<p>Connections to Future Units:</p>
<p>This is the third unit of the course. Students will leverage the newly taught routines in the previous module through a more in-depth study of a particular topic with a variety of texts and works of visual art. This module has a greater emphasis on informational texts compared to prior units.</p>	<p>This unit is focused on informational texts and crafting writing using said structures—part of a cycle structure throughout the Wit & Wisdom curricular resource. Students will leverage skills taught in this unit in later units with different genres of text.</p>
<p>Differentiation through <i>Universal Design for Learning</i></p>	
<p>UDL Indicator & Teacher Actions:</p>	
<p>Engagement</p> <ul style="list-style-type: none"> • Before reading, show book covers and have students make observations and predictions about what they might discover. • Use ASL signs for “yes” or “no,” or other physical movements to allow all students to participate in checks for understanding. • During the Socratic Seminar, provide “talking chips” or “equity sticks” to ensure equitable participation and reduce the social anxiety of speaking in a large group. • Use the Think-Pair-Share routine to allow students to verbally rehearse their ideas with a partner before sharing with the whole class. <p>Representation</p> <ul style="list-style-type: none"> • Pair written observations with matching drawings or icons to increase accessibility for non-readers. • Maintain and display multiple anchor charts throughout the unit, including the “Informative Writing Anchor Chart,” “Topic Sandwich Chart,” and “Text Features Anchor Chart.” • Use a word wall with visual anchors (pictures) next to key terms so students can refer to them independently during the unit. • Use abstract art to teach concepts of shape, color, and interpretation that mirror the themes found in literature. 	

Action & Expression

- Offer a variety of options for students to respond: writing, drawing, acting it out through a tableaux, or a physical pointer to identify details.
- Provide sentence frames to lower the cognitive load for students as they practice articulating their observations.
- Encourage students to add detailed illustrations to their informative paragraphs to help clarify their written ideas.
- Use the Topic Sandwich Organizer (9A) to help students structure informative paragraphs with a topic statement, details, and a conclusion.
- For students with fine motor or high linguistic needs, use scribing to support a student in generating a response.

Supporting Multilingual/English Learners**Related [CELP standards](#) and differentiated Learning Targets:**

Standards	Emerging	Expanding	Bridging
LT 1 CELP 1	I can identify a few key details about an animal's features using pictures and gestures during a read-aloud.	I can identify the main topic and multiple key details from an informational text with moderate guidance.	I can independently explain how an author uses text features (like headings or indices) to help me find information.
LT 2 CELP 2	I can answer simple "yes/no" or one-word questions about Jane Goodall using visual supports.	I can use sentence frames to describe an animal's unique feature to a partner during "Think-Pair-Share."	I can ask clarifying questions and add my own observations to a discussion using academic vocabulary.
LT 3 CELP 3	I can label parts of an animal (e.g., tail, fins) on a diagram and copy a simple "is/has" sentence.	I can write an informative paragraph using a "Topic Sandwich" organizer with at least two facts.	I can write a complete informative paragraph with a clear topic statement, supporting facts, and a conclusion.
LT 4 CELP 8	I can recognize the meaning of high-frequency words like "see" or "move" when paired with a physical action.	I can use the "Outside-In" strategy to find the meaning of a word by looking at nearby pictures and context.	I can explain "shades of meaning" between similar verbs (e.g., touch vs. clutch) and choose the most precise word.

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Focusing Question 1: Lessons 1-9 What lessons can we learn through stories about animals?			
1	<p>Content Learning Target:</p> <p>I can discuss and write about the lessons we learn through stories about animals.</p> <p>Literacy Skills Learning Target:</p> <p>I can ask questions about a fable.</p>	<ul style="list-style-type: none"> • I can share an observation about a fable. • I can ask a question using a question word. • I can record observations in my Response Journal. • I can identify the animal characters in each fable. 	<p><i>The Ants and the Grasshopper</i> by Aesop Fables</p> <p><i>The Hare and the Tortoise</i> by Aesop Fables</p> <p>Lesson Materials</p>
2	<p>Content Learning Target:</p> <p>I can discuss and write about the lessons we learn through stories about animals.</p> <p>Literacy Skills Learning Target:</p> <p>I can identify the structure of an informative paragraph (topic, details, conclusion).</p>	<ul style="list-style-type: none"> • I can name the characters in each fable. • I can retell a fable to a partner. • I can name the parts of an informative paragraph. • I can explain why structure helps writers and readers. 	<p><i>The Ants and the Grasshopper</i> by Aesop Fables</p> <p><i>The Hare and the Tortoise</i> by Aesop Fables</p> <p>Lesson Materials</p>
3	<p>Content Learning Target:</p> <p>I can discuss and write about the lessons we learn through stories about animals.</p> <p>Literacy Skills Learning Target:</p> <p>I can identify how the structure of an informative paragraph helps a reader.</p>	<ul style="list-style-type: none"> • I can describe an action by the grasshopper or the tortoise. • I can explain how an action led to the resolution. • I can identify a topic statement in a paragraph. • I can identify a detail sentence in a paragraph. 	<p><i>The Ants and the Grasshopper</i> by Aesop Fables</p> <p><i>The Hare and the Tortoise</i> by Aesop Fables</p> <p>Lesson Materials</p>

4	<p>Content Learning Target:</p> <p>I can discuss and write about the lessons we learn through stories about animals.</p> <p>Literacy Skills Learning Target:</p> <p>I can use text evidence to support my thinking.</p>	<ul style="list-style-type: none"> • I can state the lesson of one fable in my own words. • I can find evidence in the text that supports the lesson. • I can identify a conclusion sentence in a paragraph. • I can connect a lesson to a real-life example. 	<p><i>The Ants and the Grasshopper</i> by Aesop Fables</p> <p><i>The Hare and the Tortoise</i> by Aesop Fables</p> <p>Lesson Materials</p>
5	<p>Content Learning Target:</p> <p>I can discuss and write about the lessons we learn through stories about animals.</p> <p>Literacy Skills Learning Target:</p> <p>I can use the structure of an informative paragraph as a model for writing.</p>	<ul style="list-style-type: none"> • I can share an observation about Henri Matisse's artwork. • I can ask a question about Seven Blind Mice. • I can identify the parts of an informative paragraph in a model. • I can record observations in my Response Journal. 	<p><i>Seven Blind Mice</i> by Ed Young</p> <p><i>The Snail</i> by Henri Matisse</p> <p><i>The Hare and the Tortoise</i> by Aesop Fables</p> <p>Lesson Materials</p>
6	<p>Content Learning Target:</p> <p>I can discuss and write about the lessons we learn through stories about animals.</p> <p>Literacy Skills Learning Target:</p> <p>I can use the structure of an informative paragraph (topic, details, conclusion) in my writing.</p>	<ul style="list-style-type: none"> • I can identify the subject of <i>The Snail</i>. • I can retell the events of <i>Seven Blind Mice</i> in order. • I can write a topic statement for an informative paragraph. • I can write a detail sentence that matches my topic. 	<p><i>Seven Blind Mice</i> by Ed Young</p> <p><i>The Snail</i> by Henri Matisse</p> <p>Lesson Materials</p>
7	<p>Content Learning Target:</p>	<ul style="list-style-type: none"> • I can describe what each mouse does. 	<p><i>Seven Blind Mice</i> by Ed Young</p> <p><i>The Snail</i> by Henri Matisse</p>

	<p>I can discuss and write about the lessons we learn through stories about animals.</p> <p>Literacy Skills Learning Target:</p> <p>I can speak in complete sentences when discussing a text.</p>	<ul style="list-style-type: none"> • I can compare two mice's actions. • I can speak in a complete sentence using a sentence frame. • I can explain why complete sentences help listeners. 	<p>Lesson Materials</p>
8	<p>Content Learning Target:</p> <p>I can discuss and write about the lessons we learn through stories about animals.</p> <p>Literacy Skills Learning Target:</p> <p>I can use the text and illustrations to find a central message.</p>	<ul style="list-style-type: none"> • I can state the lesson of Seven Blind Mice. • I can find text evidence for the lesson. • I can interpret the essential meaning of The Snail. • I can link The Snail to the story's lesson. 	<p><i>Seven Blind Mice</i> by Ed Young</p> <p><i>The Snail</i> by Henri Matisse</p> <p>Lesson Materials</p>
9 ✓FQT	<p>Content Learning Target:</p> <p>I can discuss and write about the lessons we learn through stories about animals.</p> <p>Literacy Skills Learning Target:</p> <p>I can engage in a Socratic Seminar to share what I learned.</p>	<ul style="list-style-type: none"> • I can take a turn in a Socratic Seminar. • I can connect a lesson to my own life. • I can respond to a classmate's idea. • I can use a complete sentence to share my thinking. 	<p><i>Seven Blind Mice</i> by Ed Young</p> <p><i>The Hare and the Tortoise</i> by Aesop Fables</p> <p><i>The Ants and the Grasshopper</i> by Aesop Fables</p> <p><i>The Snail</i> by Henri Matisse</p> <p>Lesson Materials</p>

Focusing Question 2: Lessons 10-14

How did Jane Goodall make discoveries about animals?

10	<p>Content Learning Target:</p> <p>I can describe how Jane Goodall made discoveries about animals.</p> <p>Literacy Skills Learning Target:</p> <p>I can explain why a topic statement is important in informative writing.</p>	<ul style="list-style-type: none"> • I can share an observation about Me...Jane. • I can ask a question about Jane Goodall. • I can identify a topic statement in a paragraph. • I can explain why a topic statement helps a reader. 	<p><i>Me...Jane</i> by Patrick Mc'Donnell</p> <p>Lesson Materials</p>
11	<p>Content Learning Target:</p> <p>I can describe how Jane Goodall made discoveries about animals.</p> <p>Literacy Skills Learning Target:</p> <p>I can write a topic statement for an informative paragraph.</p>	<ul style="list-style-type: none"> • I can name the main topic using Buttons and Boxes. • I can find a key detail that matches the main topic. • I can write a topic statement using a frame. • I can share my topic statement with a partner. 	<p><i>Me...Jane</i> by Patrick Mc'Donnell</p> <p>Lesson Materials</p>
12	<p>Content Learning Target:</p> <p>I can describe how Jane Goodall made discoveries about animals.</p> <p>Literacy Skills Learning Target:</p> <p>I can write a topic statement for my own informative paragraph.</p>	<ul style="list-style-type: none"> • I can describe Jane using an illustration. • I can describe Jane using a photograph. • I can write a topic statement for the Focusing Question Task. • I can use a complete sentence with a strong topic word. 	<p><i>Me...Jane</i> by Patrick Mc'Donnell</p> <p>Lesson Materials</p>

13	<p>Content Learning Target: I can describe how Jane Goodall made discoveries about animals.</p> <p>Literacy Skills Learning Target: I can use phonetic spelling to write words I do not yet know.</p>	<ul style="list-style-type: none"> • I can review main topics and key details from the text. • I can state the essential meaning of Me...Jane. • I can use letter sounds to spell a new word. • I can use phonetic spelling in my writing. 	<p><i>Me...Jane</i> by Patrick Mc'Donnell</p> <p>Lesson Materials</p>
14 ✓FQT	<p>Content Learning Target: I can describe how Jane Goodall made discoveries about animals.</p> <p>Literacy Skills Learning Target: I can revise a topic statement to make it stronger.</p>	<ul style="list-style-type: none"> • I can record knowledge in the Knowledge Journal. • I can revise my topic statement to be clearer. • I can speak in complete sentences during a discussion. • I can use phonetic spelling for an unknown word. 	<p><i>Me...Jane</i> by Patrick Mc'Donnell</p> <p>Lesson Materials</p>
<p>Focusing Question 3: Lessons 15-20 How do sea horses use their unique features?</p>			
15	<p>Content Learning Target: I can explain how seahorses use their unique features to survive.</p> <p>Literacy Skills Learning Target: I can use the Outside-In strategy to figure out the meaning of a new word.</p>	<ul style="list-style-type: none"> • I can share an observation about the book. • I can ask a question about sea horses. • I can use Outside-In to define the word shyest. 	<p><i>Sea Horse: The Shyest Fish in the Sea</i> by Chris Butterworth</p> <p>Lesson Materials</p>

		<ul style="list-style-type: none"> • I can record an observation in my Response Journal. 	
16	<p>Content Learning Target:</p> <p>I can explain how seahorses use their unique features to survive.</p> <p>Literacy Skills Learning Target:</p> <p>I can explain why we select information that matches our topic.</p>	<ul style="list-style-type: none"> • I can name the main topic of a section. • I can find a key detail that matches the main topic. • I can explain why we choose only details that match. • I can sort details that fit a topic from those that don't. 	<p><i>Sea Horse: The Shyest Fish in the Sea</i> by Chris Butterworth</p> <p>Lesson Materials</p>
17	<p>Content Learning Target:</p> <p>I can explain how seahorses use their unique features to survive.</p> <p>Literacy Skills Learning Target:</p> <p>I can select the most important information for my informative paragraph.</p>	<ul style="list-style-type: none"> • I can select a key detail to include in my paragraph. • I can tell why adding illustrations strengthens writing. • I can leave out details that don't match my topic. 	<p><i>Sea Horse: The Shyest Fish in the Sea</i> by Chris Butterworth</p> <p>Lesson Materials</p>
18	<p>Content Learning Target:</p> <p>I can explain how seahorses use their unique features to survive.</p> <p>Literacy Skills Learning Target:</p> <p>I can select information from text features for my informative paragraph.</p>	<ul style="list-style-type: none"> • I can find an index, text box, label, or large text in the book. • I can tell what each text feature is used for. • I can select a key detail from a text feature. • I can add a selected detail to my paragraph. 	<p><i>Sea Horse: The Shyest Fish in the Sea</i> by Chris Butterworth</p> <p>Lesson Materials</p>

19	<p>Content Learning Target:</p> <p>I can explain how seahorses use their unique features to survive.</p> <p>Literacy Skills Learning Target:</p> <p>I can use phonetic spelling to write unknown words.</p>	<ul style="list-style-type: none"> • I can find a simile in the text. • I can draw what a simile helps me picture. • I can use letter sounds to spell a word. • I can write a sentence using phonetic spelling. 	<p><i>Sea Horse: The Shyest Fish in the Sea</i> by Chris Butterworth</p> <p>Lesson Materials</p>
20 ✓FQT ✓VOC	<p>Content Learning Target:</p> <p>I can explain how seahorses use their unique features to survive.</p> <p>Literacy Skills Learning Target:</p> <p>I can use complete sentences in a Socratic Seminar.</p>	<ul style="list-style-type: none"> • I can make a connection between a video and the book. • I can take a turn in a Socratic Seminar. • I can speak in a complete sentence to share an idea. 	<p><i>Sea Horse: The Shyest Fish in the Sea</i> by Chris Butterworth</p> <p><i>Pygmy Seahorses: Masters of Camouflage</i></p> <p>Lesson Materials</p>
Focusing Question 4: Lessons 21-26 How do animals use the same feature in unique ways?			
21 ✓NR	<p>Content Learning Target:</p> <p>I can explain how different animals use the same feature in unique ways to survive.</p> <p>Literacy Skills Learning Target:</p> <p>I can identify the main topic and key details in a new text.</p>	<ul style="list-style-type: none"> • I can share an observation about the book. • I can ask a question about the animals. • I can identify the main topic of a section. • I can complete the New-Read Assessment. 	<p><i>What Do You Do with a Tail Like This</i> by Steve Jenkins and Robin Page</p> <p>Lesson Materials</p>
22	<p>Content Learning Target:</p> <p>I can explain how different animals use the same feature in unique ways to survive.</p> <p>Literacy Skills Learning Target:</p>	<ul style="list-style-type: none"> • I can name a feature animals share (like tail or nose). • I can describe two animals that use the same feature differently. 	<p><i>What Do You Do with a Tail Like This</i> by Steve Jenkins and Robin Page</p> <p><i>Young Hare</i>, Albrecht Dürer</p> <p>Lesson Materials</p>

	I can add an illustration that adds detail to my informative paragraph.	<ul style="list-style-type: none"> • I can plan an illustration to add to my paragraph. • I can describe Young Hare using sensory details. 	
23	<p>Content Learning Target:</p> <p>I can explain how different animals use the same feature in unique ways to survive.</p> <p>Literacy Skills Learning Target:</p> <p>I can use illustrations and labels to add detail to my writing.</p>	<ul style="list-style-type: none"> • I can find a label or caption in the book. • I can describe how an illustration helps me understand. • I can add a label to my own illustration. • I can use a complete sentence to describe an animal. 	<p><i>What Do You Do with a Tail Like This</i> by Steve Jenkins and Robin Page</p> <p><i>Young Hare</i>, Albrecht Dürer</p> <p>Lesson Materials</p>
24	<p>Content Learning Target:</p> <p>I can explain how different animals use the same feature in unique ways to survive.</p> <p>Literacy Skills Learning Target:</p> <p>I can use a digital tool to type my informative writing.</p>	<ul style="list-style-type: none"> • I can describe the essential meaning of Young Hare. • I can add an illustration to clarify an idea in my writing. • I can use a digital tool to type a sentence. • I can identify keys on a keyboard. 	<p><i>What Do You Do with a Tail Like This</i> by Steve Jenkins and Robin Page</p> <p><i>Young Hare</i>, Albrecht Dürer</p> <p>Lesson Materials</p>
25	<p>Content Learning Target:</p> <p>I can explain how different animals use the same feature in unique ways to survive.</p> <p>Literacy Skills Learning Target:</p> <p>I can use a digital tool to type and publish my informative writing.</p>	<ul style="list-style-type: none"> • I can complete a class Knowledge Journal entry. • I can type my informative paragraph. • I can publish my writing using a digital tool. • I can add an illustration to my published piece. 	<p><i>What Do You Do with a Tail Like This</i> by Steve Jenkins and Robin Page</p> <p><i>Young Hare</i>, Albrecht Dürer</p> <p>Lesson Materials</p>

<p>26</p> <p>✓FQT</p>	<p>Content Learning Target:</p> <p>I can explain how different animals use the same feature in unique ways to survive.</p> <p>Literacy Skills Learning Target:</p> <p>I can do research using more than one source.</p>	<ul style="list-style-type: none"> • I can choose an animal to research • I can use two sources to learn about my animal. • I can record what I learned from each source. • I can share a fact I found through research. 	<p><i>Me... Jane</i> by Patrick Mc'Donnell</p> <p><i>What Do You Do with a Tail Like This</i> by Steve Jenkins and Robin Page</p> <p><i>5 Reasons Why Bald Eagles are the Best</i> by April Capochino Myers</p> <p>Lesson Materials</p>
-----------------------	---	--	---

Focusing Question 5: Lessons 27-32
How do animals use their unique features in unexpected ways?

<p>27</p>	<p>Content Learning Target:</p> <p>I can explain how different animals use their unique features in unexpected ways.</p> <p>Literacy Skills Learning Target:</p> <p>I can ask questions about a new informational text.</p>	<ul style="list-style-type: none"> • I can share an observation about the book. • I can ask a question about an animal in the book. • I can record observations in my Response Journal. • I can use a question word to ask a question. 	<p><i>Never Smile at a Monkey</i> by Steve Jenkins</p> <p>Lesson Materials</p>
-----------	---	--	--

<p>28</p>	<p>Content Learning Target:</p> <p>I can explain how different animals use their unique features in unexpected ways.</p> <p>Literacy Skills Learning Target:</p> <p>I can explain why an informative paragraph needs a conclusion.</p>	<ul style="list-style-type: none"> • I can use Buttons and Boxes to find the author's point. • I can find a reason that supports the author's point. • I can identify a conclusion sentence in a paragraph. • I can explain why a conclusion is important. 	<p><i>Never Smile at a Monkey</i> by Steve Jenkins</p> <p>Lesson Materials</p>
-----------	--	--	--

<p>29</p>	<p>Content Learning Target:</p>	<ul style="list-style-type: none"> • I can find a text feature in the book. 	<p><i>Never Smile at a Monkey</i> by Steve Jenkins</p> <p>Lesson Materials</p>
-----------	--	--	--

	<p>I can explain how different animals use their unique features in unexpected ways.</p> <p>Literacy Skills Learning Target:</p> <p>I can write a conclusion sentence for my informative paragraph.</p>	<ul style="list-style-type: none"> • I can show how a text feature supports the author's point. • I can write a conclusion sentence using a frame. • I can share my conclusion with a partner. 	
30	<p>Content Learning Target:</p> <p>I can explain how different animals use their unique features in unexpected ways.</p> <p>Literacy Skills Learning Target:</p> <p>I can use illustrations as evidence in informative writing.</p>	<ul style="list-style-type: none"> • I can describe an illustration in the book. • I can explain how an illustration supports the author's point. • I can write a sentence using illustration evidence. • I can revise my conclusion sentence. 	<p><i>Never Smile at a Monkey</i> by Steve Jenkins</p> <p>Lesson Materials</p>
31 ✓NR	<p>Content Learning Target:</p> <p>I can explain how different animals use their unique features in unexpected ways.</p> <p>Literacy Skills Learning Target:</p> <p>I can use evidence from a text to find its essential meaning.</p>	<ul style="list-style-type: none"> • I can state the essential meaning of the book. • I can find evidence to support the essential meaning. • I can connect the essential meaning to my life. • I can use a complete sentence to share my thinking. 	<p><i>Never Smile at a Monkey</i> by Steve Jenkins</p> <p>Lesson Materials</p>
32 ✓FQT	<p>Content Learning Target:</p> <p>I can explain how different animals use their unique features in unexpected ways.</p> <p>Literacy Skills Learning Target:</p> <p>I can revise my conclusion sentence to</p>	<ul style="list-style-type: none"> • I can identify the author's points and reasons. • I can categorize vocabulary words from the text. • I can revise my conclusion to be clearer. 	<p><i>Never Smile at a Monkey</i> by Steve Jenkins</p> <p>Lesson Materials</p>

	make it stronger.	• I can complete New-Read Assessment 2.	
Focusing Question 6: Lessons 33-36 What can we discover about animals' unique features?			
33 ✓VOC ✓EOM	<p>Content Learning Target:</p> <p>I can explain how animals have unique features that help them survive.</p> <p>Literacy Skills Learning Target:</p> <p>I can orally rehearse an informative paragraph before writing it.</p>	<ul style="list-style-type: none"> • I can choose an animal for my EOM Task. • I can plan a topic statement, details, and a conclusion. • I can orally rehearse my paragraph with a partner. • I can complete the Vocabulary Assessment using module words. 	<p>All Module Texts</p> <p>Lesson Materials</p>
34 ✓EOM	<p>Content Learning Target:</p> <p>I can explain how animals have unique features that help them survive.</p> <p>Literacy Skills Learning Target:</p> <p>I can edit and revise my writing to make it stronger.</p>	<ul style="list-style-type: none"> • I can write a topic statement for my EOM Task. • I can write detail sentences with evidence. • I can write a conclusion sentence. • I can edit my sentences to fix capitalization and punctuation. 	<p>All Module Texts</p> <p>Lesson Materials</p>
35 ✓EOM	<p>Content Learning Target:</p> <p>I can explain how animals have unique features that help them survive.</p> <p>Literacy Skills Learning Target:</p> <p>I can add a drawing with details that clarify ideas in my informative paragraph.</p>	<ul style="list-style-type: none"> • I can complete my EOM Task illustration. • I can add details to my drawing that match my writing. • I can edit my EOM Task one more time. • I can reflect on the module artwork. 	<p>All Module Texts</p> <p>Lesson Materials</p>

<p>36</p> <p>✓EOM ✓SOC</p>	<p>Content Learning Target:</p> <p>I can explain how animals have unique features that help them survive.</p> <p>Literacy Skills Learning Target:</p> <p>I can speak in complete sentences during a Socratic Seminar.</p>	<ul style="list-style-type: none"> • I can take a turn in a Socratic Seminar. • I can speak in a complete sentence to share my idea. • I can use the Socratic Seminar Checklist as a guide. 	<p>All Module Texts</p> <p>Lesson Materials</p>
--------------------------------	---	--	---

Foundations

Important Reminder: **80% of students should master the unit assessment with a score of 80% or more when determining to advance instruction.**

Foundations Lessons	Learning Targets & Success Criteria
<p>Unit 4- ~ 2 weeks, 10 days.</p>	<p><i>I can use the bonus letter rule and read and spell words with ff, ll, ss, and zz.</i></p> <ul style="list-style-type: none"> • I can explain the bonus letter rule; after a short vowel at the end of a 1-syllable word, we double the f, l, s, or z, like in puff, miss, or hill. • I can read and spell bonus letter words. • I can identify if a word needs a bonus letter. <p><i>I can read and spell words with the glued sound -all.</i></p> <ul style="list-style-type: none"> • I can say the glued sound -all in one chunk. • I can read and spell words that end in --all, like in call, ball, tall.

	<ul style="list-style-type: none"> • I can explain why -all is a glued sound. <p><i>I can use correct end punctuation in a sentence.</i></p> <ul style="list-style-type: none"> • I can read a sentence and decide if it is a statement, a question, or conveys a strong feeling. • I can put a question mark, period, or exclamation point at the end of a sentence.
Unit 5~ 1 week, 5 days.	<p><i>I can read and spell words with the glued sound -am and -an</i></p> <ul style="list-style-type: none"> • I can say the glued sounds -am and -an in one chunk. • I can read and spell words that end in -am or -an, like ham, clam, jam, fan, and plan. • I can explain why -am and -an are glued sounds. <p><i>I can proofread a sentence and fix capitalization, punctuation, and spelling errors.</i></p> <ul style="list-style-type: none"> • I can read a sentence and decide if it is a statement, a question, or conveys a strong feeling. • I can put a question mark, period, or exclamation point at the end of a sentence. • I can find and fix capitalization errors in a sentence.
Unit 6 ~ 3 weeks, 15 days.	<p><i>I can identify a base word and explain how adding -s changes its meaning.</i></p> <ul style="list-style-type: none"> • I can identify the base word in a word with a suffix. • I can explain that adding -s can make a noun plural. • I can read and spell words with the -s suffix, like hills, bugs, and shops. <p><i>I can read and spell plural nouns by adding -s to a base word.</i></p> <ul style="list-style-type: none"> • I can explain what plural means. • I can sort words into singular and plural. • I can add -s to a base word to make it mean more than one.
Unit 7- 3 weeks, 15 days.	<p><i>I can read and spell words with -ng and -nk glued sounds, tapping each chunk as one unit.</i></p> <ul style="list-style-type: none"> • I can read and spell words with -ng glued sounds; -ang, -ing, -ong, -ung, like, bang, and rang. • I can read and spell words with -nk glued sounds; -ank, -ink, -onk, -unk, like bank and pink. • I can tap the glued sound as one chunk when reading and spelling. <p><i>I can blend and segment words with -ng and -nk endings.</i></p> <ul style="list-style-type: none"> • I can blend sounds to read the -ng and -nk words, remembering that the glued sound is one sound.

- I can segment words that end in -ng and -nk, remembering that the glued sound is one sound represented by multiple letters.
- I can sort words based on their glued sound ending, -nk, or -ng.

Heggerty

Phoneme Segmenting & Manipulation with Blends ~30 sessions

Learning Targets:

- I can blend 4+ phonemes into a spoken word, including consonant blends.
- I can segment a spoken word into 2-3 individual phonemes.
- I can isolate the medial (vowel) sound in a spoken word.
- I can add an initial phoneme to make a new word.
- I can add the initial phoneme of a consonant blend.
- I can delete an initial phoneme to say what remains.
- I can substitute an initial phoneme to make a new word.

Phoneme Segmenting & Manipulation with Blends ~30 sessions

Success Criteria:

Blending 4+ phonemes (including blends)

- I listened to all the sounds, including any blended consonants.
- I held each sound in order in my head.
- I slid all the sounds together smoothly.
- I said the whole word.

Segmenting into 2-3 phonemes

- I listened to the whole word.
- I chopped it into each separate sound.
- I said each sound one at a time in order.

Isolating the medial vowel

- I listened to the word and heard all three sounds.
- I let the first and last sounds go.
- I said only the middle vowel sound I heard.

Adding an initial phoneme

- I listened to the word part I was given.
- I added the new first sound to the front.
- I blended the new sound with the rest and said the new word.











Deleting an initial phoneme

- I listened to the whole word.
- I removed the first sound in my head.
- I blended what was left and said the new word.

Substituting an initial phoneme

- I listened to the word and held the first sound.
- I swapped the first sound for the new one I was given.
- I blended the new first sound with the rest and said the new word.

Module 3: Powerful Forces

Unit Title:											
Module 3: Powerful Forces											
Relevant Standards: Bold indicates priority											
See above.											
Essential Question(s):		Enduring Understanding(s):									
How do people respond to the powerful force of the wind?		<p>Students in Grade 1 will understand the following concepts as a result of this module:</p> <ul style="list-style-type: none"> • Forces like wind can be strong or gentle. • People can respond differently to the force of the wind. • People can experience different emotions in reaction to the same event. • People can use the wind to help them. • Authors use descriptive words to communicate feelings and sensory perceptions. 									
Demonstration of Learning:		Pacing for Unit									
Students may demonstrate their learning within this unit in a variety of ways. At the end of this module, students will craft a narrative focusing on story elements. In addition, they will participate in a Socratic seminar and in several assessments throughout the unit, such as vocabulary and “New Read” assessments, demonstrating their comprehension skills with new texts.		41 school days									
Family Overview (link below)		Integration of Technology:									
<p> WW_G1_M3_FamilyTipSheet_English.pdf</p> <p> WW_G1_M3_FamilyTipSheet_Spanish.pdf</p>		Videos and digital visual art displays are listed below.									
Unit-specific Vocabulary:		Aligned Unit Materials, Resources, and Technology (beyond core resources):									
<p> WW_G1_MLL_Glossaries_English.pdf</p> <p> WW_G1_MLL_Glossaries_Spanish.pdf</p> <p>Content Vocabulary</p> <table border="1"> <tr> <td>bearing</td> <td>chinook</td> <td>electricity</td> </tr> <tr> <td>equator</td> <td>forecaster</td> <td>gale</td> </tr> <tr> <td>gusting</td> <td>pump</td> <td>sirocco</td> </tr> </table>		bearing	chinook	electricity	equator	forecaster	gale	gusting	pump	sirocco	<p> WW_Nat_G1_M3_TE_Lesson01-07_v2.pdf</p> <p> WW_Nat_G1_M3_TE_Lesson08-12_v2.pdf</p> <p> WW_Nat_G1_M3_TE_Lesson13-20_v2.pdf</p> <p> WW_Nat_G1_M3_TE_Lesson21-25_v2.pdf</p> <p> WW_Nat_G1_M3_TE_Lesson26-31_v2.pdf</p> <p> WW_Nat_G1_M3_TE_Lesson32-35_v2.pdf</p> <p>Core Texts</p> <p><i>Seven Blind Mice</i>, Ed Young</p>
bearing	chinook	electricity									
equator	forecaster	gale									
gusting	pump	sirocco									

sundial	threading	windmills
whooshed	harnessed	banana slug
burrows	crocus	maize (corn)
meadow	apron	aristocrat
bedchamber	mansion	palace
doubters	float	flounce
force	furrow	whirled
heed	howl	jerk
lantern	paralyzed	pasture
powerful	ripe	rumbled
sailors	scatter	scorched
shiver	soar	starve
squinting	wrenched	thumping
tinkered	unlatched	waltz
wind	powerful	

Academic Vocabulary

infer	sequence	source
similar	science	determination
persistent	brave	frustrated
resentful	personification	events
evidence	respond	disappointed
generous	impatient	selfish
strong	carries	produce
reappear	rearrange	confused
embarrassed	essential	squinting
excited	feeling	furious

Me..Jane, Patrick McDonnell
Never Smile at a Monkey, Steve Jenkins
Sea Horse: The Shyest Fish in the Sea, Chris Butterworth, John Lawrence
What Do You Do With a Tail Like This? Steve Jenkins, Robin Page

Supplementary Texts

[“The Hare and the Tortoise,”](#) Aesop’s Fables
[“The Ants and the Grasshopper,”](#) Aesop’s Fables
[“Fish”](#), Mary Ann Hoberman

Multimedia

[“Pygmy Sea Horses: Masters of Camouflage”](#)
[Young Hare](#), Albrecht Dürer
[The Snail](#), Henri Matisse

gentle	guilty	humiliated
insulted	jealous	magic
meddling	miserable	petrified
scared	sad	scanned
wicked	spiteful	verbs
singular and plural nouns	adjective	sensory words

Visual Art Vocabulary

horizontal	vertical	primary colors
radiant	abstract	knobby
arrayed	root words	inflectional endings

Opportunities for Interdisciplinary Connections:

Science: Students explore the invisible but powerful force of wind, connecting deeply to scientific concepts of weather and energy. By examining how wind is created and its varying intensities—from gentle breezes to hurricane-strength storms—students learn to identify and describe the physical effects of this force on the world around them. They investigate the impact of extreme weather and discover how wind can be harnessed as a form of energy to generate power. Through observation and the use of sensory vocabulary, students build a foundational understanding of how natural forces move objects and influence the environment.

Social Studies: Students explore how natural forces shape human life and how individuals can impact their communities through innovation. By studying the real-life story of William Kamkwamba, they learn how one person’s determination and use of technology can solve a community-wide problem. Additionally, students build citizenship skills by practicing collaborative research and effective communication while exploring how different cultures historically interact with and harness their environment.

Anticipated misconceptions:

- Students may have misconceptions of:
- Students often think of "force" only as a human push or pull, rather than a mechanical or physical property.
 - In historical or narrative texts, students may struggle to distinguish between someone's job or class and their personality.
 - Students might have a limited view of why certain items are used, seeing them only in a domestic context rather than a functional one.
 - Students may struggle with the specific terminology of animal habitats.

<p>Social Emotional Learning: Students explore the "invisible power" of emotions alongside the force of the wind. Using the text <i>Feelings</i>, they develop a vocabulary to identify and describe complex internal states like fear, joy, and frustration. By analyzing how characters respond to the challenges of the wind, students build self-awareness and empathy, ultimately learning how to process and express their own emotional responses to powerful life events.</p> <p>Art: Students could trace Mondrian's journey by creating their own three-part sequence: a realistic drawing of a windy scene, a partial abstraction emphasizing line and direction, and a fully abstract composition expressing the <i>feel</i> of wind without showing the wind itself. Hands-on, teachers can extend this with kinetic art inspired by Alexander Calder's wind-powered mobiles, blown-ink or straw-paint techniques, kite-making, or simple pinwheel and sail engineering — bridging into STEM and pointing back to William Kamkwamba's invention in <i>The Boy Who Harnessed the Wind</i>. William Steig's swirling watercolor illustrations in <i>Brave Irene</i> also reward close looking: students can analyze how the artist makes a viewer <i>feel</i> wind through brushwork alone, then try their own expressive painting of a powerful force.</p>	
<p>Connections to Prior Units:</p>	<p>Connections to Future Units:</p>
<p>This is the fourth unit of the course. Students will leverage the newly taught routines in the previous module through a more in-depth study of a particular topic through a variety of texts and works of visual art. This module has a greater emphasis on informational texts compared to prior units.</p>	<p>This unit is focused on narrative texts and crafting writing using said structures—part of a cycle structure throughout the Wit & Wisdom curricular resource. Students will leverage skills taught in this unit in later units with different genres of text.</p>
<p>Differentiation through <i>Universal Design for Learning</i></p>	
<p>UDL Indicator & Teacher Actions:</p>	
<p>Engagement</p> <ul style="list-style-type: none"> • Connect the “Essential Question” to students’ personal interests by allowing them to bring a favorite book or object from home to share during the “Welcome” routine. • During the Socratic Seminar, provide “talking chips” or “equity sticks” to ensure equitable participation and reduce the social anxiety of speaking in a large group. • Use the Think-Pair-Share routine to allow students to verbally rehearse their ideas with a partner before sharing with the whole class. <p>Representation</p> <ul style="list-style-type: none"> • Pair written observations with matching drawings or icons to increase accessibility for non-readers. • Use a word wall with visual anchors (pictures) next to key terms so students can refer to them independently during the unit. 	

- Use echo reading for the Essential and Focusing Questions, providing a clear vocal model and physical tracking of the text to help students connect spoken words to print.

Action & Expression

- Offer a variety of options for students to respond: writing, drawing, acting it out through a tableaux, or a physical pointer to identify details.
- Provide sentence frames to lower the cognitive load for students as they practice articulating their observations.

Supporting Multilingual/English Learners

Related [CELP standards](#) and differentiated Learning Targets:

Standards	Emerging	Expanding	Bridging
LT 1 CELP 1	I can identify key details or characters in a text about the wind using non-verbal signals or single words.	I can answer “who,” “what,” and “where” questions about a character’s response to the wind using simple sentences.	I can answer “how” and “why” questions, providing specific textual evidence to support an answer.
LT 2 CELP 2	I can use echo reading and repetition to participate in group discussions about the wind.	I can ask for more information from a speaker to clear up confusion during a Think-Pair-Share.	I can actively contribute to a Socratic seminar by posing questions and responding to peers’ comments about module texts.
LT 3 CELP 8	I can match pictures to sensory or feeling words from the module’s anchor charts.	I can use context clues about illustrations to define unknown words.	I can distinguish between the shades of meaning of related verbs and adjectives.
LT 4 CELP 9	I can dictate or write a single sentence using a provided frame to describe a character’s feeling.	I can write a short narrative sequence using time-order words and descriptive adjectives to show a character’s response.	I can independently write a multi-sentence story with a clear beginning, middle, and end, including a resolution to a problem.

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Focusing Question 1: Lessons 1-7 How is wind a powerful force?			
1	<p>Content Learning Target:</p> <p>I can explain how the wind is a powerful force.</p> <p>Literacy Skills Learning Target:</p> <p>I can use clues from a poem to predict the topic of a new text.</p>	<ul style="list-style-type: none"> • I can share an observation about the poem. • I can predict what Feel the Wind will be about. • I can ask a question about wind. • I can record observations in my Response Journal. 	<p><i>The Wind</i> by James Reeves</p> <p>All Module Texts</p> <p>American Sign Language Dictionary Website</p> <p>Lesson Materials</p>
2	<p>Content Learning Target:</p> <p>I can explain how the wind is a powerful force.</p> <p>Literacy Skills Learning Target:</p> <p>I can ask questions to clear up confusion about a text.</p>	<ul style="list-style-type: none"> • I can ask a question to clear up something confusing. • I can use a question word to start my question. • I can listen carefully to a friend's answer. • I can record a question in my Response Journal. 	<p><i>Feel the Wind</i> by Arthur Dorros</p> <p><i>Oostzijdse Mill with Extended Blue, Yellow, and Purple Sky</i> by Piet Mondrian</p> <p><i>Windmill in the Gien</i> by Piet Mondrian</p> <p><i>The Red Mill</i> by Piet Mondrian</p> <p>American Sign Language Dictionary Website</p> <p>Lesson Materials</p>
3	<p>Content Learning Target:</p> <p>I can explain how the wind is a powerful force.</p> <p>Literacy Skills Learning Target:</p> <p>I can explain why researchers use more than one source.</p>	<ul style="list-style-type: none"> • I can define the word powerful. • I can name the main topic of <i>Feel the Wind</i>. • I can find a key detail that matches the main topic. 	<p><i>Feel the Wind</i> by Arthur Dorros</p> <p><i>Oostzijdse Mill with Extended Blue, Yellow, and Purple Sky</i> by Piet Mondrian</p> <p><i>Windmill in the Gien</i> by Piet Mondrian</p>

		<ul style="list-style-type: none"> • I can explain why using multiple sources is important. 	<p>The Red Mill by Piet Mondrian</p> <p>American Sign Language Dictionary Website</p> <p><i>Soaring Bird MVI 0902</i> by SanfordAr</p> <p><i>Hummingbird Wing Sounds</i> by My Backyard Birding</p> <p>Lesson Materials</p>
4	<p>Content Learning Target:</p> <p>I can explain how the wind is a powerful force.</p> <p>Literacy Skills Learning Target:</p> <p>I can use multiple sources to learn about a topic.</p>	<ul style="list-style-type: none"> • I can read a passage with fluency. • I can name two effects of wind from the book. • I can compare a fact from the book to another source. • I can record a detail from a second source. 	<p><i>Feel the Wind</i> by Arthur Dorros</p> <p><i>Hurricanes</i> by DK Find Out</p> <p>Lesson Materials</p>
5	<p>Content Learning Target:</p> <p>I can explain how the wind is a powerful force.</p> <p>Literacy Skills Learning Target:</p> <p>I can use multiple sources to gather information about a topic.</p>	<ul style="list-style-type: none"> • I can analyze an illustration in the book. • I can find evidence in the words of the text. • I can use two sources to learn about wind. • I can record a fact from each source. 	<p><i>Feel the Wind</i> by Arthur Dorros</p> <p><i>Oostzijdse Mill with Extended Blue, Yellow, and Purple Sky</i> by Piet Mondrian</p> <p><i>Windmill in the Gien</i> by Piet Mondrian</p> <p><i>The Red Mill</i> by Piet Mondrian</p> <p>Lesson Materials</p>

<p>6</p> <p>✓FQT</p>	<p>Content Learning Target:</p> <p>I can explain how the wind is a powerful force.</p> <p>Literacy Skills Learning Target:</p> <p>I can use evidence from a text to find its essential meaning.</p>	<ul style="list-style-type: none"> • I can state the essential meaning of Feel the Wind. • I can find evidence that supports the essential meaning. • I can connect the essential meaning to a real-life example. • I can use a complete sentence to share my thinking. 	<p><i>Feel the Wind</i> by Arthur Dorros</p> <p>Lesson Materials</p>
<p>7</p> <p>✓FQT</p>	<p>Content Learning Target:</p> <p>I can explain how the wind is a powerful force.</p> <p>Literacy Skills Learning Target:</p> <p>I can use research from multiple sources in an informative paragraph.</p>	<ul style="list-style-type: none"> • I can write a topic statement about wind. • I can use facts from two sources in my paragraph. • I can include a conclusion sentence. 	<p><i>Feel the Wind</i> by Arthur Dorros</p> <p>American Sign Language Dictionary Website</p> <p>Lesson Materials</p>
<p>Focusing Question 2: Lessons 8-12</p> <p>What are feelings?</p>			
<p>8</p>	<p>Content Learning Target:</p> <p>I can identify and explain how feelings and emotions matter in a story.</p> <p>Literacy Skills Learning Target:</p> <p>I can ask questions to clear up confusion when reading a story.</p>	<ul style="list-style-type: none"> • I can share an observation about Feelings. • I can ask a question to clear up something confusing. • I can use a question word to ask a question. • I can record observations in my Response Journal. 	<p><i>Feelings</i> by Aliki</p> <p>Lesson Materials</p>

<p>9</p>	<p>Content Learning Target:</p> <p>I can identify and explain how feelings and emotions matter in a story.</p> <p>Literacy Skills Learning Target:</p> <p>I can identify the author's points and reasons in a text.</p>	<ul style="list-style-type: none"> • I can define the word feelings. • I can find an author's point in the book. • I can find a reason that supports the point. • I can explain why every story needs a problem. 	<p><i>Feel the Wind</i> by Arthur Dorros</p> <p><i>Feelings</i> by Aliki</p> <p>Lesson Materials</p>
<p>10</p>	<p>Content Learning Target:</p> <p>I can identify and explain how feelings and emotions matter in a story.</p> <p>Literacy Skills Learning Target:</p> <p>I can write a problem for a narrative story.</p>	<ul style="list-style-type: none"> • I can analyze text features in the book. • I can describe a feeling shown in an illustration. • I can write a problem for a class narrative. • I can use a complete sentence to share my problem. 	<p><i>Feelings</i> by Aliki</p> <p>Lesson Materials</p>
<p>11</p> <p>✓FQT</p>	<p>Content Learning Target:</p> <p>I can identify and explain how feelings and emotions matter in a story.</p> <p>Literacy Skills Learning Target:</p> <p>I can write a problem in a narrative story.</p>	<ul style="list-style-type: none"> • I can read my fluency passage with expression. • I can state the essential meaning of Feelings. • I can write a problem for my own story. • I can use a sentence frame to introduce the problem. 	<p><i>Feelings</i> by Aliki</p> <p>Lesson Materials</p>
<p>12</p> <p>✓FQT</p>	<p>Content Learning Target:</p> <p>I can identify and explain how feelings and emotions matter in a story.</p>	<ul style="list-style-type: none"> • I can read a fluency passage with expression. 	<p><i>Feelings</i> by Aliki</p> <p>American Sign Language Dictionary Website</p> <p>Lesson Materials</p>

	<p>Literacy Skills Learning Target:</p> <p>I can read with expression to show feelings in a text.</p>	<ul style="list-style-type: none"> • I can describe a feeling using evidence from the book. • I can add to the Knowledge Journal. • I can use a complete sentence to share an idea. 	
--	--	--	--

<p>Focusing Question 3: Lessons 13-20</p> <p>How do characters respond to the powerful force of the wind?</p>			
---	--	--	--

13	<p>Content Learning Target:</p> <p>I can use what I know about feelings to describe how characters respond to the powerful force of the wind.</p> <p>Literacy Skills Learning Target:</p> <p>I can ask for more information from a speaker.</p>	<ul style="list-style-type: none"> • I can share an observation about the book. • I can ask a question about the wind in the story. • I can ask a speaker for more information. • I can record observations in my Response Journal. 	<p><i>Gilberto and the Wind</i> by Marie Hall Ets</p> <p>American Sign Language Dictionary Website</p> <p>Lesson Materials</p>
----	---	---	--

14	<p>Content Learning Target:</p> <p>I can use what I know about feelings to describe how characters respond to the powerful force of the wind.</p> <p>Literacy Skills Learning Target:</p> <p>I can explain why a story needs responses to a problem and a resolution.</p>	<ul style="list-style-type: none"> • I can define the word respond. • I can describe one way Gilberto responds to the wind. • I can identify a response to a problem in a story. • I can identify a resolution in a story. 	<p><i>Gilberto and the Wind</i> by Marie Hall Ets</p> <p>Lesson Materials</p>
----	---	--	---

<p>15</p>	<p>Content Learning Target:</p> <p>I can use what I know about feelings to describe how characters respond to the powerful force of the wind.</p> <p>Literacy Skills Learning Target:</p> <p>I can write a response to a problem in a story.</p>	<ul style="list-style-type: none"> • I can find a sensory word in the text. • I can find a feeling word in the text. • I can read with appropriate volume. • I can write a response to a problem in our class story. 	<p><i>Gilberto and the Wind</i> by Marie Hall Ets</p> <p>Lesson Materials</p>
<p>16</p>	<p>Content Learning Target:</p> <p>I can use what I know about feelings to describe how characters respond to the powerful force of the wind.</p> <p>Literacy Skills Learning Target:</p> <p>I can write a resolution to a problem in a narrative story.</p>	<ul style="list-style-type: none"> • I can read my fluency passage with varying volume. • I can find a detail that personifies the wind. • I can state the central message of the story. • I can write a resolution for our class story. 	<p><i>Gilberto and the Wind</i> by Marie Hall Ets</p> <p>Lesson Materials</p>
<p>17</p> <p>✓NR</p>	<p>Content Learning Target:</p> <p>I can use what I know about feelings to describe how characters respond to the powerful force of the wind.</p> <p>Literacy Skills Learning Target:</p> <p>I can answer questions to determine what is happening in a story.</p>	<ul style="list-style-type: none"> • I can share an observation about "The Guest." • I can ask a question about the story. • I can record observations in my Response Journal. 	<p><i>Owl at Home, "The Guest"</i> by Arnold Lobel</p> <p><i>Wind at Work</i> by Amy Tao</p> <p>Lesson Materials</p>
<p>18</p> <p>✓FQT</p>	<p>Content Learning Target:</p> <p>I can use what I know about feelings to describe how characters respond to the powerful force of the wind.</p> <p>Literacy Skills Learning Target:</p> <p>I can write a response to a problem and a resolution in a narrative story.</p>	<ul style="list-style-type: none"> • I can practice my fluency passage with volume. • I can identify the characters and setting in "The Guest." 	<p><i>Owl at Home, "The Guest"</i> by Arnold Lobel</p> <p>Lesson Materials</p>

		<ul style="list-style-type: none"> • I can write a response to the problem in my story. • I can write a resolution for my story. 	
19 ✓FQT	<p>Content Learning Target:</p> <p>I can use what I know about feelings to describe how characters respond to the powerful force of the wind.</p> <p>Literacy Skills Learning Target:</p> <p>I can use sensory and feeling words to describe a scene.</p>	<ul style="list-style-type: none"> • I can find a sensory word in the text. • I can find a feeling word in the text. • I can state the central message of "The Guest." • I can connect the message to my life. 	<p><i>Owl at Home, "The Guest"</i> by Arnold Lobel</p> <p>Lesson Materials</p>
20	<p>Content Learning Target:</p> <p>I can use what I know about feelings to describe how characters respond to the powerful force of the wind.</p> <p>Literacy Skills Learning Target:</p> <p>I can ask for more information from a speaker during a discussion.</p>	<ul style="list-style-type: none"> • I can perform a Reader's Theater for a partner. • I can compare a character from each story. • I can ask a speaker for more information. • I can respond to a partner using complete sentences. 	<p><i>Gilberto and the Wind</i> by Marie Hall Ets</p> <p><i>Owl at Home, "The Guest"</i> by Arnold Lobel</p> <p>American Sign Language Dictionary Website</p> <p>Lesson Materials</p>
<p>Focusing Question 4: Lessons 21-25</p> <p>How does Irene respond to the powerful force of wind?</p>			
21 ✓VOC	<p>Content Learning Target:</p> <p>I can use what I know about feelings to describe how characters respond to the powerful force of the wind.</p> <p>Literacy Skills Learning Target:</p> <p>I can ask questions about a new story.</p>	<ul style="list-style-type: none"> • I can share an observation about Brave Irene. • I can ask a question about Irene's journey. • I can use a question word to ask a question. 	<p><i>It Fell in the City</i> by Eve Merriam</p> <p><i>Brave Irene</i> by William Steig</p> <p>Lesson Materials</p>

		<ul style="list-style-type: none"> • I can record observations in my Response Journal. 	
22	<p>Content Learning Target:</p> <p>I can use what I know about feelings to describe how characters respond to the powerful force of the wind.</p> <p>Literacy Skills Learning Target:</p> <p>I can explain why sensory words make a scene more vivid.</p>	<ul style="list-style-type: none"> • I can name the characters and setting of Brave Irene. • I can find a sensory word in the text. • I can explain why sensory words help readers. 	<p><i>It Fell in the City</i> by Eve Merriam</p> <p><i>Brave Irene</i> by William Steig</p> <p>Lesson Materials</p>
23	<p>Content Learning Target:</p> <p>I can use what I know about feelings to describe how characters respond to the powerful force of the wind.</p> <p>Literacy Skills Learning Target:</p> <p>I can use sensory and feeling words to write a scene.</p>	<ul style="list-style-type: none"> • I can define the word brave. • I can act out a scene from Brave Irene. • I can use a sensory word in my writing. • I can use a feelings word in my writing. 	<p><i>Feelings</i> by Aliko</p> <p><i>Brave Irene</i> by William Steig</p> <p>Lesson Materials</p>
24 ✓FQT	<p>Content Learning Target:</p> <p>I can use what I know about feelings to describe how characters respond to the powerful force of the wind.</p> <p>Literacy Skills Learning Target:</p> <p>I can use sensory and feeling words to write a scene with detail.</p>	<ul style="list-style-type: none"> • I can identify how punctuation helps phrasing. • I can state the central message of Brave Irene. • I can write a scene with at least one sensory word. • I can write a scene with at least one feeling word. 	<p><i>It Fell in the City</i> by Eve Merriam</p> <p><i>Brave Irene</i> by William Steig</p> <p>American Sign Language Dictionary Website</p> <p>Lesson Materials</p>
25 ✓FQT	<p>Content Learning Target:</p> <p>I can use what I know about feelings to describe how characters respond to the powerful force of the wind.</p>	<ul style="list-style-type: none"> • I can connect "It Fell in the City" to Brave Irene. • I can describe Irene's bravery using evidence. 	<p><i>It Fell in the City</i> by Eve Merriam</p> <p><i>Brave Irene</i> by William Steig</p> <p>Lesson Materials</p>

	<p>Literacy Skills Learning Target:</p> <p>I can connect ideas across two texts.</p>	<ul style="list-style-type: none"> • I can record knowledge in the Knowledge Journal. • I can use a complete sentence to share an idea. 	
<p>Focusing Question 5: Lessons 26-31 How does William use the powerful force of the wind?</p>			
26	<p>Content Learning Target:</p> <p>I can use what I know about feelings to describe how characters respond to the powerful force of the wind.</p> <p>Literacy Skills Learning Target:</p> <p>I can connect prior knowledge to a new text.</p>	<ul style="list-style-type: none"> • I can share an observation about the book. • I can ask a question about William. • I can record observations in my Response Journal. 	<p><i>Oostzijdse Mill with Extended Blue, Yellow, and Purple Sky</i> by Piet Mondrian</p> <p><i>Windmill in the Gein</i> by Piet Mondrian</p> <p><i>The Red Mill</i> by Piet Mondrian</p> <p><i>The Boy Who Harnessed the Wind</i> by William Kamkwamba and Bryan Mealer</p> <p>Lesson Materials</p>
27	<p>Content Learning Target:</p> <p>I can use what I know about feelings to describe how characters respond to the powerful force of the wind.</p> <p>Literacy Skills Learning Target:</p> <p>I can use sensory and feeling words to write a story.</p>	<ul style="list-style-type: none"> • I can define the word harnessed. • I can name the main events of the story. • I can use a sensory word in my writing. • I can use a feelings word in my writing. 	<p><i>The Boy Who Harnessed the Wind</i> by William Kamkwamba and Bryan Mealer</p> <p>American Sign Language Dictionary Website</p> <p>Lesson Materials</p>

<p>28</p> <p>✓FQT</p>	<p>Content Learning Target:</p> <p>I can use what I know about feelings to describe how characters respond to the powerful force of the wind.</p> <p>Literacy Skills Learning Target:</p> <p>I can use sensory and feeling words in a scene I write.</p>	<ul style="list-style-type: none"> • I can define the word produce. • I can describe how a windmill produces electricity. • I can write a scene about William using sensory words. • I can use a feeling word in my scene. 	<p><i>The Boy Who Harnessed the Wind</i> by William Kamkwamba and Bryan Mealer</p> <p>American Sign Language Dictionary Website</p> <p>Lesson Materials</p>
<p>29</p> <p>✓SS ✓FQT</p>	<p>Content Learning Target:</p> <p>I can use what I know about feelings to describe how characters respond to the powerful force of the wind.</p> <p>Literacy Skills Learning Target:</p> <p>I can ask for more information from a speaker in a Socratic Seminar.</p>	<ul style="list-style-type: none"> • I used the Socratic Seminar Checklist to ask and answer questions. • I orally rehearsed my sentences about what the wind was like and how William felt. • I used words and illustrations to understand the words <i>scanned</i> and <i>rumbled</i>. 	<p><i>The Boy Who Harnessed the Wind</i> by William Kamkwamba and Bryan Mealer</p> <p>Lesson Materials</p>
<p>30</p> <p>✓FQT</p>	<p>Content Learning Target:</p> <p>I can use what I know about feelings to describe how characters respond to the powerful force of the wind.</p> <p>Literacy Skills Learning Target:</p> <p>I can use evidence to support an essential meaning.</p>	<ul style="list-style-type: none"> • I can read a poem about windmills. • I can state the essential meaning of the book. • I can find evidence to support the essential meaning. 	<p><i>The Boy Who Harnessed the Wind</i> by William Kamkwamba and Bryan Mealer</p> <p><i>This Windmill</i> by Amy Ludwig Vandewater</p> <p>Lesson Materials</p>

		<ul style="list-style-type: none"> • I can connect the essential meaning to my life. 	
<p>31</p> <p>✓NR ✓VOC</p>	<p>Content Learning Target:</p> <p>I can use what I know about feelings to describe how characters respond to the powerful force of the wind.</p> <p>Literacy Skills Learning Target:</p> <p>I can identify the main topic and key details in two new texts.</p>	<ul style="list-style-type: none"> • I can complete New-Read Assessment 2. • I can find the main topic of a new text. • I can find a key detail in a new text. • I can record knowledge in the Knowledge Journal. 	<p><i>The Boy Who Harnessed the Wind</i> by William Kamkwamba and Bryan Mealer</p> <p><i>William and the Windmill</i> by Toronto Star</p> <p><i>What Makes the Wind</i> by Amy Tao</p> <p><i>Owl and the Moon</i> by Arnold Lobel</p> <p>American Sign Language Dictionary Website</p> <p>Lesson Materials</p>
<p>Essential Question: Lessons 32-35</p> <p>How do people respond to the powerful force of the wind?</p>			
<p>32</p> <p>✓EOM</p>	<p>Content Learning Target:</p> <p>I can describe how people can respond to the powerful force of the wind.</p> <p>Literacy Skills Learning Target:</p> <p>I can use a story map to plan narrative story elements.</p>	<ul style="list-style-type: none"> • I can name the characters and setting for my story. • I can name a problem and a resolution involving the wind. • I can complete a Story Map for the EOM Task. 	<p>All Module Texts</p> <p><i>The Red Mill</i> by Piet Mondrian</p> <p><i>Oostzijdse Mill in the Evening</i> by Piet Mondrian</p> <p><i>Windmill in the Gein</i> by Piet Mondrian</p> <p>Lesson Materials</p>

<p>33</p> <p>✓EOM</p>	<p>Content Learning Target:</p> <p>I can describe how people can respond to the powerful force of the wind.</p> <p>Literacy Skills Learning Target:</p> <p>I can use sensory and feelings words to describe the wind and a character.</p>	<ul style="list-style-type: none"> • I can write the beginning of my original story. • I can use a sensory word to describe the wind. • I can use a feelings word to describe my character. 	<p>All Module Texts</p> <p><i>The Red Mill</i> by Piet Mondrian</p> <p><i>Oostzijdse Mill in the Evening</i> by Piet Mondrian</p> <p><i>Windmill in the Gein</i> by Piet Mondrian</p> <p>Lesson Materials</p>
<p>34</p> <p>✓EOM</p>	<p>Content Learning Target:</p> <p>I can describe how people can respond to the powerful force of the wind.</p> <p>Literacy Skills Learning Target:</p> <p>I can revise my story by adding stronger sensory and feelings words.</p>	<ul style="list-style-type: none"> • I can revise my story based on peer feedback. • I can add a new sensory or feelings word to my draft. • I can add what I learned to our class Knowledge Journal. 	<p>All Module Texts</p> <p>Lesson Materials</p>
<p>35</p> <p>✓SS</p>	<p>Content Learning Target:</p> <p>I can describe how people can respond to the powerful force of the wind.</p> <p>Literacy Skills Learning Target:</p> <p>I can ask questions to clear up confusion or gather more information from a speaker.</p>	<ul style="list-style-type: none"> • I can take a turn in a Socratic Seminar. • I can ask a speaker for more information. • I can answer a classmate's question using evidence. • I can perform a fluency passage for the class. 	<p>All Module Texts</p> <p>American Sign Language Dictionary</p> <p>Lesson Materials</p>

Fundations

Important Reminder: **80% of students should master the unit assessment with a score of 80% or more when determining to advance instruction.**

Fundations Lessons

Learning Targets & Success Criteria

Unit 8- ~ 2 weeks, 10 days.

I can blend and spell 4-sound words, including words with the suffix -s.

- I can tap and blend 4 sounds to read words, like bump, bled, past, and cats.
- I can segment and spell 4- sound words.
- I can read and spell 4-sound words with and without the suffix -s, like steps or pinch.

I can identify, read, and spell words with consonant blends at the beginning and end.

- I can identify a consonant blend at the beginning or end of a word.
- I can read and spell words with beginning blends (bl, st, shr...) and ending blends (mp, st, nch...).
- I can say each sound in a blend separately while tapping.

I can identify and read words with the r-controlled vowels: ar, or, er, ir, and ur.

- I can use visual anchors to help me recognize r-controlled vowels.
- I can say the r-controlled vowel as one sound.
- I can recognize r-controlled vowels in a written word.

Unit 9~ 2 weeks, 10 days.

I can explain what a closed syllable is and identify one in a word.

- I can explain what a closed syllable is: one vowel, closed in by at least one consonant, making a short vowel sound.
- I can identify whether a syllable is closed or open.
- I can mark a closed syllable with a curved mark under the short vowel.

I can read and spell closed-syllable words by identifying the pattern.

- I can read multisyllabic words by identifying the closed syllable pattern.
- I can spell closed-syllable words (e.g., click, chunk, sniffs).
- I can tap out each sound in a closed syllable.

	<p><i>I can tell the difference between a closed syllable and an open syllable and use that knowledge to read new words.</i></p> <ul style="list-style-type: none"> ● I can tell the difference between an open syllable (ends with a vowel = long sound) and a closed syllable. ● I can sort syllables as open or closed. ● I can use syllable type knowledge to help me read unfamiliar words.
<p>Unit 10 ~ 3 weeks, 15 days.</p>	<p><i>I can blend and spell 5-sound words, including words with the suffix -s.</i></p> <ul style="list-style-type: none"> ● I can blend and read words with 5 sounds (e.g., stump, clasp, strap). ● I can segment and spell 5-sound words. ● I can add -s to 5-sound words (e.g., slashing). <p><i>I can add -ed and -ing to a base word and explain what each ending means.</i></p> <ul style="list-style-type: none"> ● I can add -ed to a base word to show something already happened. ● I can add -ing to a base word to show something is happening now. ● I can identify that the base word does not change when adding -ed or -ing to a closed-syllable word. <p><i>I can explain whether -s makes a word plural or adds to an action word.</i></p> <ul style="list-style-type: none"> ● I can explain that -s can mean more than one (plural) OR can go with an action word (e.g., she runs). ● I can identify whether -s makes a noun plural or adds to a verb. ● I can use -s correctly in sentences. <p><i>I can read and spell words with vowel teams: oa, oe, ow, ou, oo, ue, ew, au, aw.</i></p> <ul style="list-style-type: none"> ● I can name the vowel teams introduced: oa, oe, ow, ou, oo, ue, ew, au, aw. ● I can say the sound each vowel team makes. ● I can read and spell words with vowel teams.

Unit 11- 3 weeks, 15 days.

I can explain the VCe rule and identify the pattern in a word.

- I can explain the VCe rule: the silent e at the end makes the vowel say its long name.
- I can identify the VCe pattern in a word (e.g., stove, hope, caves).
- I can mark the long vowel and the silent e in a word.

I can read and spell VCe words and tell them apart from CVC words.

- I can read 1-syllable VCe words accurately.
- I can spell VCe words by remembering the silent e.
- I can tell the difference between a CVC word (short vowel) and a VCe word (long vowel).

I can say all 5 long vowel sounds and identify whether a vowel is long or short.

- I can say all 5 long vowel sounds: long a, long e, long i, long o, long u.
- I can match each long vowel to its letter name.
- I can identify whether a vowel in a word is long or short.

I can write sentences with VCe words and retell information from what I read.

- I can write sentences that include VCe words.
- I can retell facts from an informational text.
- I can retell the plot of a story and identify narrative vs. informational text.

Heggerty

Advanced Segmenting, Final & Medial Sound Manipulation ~30 sessions

Learning Targets:

- I can segment a spoken word into 4+ individual phonemes.
- I can isolate the final phoneme or medial vowel with automaticity.
- I can add a final phoneme to make a new word.
- I can delete a final phoneme to say what remains.
- I can substitute a final phoneme to make a new word.
- I can add the initial phoneme of a consonant blend.
- I can connect multi-phoneme manipulation to reading and spelling.

Advanced Segmenting, Final & Medial Sound Manipulation ~30 sessions

Success Criteria:

Segmenting into 4+ phonemes

- I listened to the whole word.
- chopped it into every individual sound, including blends.
- I said each sound in order and tracked them on my fingers.
- I counted to confirm how many sounds I said.

Adding a final phoneme

- I listened to the word part I was given.
- I added the new ending sound.
- I blended the whole word together and said it.

Deleting a final phoneme

- I listened to the whole word.
- I removed the last sound in my head.
- I blended what was left and said the new word.









Substituting a final phoneme

- I listened to the word and held the last sound.
- I swapped the final sound for the new one I was given.
- I blended the word with its new ending and said it.

Adding a blend's initial phoneme

- I listened to the word and knew the blend had two consonant sounds.
- I added the first consonant of the blend to the front.
- I blended all the sounds and said the new word.

Module 4: Cinderella Stories

Unit Title:	
Module 4: Cinderella Stories	
Relevant Standards: Bold indicates priority	
See above.	
Essential Question(s):	Enduring Understanding(s):
Why do people around the world admire Cinderella?	<p>Students in Grade 1 will understand the following concepts as a result of this module:</p> <ul style="list-style-type: none"> • Reading helps people everywhere build knowledge. • Stories have messages that can change the way people think and feel. • People all over the world enjoy books, though those in different places get them in different ways. • Some people, including all kinds of librarians around the world, dedicate their lives to making sure others have access to books. • Reading changes lives by helping people imagine things they have not experienced.
Demonstration of Learning:	Pacing for Unit
Students may demonstrate their learning within this unit in a variety of ways. At the end of this module, students will craft an opinion piece of writing discussing which Cinderella character they admire the most. In addition, they will participate in a Socratic seminar and in several assessments throughout the unit, such as vocabulary and “New Read” assessments, demonstrating their comprehension skills with new texts.	42 school days
Family Overview (link below)	Integration of Technology:
<p> WW_G1_M4_FamilyTipSheet_English.pdf</p> <p> WW_G1_M4_FamilyTipSheet_Spanish.pdf</p>	Videos and digital visual art displays are listed below.
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<p> WW_G1_MLL_Glossaries_English.pdf</p> <p> WW_G1_MLL_Glossaries_Spanish.pdf</p>	<p> WW_Nat_G1_M4_TE_Lesson01-09_v2.pdf</p> <p> WW_Nat_G1_M4_TE_Lesson10-16_v2.pdf</p> <p> WW_Nat_G1_M4_TE_Lesson17-27_v2.pdf</p> <p> WW_Nat_G1_M4_TE_Lesson28-35_v2.pdf</p>

Content Vocabulary

alighted	chaperone	coach
fiesta	footmen	herald
magistrate	merchant	orphan
Palanquin	peasant	widow
Banana Slug	cedar	coniferous
Douglas Fir	island	pinecones
wildflowers	anklets	bow
buckskin	cloak	kimono
moccasins	sarong	slippers
bedchamber	chimney	garret
hearth	hull	pallet
wigwams	bellowed	blistered
charred	curdle	feeble
hoarse	odoriferous	putrid
stench	vilest	<i>gasped</i>
invisible		

Academic Vocabulary

abide	admire	adoring
ashamed	astonished	considerate
creative	deserve	despair
desperate	despised	disposition
elements	embarrassed	faith
fathom	favored	glossary
honored	plot	point of view
relevant	trait	central message

Core Texts

Adelita, Tomie dePaola
Bigfoot Cinderrrrrella, Tony Johnston
Cendrillon: A Caribbean Cinderella, Robert D. San Souci
Cinderella, Marcia Brown
Glass Slipper, Gold Sandal: A Worldwide Cinderella, Paul Fleischman
The Korean Cinderella, Shirley Climo
The Rough-Face Girl, Rafe Martin

Supplementary Texts

“900 Cinderellas” Marcia Amidon Lusted and Judith C. Greenfield

Multimedia

[First Steps](#), Jean-Francois Millet
[First Steps](#), Pablo Picasso
[First Steps, after Millet](#), Vincent Van Gogh
[“Kudhinda Screen Printing”](#)
[“The Process of Making Batik-Artisans at Work”](#)
[“Wycinanka/Paper Cutout”](#)

opinion	text evidence	compare & contrast	
capitalize	punctuation	comma	
compound sentences	pronouns	possessive pronouns	
proper noun	conjunctions	shades of meaning	
indefinite pronoun			
Visual Art Vocabulary			
abstract	arrayed	embroidered	
gilded	textile		
Opportunities for Interdisciplinary Connections:			Anticipated misconceptions:
<p>Science: Module 4 integrates ELA with NGSS Life Science standards by examining how geographic settings in global "Cinderella" tales influence character adaptations. As students analyze diverse environments, they apply the NGSS Crosscutting Concept of Patterns (1-LS1-2) to identify recurring narrative and cultural structures. Furthermore, by exploring how characters utilize local natural resources for survival and status, students connect to 1-LS1-1, observing the relationship between living things and their specific habitats. This synthesis allows students to practice Obtaining, Evaluating, and Communicating Information across both literary and scientific domains.</p> <p>Social Studies: In Module 4, students explore the geographic and cultural diversity of the world by comparing "Cinderella" archetypes from varied global regions. This study aligns with Social Studies standards regarding Geography and Global Awareness, as students use maps to locate story origins and identify how physical environments shape cultural traditions, clothing, and architecture. By analyzing the "wisdom" embedded in these tales, students examine Civics and Cultural Identity, identifying universal human values and the unique ways different societies express them. This cross-curricular approach strengthens students' ability to recognize patterns of continuity and change across diverse civilizations.</p>			<ul style="list-style-type: none"> Animals can live anywhere, and all animals within a group share the same characteristics (e.g., all birds fly), rather than understanding that habitats meet specific needs and animals vary within groups. Animals think, feel, and behave like humans (anthropomorphism), especially when influenced by narrative texts. Needs and wants are interchangeable, rather than distinguishing survival needs (food, water, shelter) from preferences. Informational texts function like stories, leading students to focus on retelling or characters instead of identifying main ideas and key details.

Social Emotional Learning: Module 4 fosters Social Awareness and Relationship Skills as students navigate the complex interpersonal dynamics within global "Cinderella" stories. By analyzing characters' responses to adversity and injustice, students develop Perspective-Taking and Empathy, recognizing universal human emotions across diverse cultural contexts. The module's focus on resilience and the "triumph of the underdog" supports Self-Management and Responsible Decision-Making, encouraging students to evaluate how character choices impact outcomes. This literary exploration provides a safe framework for students to discuss conflict resolution and the importance of perseverance, directly aligning with CASEL competencies for early childhood development.

Art: Students can compare Susan Jeffers's romantic naturalism in *The Rough-Face Girl*, Tomie dePaola's folk-art geometry in *Adelita*, and Ruth Heller's vivid color in *The Korean Cinderella*, examining how an illustrator's choices of color, line, and pattern reflect the story's cultural origins. The module's paintings by Millet and Van Gogh add a second strand: Millet's quiet, dignified images of laborers echo Cinderella's hidden worth, while Van Gogh's emotionally charged brushwork models how feelings can be communicated through color and stroke. Teachers can build a culminating gallery-walk project where students research the traditional dress, color symbolism, or craft tradition of a country with its own Cinderella tale, then design an illustration or paper-doll costume for that Cinderella. This connects directly to the Module 4 craft work on "point of view" — students discover that *how* a story looks, not just how it's told, shapes what readers admire about it.

Connections to Prior Units:

This is the fifth and final unit of the course. Students will leverage the newly taught routines in the previous module through a more in-depth study of a particular topic through a variety of texts and works of visual art. This module has a greater emphasis on narrative texts compared to prior units.

Connections to Future Units:

As part of the spiral approach, this unit will provide students with the foundational skills they need to expand their reading comprehension, vocabulary, and writing skills in later grades.

Differentiation through [Universal Design for Learning](#)

UDL Indicator & Teacher Actions:

Engagement

- Connect the “Essential Question” to students’ personal interests by allowing them to bring a favorite book or object from home to share during the “Welcome” routine.
- During the Socratic Seminar, provide “talking chips” or “equity sticks” to ensure equitable participation and reduce the social anxiety of speaking in a large group.
- Use the Think-Pair-Share routine to allow students to verbally rehearse their ideas with a partner before sharing with the whole class.

Representation

- Pair written observations with matching drawings or icons to increase accessibility for non-readers.
- Use a word wall with visual anchors (pictures) next to key terms so students can refer to them independently during the unit.
- Use echo reading for the Essential and Focusing Questions, providing a clear vocal model and physical tracking of the text to help students connect spoken words to print.

Action & Expression

- Offer a variety of options for students to respond: writing, drawing, acting it out through a tableaux, or a physical pointer to identify details.
- Provide sentence frames to lower the cognitive load for students as they practice articulating their observations.

Supporting Multilingual/English Learners

Related [CELP standards](#): and differentiated Learning Targets:

Standards	Emerging	Expanding	Bridging
LT 1 CELP 4	I can use picture cards and character names to identify one thing that is the same and one thing that is different between the different Cinderella characters.	I can use a Venn diagram and sentence frames to orally describe how the experiences of characters are similar and different.	I can use specific text evidence to compare and contrast the experiences of different characters.
LT 2 CELP 6	I can state an admirable trait for Cinderella and point to a picture in the text that shows why I chose it.	I can write an opinion sentence about an admirable trait of Cinderella using a sentence frame and draw and/or write one piece of supporting evidence.	I can write a complete opinion paragraph about Cinderella’s admirable traits, including an opinion statement, supporting reasons from the text, and a conclusion statement.
LT 4 CELP 10	I can identify the conjunction “and” or “or” when listening to a sentence in a given text.	I can use a conjunction to combine two short sentences about a text into one compound sentence.	I can write a compound sentence using correct conjunctions and commas.

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Focusing Question 1: Lessons 1-9 Why do people admire Perrault's Cinderella?			
1	<p>Content Learning Target:</p> <p>I can explain why people admire Perrault's Cinderella.</p> <p>Literacy Skills Learning Target:</p> <p>I can ask questions about a new text using a world map for context.</p>	<ul style="list-style-type: none"> • I can share an observation about Glass Slipper, Gold Sandal. • I can locate a place on the world map. • I can ask a question about the book. • I can record observations in my Response Journal. 	<p><i>Glass Slipper: A Worldwide Cinderella, Gold Sandal</i></p> <p>Lesson Materials</p>
2	<p>Content Learning Target:</p> <p>I can explain why people admire Perrault's Cinderella.</p> <p>Literacy Skills Learning Target:</p> <p>I can compare different versions of a text.</p>	<ul style="list-style-type: none"> • I can share an observation about Perrault's Cinderella. • I can ask a question about Cinderella. • I can name two versions of Cinderella. • I can record observations in my Response Journal. 	<p><i>Cinderella, Marcia Brown</i></p> <p>Lesson Materials</p>
3	<p>Content Learning Target:</p> <p>I can explain why people admire Perrault's Cinderella.</p> <p>Literacy Skills Learning Target:</p> <p>I can use context clues to define an unknown word.</p>	<ul style="list-style-type: none"> • I can use context clues to define a word. • I can name the characters and setting. • I can retell the events of Cinderella. 	<p><i>Cinderella, Marcia Brown</i></p> <p>Lesson Materials</p>

		<ul style="list-style-type: none"> • I can use a complete sentence to share my idea. 	
4	<p>Content Learning Target:</p> <p>I can explain why people admire Perrault's Cinderella.</p> <p>Literacy Skills Learning Target:</p> <p>I can explain why evidence is important when forming an opinion.</p>	<ul style="list-style-type: none"> • I can name an element of Cinderella stories (like magic or a wish). • I can find a story element in Perrault's Cinderella. • I can explain why opinions need evidence. • I can use a complete sentence to share an idea. 	<p><i>Cinderella</i>, Marcia Brown</p> <p>Lesson Materials</p>
5	<p>Content Learning Target:</p> <p>I can explain why people admire Perrault's Cinderella.</p> <p>Literacy Skills Learning Target:</p> <p>I can use evidence to form an opinion about a character.</p>	<ul style="list-style-type: none"> • I can find a detail about Cinderella in the text. • I can find a detail about another character in the text. • I can form an opinion using evidence. • I can share my opinion with a sentence frame. 	<p><i>Cinderella</i>, Marcia Brown</p> <p>Lesson Materials</p>
6	<p>Content Learning Target:</p> <p>I can explain why people admire Perrault's Cinderella.</p> <p>Literacy Skills Learning Target:</p> <p>I can name the parts of an opinion paragraph (introduction, reasons, conclusion).</p>	<ul style="list-style-type: none"> • I can define a pair of idioms from the text. • I can state the central message of Cinderella. • I can identify the parts of an opinion paragraph. • I can explain why structure helps a reader. 	<p><i>Cinderella</i>, Marcia Brown</p> <p>Lesson Materials</p>

<p>7</p>	<p>Content Learning Target:</p> <p>I can explain why people admire Perrault's Cinderella.</p> <p>Literacy Skills Learning Target:</p> <p>I can structure an opinion paragraph with an opinion, reasons, and a conclusion.</p>	<ul style="list-style-type: none"> • I can name the characters and setting in Cendrillon. • I can retell key events of Cendrillon. • I can write an opinion statement. • I can list reasons that support my opinion. 	<p><i>Cendrillon: A Caribbean Cinderella</i></p> <p>Lesson Materials</p>
<p>8</p> <p>✓FQT</p>	<p>Content Learning Target:</p> <p>I can explain why people admire Perrault's Cinderella.</p> <p>Literacy Skills Learning Target:</p> <p>I can connect a painting to themes in a text.</p>	<ul style="list-style-type: none"> • I can describe a character in Cendrillon using evidence. • I can name the titles of the Millet and Van Gogh paintings. • I can connect a painting to Cendrillon. • I can use a complete sentence to share my idea. 	<p><i>Cendrillon: A Caribbean Cinderella</i></p> <p>Lesson Materials</p>
<p>9</p> <p>✓FQT</p>	<p>Content Learning Target:</p> <p>I can explain why people admire Perrault's Cinderella.</p> <p>Literacy Skills Learning Target:</p> <p>I can write an opinion paragraph using the right structure.</p>	<ul style="list-style-type: none"> • I can complete the Knowledge Journal. • I can compare a character from each story. • I can write an opinion paragraph with introduction, reasons, and conclusion. • I can use evidence from the texts in my writing. 	<p><i>Cendrillon: A Caribbean Cinderella, Robert D. San Souci</i></p> <p><i>Cinderella, Marcia Brown</i></p> <p>Lesson Materials</p>

Focusing Question 2: Lessons 10-16
Why do people admire Rough-Face Girl and Ella?

10	<p>Content Learning Target:</p> <p>I can describe the qualities of characters that are admirable.</p> <p>Literacy Skills Learning Target:</p> <p>I can explain why an opinion statement is important.</p>	<ul style="list-style-type: none"> • I can name the characters and setting in The Rough-Face Girl. • I can retell a key event from the story. • I can identify an opinion statement. • I can explain why an opinion statement starts a paragraph. 	<p><i>The Rough-Face Girl</i>, Rafe Martin</p> <p>Lesson Materials</p>
11	<p>Content Learning Target:</p> <p>I can describe the qualities of characters that are admirable.</p> <p>Literacy Skills Learning Target:</p> <p>I can write an opinion statement using a sentence frame.</p>	<ul style="list-style-type: none"> • I can use context clues to define a new word. • I can describe Rough-Face Girl using text evidence. • I can write an opinion statement. • I can share my opinion with a partner. 	<p><i>The Rough-Face Girl</i>, Rafe Martin</p> <p>Lesson Materials</p>
12	<p>Content Learning Target:</p> <p>I can describe the qualities of characters that are admirable.</p> <p>Literacy Skills Learning Target:</p> <p>I can explain why reasons are needed to support an opinion.</p>	<ul style="list-style-type: none"> • I can share an observation about the book. • I can ask a question about Ella and the Bigfoot prince. • I can identify a reason in an opinion paragraph. 	<p><i>Bigfoot Cinderrrrrella</i>, Tony Johnston</p> <p>Lesson Materials</p>

		<ul style="list-style-type: none"> • I can explain why reasons make an opinion stronger. 	
13	<p>Content Learning Target:</p> <p>I can describe the qualities of characters that are admirable.</p> <p>Literacy Skills Learning Target:</p> <p>I can supply reasons to support an opinion.</p>	<ul style="list-style-type: none"> • I can use context clues to define a new word. • I can retell a key event from the story. • I can write a reason that supports an opinion. • I can use a complete sentence to share a reason. 	<p><i>Bigfoot Cinderrrrrella</i>, Tony Johnston</p> <p>Lesson Materials</p>
14	<p>Content Learning Target:</p> <p>I can describe the qualities of characters that are admirable.</p> <p>Literacy Skills Learning Target:</p> <p>I can identify who is telling a story and supply reasons for an opinion.</p>	<ul style="list-style-type: none"> • I can practice my Readers' Theater fluency passage. • I can identify who is telling the story. • I can supply two reasons that support an opinion. • I can use evidence in my reasons. 	<p><i>Bigfoot Cinderrrrrella</i>, Tony Johnston</p> <p>Lesson Materials</p>
15 ✓FQT	<p>Content Learning Target:</p> <p>I can describe the qualities of characters that are admirable.</p> <p>Literacy Skills Learning Target:</p> <p>I can identify who is telling a story and supply reasons for an opinion.</p>	<ul style="list-style-type: none"> • I can read my fluency passage with accuracy. • I can state the central message of the book. • I can write an opinion paragraph with an opinion and reasons. • I can use evidence from the text in my paragraph. 	<p><i>Bigfoot Cinderrrrrella</i>, Tony Johnston</p> <p>Lesson Materials</p>

<p>16</p> <p>✓FQT</p>	<p>Content Learning Target:</p> <p>I can describe the qualities of characters that are admirable.</p> <p>Literacy Skills Learning Target:</p> <p>I can synthesize knowledge across two texts.</p>	<ul style="list-style-type: none"> • I can name an element shared by both stories. • I can compare two characters across the books. • I can add to the Knowledge Journal. • I can use a complete sentence to share an idea. 	<p><i>The Rough-Face Girl, Rafe Martin</i></p> <p><i>Bigfoot Cinderrrrrella, Tony Johnston</i></p> <p>Lesson Materials</p>
<p>Focusing Question 3: Lessons 17-27</p> <p>Why do people admire Adelita and Pear Blossom?</p>			
<p>17</p> <p>✓NR</p>	<p>Content Learning Target:</p> <p>I can describe the qualities of characters that are admirable.</p> <p>Literacy Skills Learning Target:</p> <p>I can write compound declarative, interrogative, and imperative sentences.</p>	<ul style="list-style-type: none"> • I can share an observation about Adelita. • I can identify who is telling the story. • I can add a relevant detail when I speak. • I can explain why relevant details help listeners. 	<p><i>Adelita, Tomie dePaola</i></p> <p>Lesson Materials</p>
<p>18</p>	<p>Content Learning Target:</p> <p>I can describe the qualities of characters that are admirable.</p> <p>Literacy Skills Learning Target:</p> <p>I can explain why conclusions are important in opinion paragraphs.</p>	<ul style="list-style-type: none"> • I can use the Outside-In strategy to define a new word. • I can retell a key event from Adelita. • I can identify a conclusion sentence. • I can explain why a conclusion ties a paragraph together. 	<p><i>Adelita, Tomie dePaola</i></p> <p>Lesson Materials</p>

19	<p>Content Learning Target:</p> <p>I can describe the qualities of characters that are admirable.</p> <p>Literacy Skills Learning Target:</p> <p>I can write a conclusion sentence for an opinion paragraph.</p>	<ul style="list-style-type: none"> • I can describe Adelita using evidence. • I can write a conclusion sentence using a frame. • I can share my conclusion with a partner. 	<p><i>Adelita, Tomie dePaola</i></p> <p>Lesson Materials</p>
20	<p>Content Learning Target:</p> <p>I can describe the qualities of characters that are admirable.</p> <p>Literacy Skills Learning Target:</p> <p>I can explain why an introduction is important in an opinion paragraph.</p>	<ul style="list-style-type: none"> • I can find descriptive language in the text. • I can state the central message of Adelita. • I can identify an introduction sentence. • I can explain why an introduction helps a reader. 	<p><i>Adelita, Tomie dePaola</i></p> <p>Lesson Materials</p>
21	<p>Content Learning Target:</p> <p>I can describe the qualities of characters that are admirable.</p> <p>Literacy Skills Learning Target:</p> <p>I can write an introduction for an opinion paragraph.</p>	<ul style="list-style-type: none"> • I can add to the Elements of Cinderella Stories Chart. • I can write an introduction for an opinion paragraph. • I can use a strong opening sentence. • I can share my introduction with a partner. 	<p><i>Adelita, Tomie dePaola</i></p> <p><i>Bigfoot Cinderrrella, Tony Johnston</i></p> <p>Lesson Materials</p>

<p>22</p> <p>✓VOC</p>	<p>Content Learning Target:</p> <p>I can describe the qualities of characters that are admirable.</p> <p>Literacy Skills Learning Target:</p> <p>I can add relevant details when I speak.</p>	<ul style="list-style-type: none"> • I can locate Korea on the world map. • I can share an observation about the book. • I can ask a question about Pear Blossom. • I can add a relevant detail when sharing an idea. 	<p><i>The Korean Cinderella,</i> Shirley Climo</p> <p>Lesson Materials</p>
<p>23</p>	<p>Content Learning Target:</p> <p>I can describe the qualities of characters that are admirable.</p> <p>Literacy Skills Learning Target:</p> <p>I can write an introduction for an opinion paragraph independently.</p>	<ul style="list-style-type: none"> • I can read my fluency passage at the proper rate. • I can retell a key event from the story. • I can write an introduction using a frame. • I can use a strong opening sentence. 	<p><i>The Korean Cinderella,</i> Shirley Climo</p> <p>Lesson Materials</p>
<p>24</p> <p>✓FQT</p>	<p>Content Learning Target:</p> <p>I can describe the qualities of characters that are admirable.</p> <p>Literacy Skills Learning Target:</p> <p>I can use verbs in a story to infer characters' feelings.</p>	<ul style="list-style-type: none"> • I can find a verb in the story. • I can use a verb to infer a character's feeling. • I can describe Pear Blossom using evidence. • I can use a complete sentence to share my idea. 	<p><i>The Korean Cinderella,</i> Shirley Climo</p> <p>Lesson Materials</p>
<p>25</p> <p>✓FQT</p>	<p>Content Learning Target:</p> <p>I can describe the qualities of characters that are admirable.</p>	<ul style="list-style-type: none"> • I can find sensory words that describe the pear tree. • I can describe an illustration in the book. 	<p><i>The Korean Cinderella,</i> Shirley Climo</p> <p>Lesson Materials</p>

	<p>Literacy Skills Learning Target:</p> <p>I can write an introduction and a conclusion for an opinion paragraph.</p>	<ul style="list-style-type: none"> • I can write an introduction for my opinion paragraph. • I can write a conclusion for my opinion paragraph. 	
<p>26</p> <p>✓FQT</p>	<p>Content Learning Target:</p> <p>I can describe the qualities of characters that are admirable.</p> <p>Literacy Skills Learning Target:</p> <p>I can read with expression to show characters' feelings.</p>	<ul style="list-style-type: none"> • I can read a fluency passage with expression. • I can state the central message of the book. • I can find evidence to support the central message. • I can connect the central message to my life. 	<p><i>The Korean Cinderella, Shirley Climo</i></p> <p>Lesson Materials</p>
<p>27</p>	<p>Content Learning Target:</p> <p>I can describe the qualities of characters that are admirable.</p> <p>Literacy Skills Learning Target:</p> <p>I can revise my introduction sentence to make it stronger.</p>	<ul style="list-style-type: none"> • I can add to the Elements of Cinderella Stories Chart. • I can revise my introduction sentence. • I can use a vivid word in my introduction. • I can share my improved writing with a partner. 	<p><i>The Korean Cinderella, Shirley Climo</i></p> <p><i>"900 Cinderellas" Adelita</i></p> <p><i>Cinderella, Marcia Brown</i></p> <p>Lesson Materials</p>
<p>Focusing Question 4: Lessons 28-35</p> <p>Why do people admire Cinderella stories around the world?</p>			

<p>28</p> <p>✓SS</p>	<p>Content Learning Target:</p> <p>I can explain why people admire Cinderella stories around the world.</p> <p>Literacy Skills Learning Target:</p> <p>I can add relevant details when speaking in a Socratic Seminar.</p>	<ul style="list-style-type: none"> • I can define the word admire. • I can describe actions I admire and don't admire. • I can take a turn in a Socratic Seminar. • I can add a relevant detail when I speak. 	<p><i>Glass Slipper, Gold Sandal: A Worldwide Cinderella</i>, Paul Fleischman</p> <p>Lesson Materials</p>
<p>29</p> <p>✓EOM</p>	<p>Content Learning Target:</p> <p>I can explain why people admire Cinderella stories around the world.</p> <p>Literacy Skills Learning Target:</p> <p>I can compare illustrations across artworks.</p>	<ul style="list-style-type: none"> • I can describe a baby's first steps painting. • I can compare illustrations in the book. • I can describe a detail in an illustration. • I can use a complete sentence to share my idea. 	<p><i>Glass Slipper, Gold Sandal: A Worldwide Cinderella</i>, Paul Fleischman</p> <p>Lesson Materials</p>
<p>30</p> <p>✓EOM</p>	<p>Content Learning Target:</p> <p>I can explain why people admire Cinderella stories around the world.</p> <p>Literacy Skills Learning Target:</p> <p>I can use illustrations to compare different versions of a tale.</p>	<ul style="list-style-type: none"> • I can describe an illustration from a version of Cinderella. • I can compare illustrations from two versions. • I can find a clue in an illustration. • I can use a complete sentence to share my idea. 	<p><i>Glass Slipper, Gold Sandal: A Worldwide Cinderella</i>, Paul Fleischman</p> <p>Lesson Materials</p>

<p>31</p> <p>✓EOM</p>	<p>Content Learning Target:</p> <p>I can explain why people admire Cinderella stories around the world.</p> <p>Literacy Skills Learning Target:</p> <p>I can analyze the point of view in artwork and texts.</p>	<ul style="list-style-type: none"> • I can define the term point of view. • I can analyze the point of view in an artwork. • I can identify the point of view in a story. • I can use a complete sentence to share my idea. 	<p>All Module Texts</p> <p>Lesson Materials</p>
<p>32</p> <p>✓EOM</p>	<p>Content Learning Target:</p> <p>I can explain why people admire Cinderella stories around the world.</p> <p>Literacy Skills Learning Target:</p> <p>I can read a fluency passage with accuracy, rate, and expression.</p>	<ul style="list-style-type: none"> • I can practice my fluency passage. • I can connect a fluency passage to a Cinderella story. • I can share what I learned across the module. • I can use a complete sentence to share an idea. 	<p><i>“900 Cinderellas”</i></p> <p><i>Cinderella, Marcia Brown</i></p> <p>Lesson Materials</p>
<p>33</p> <p>✓EOM</p> <p>✓NR</p>	<p>Content Learning Target:</p> <p>I can explain why people admire Cinderella stories around the world.</p> <p>Literacy Skills Learning Target:</p> <p>I can revise my writing to improve capitalization.</p>	<ul style="list-style-type: none"> • I can read the "900 Cinderellas" article. • I can revise my writing to capitalize the first word and proper nouns. • I can use evidence to write an opinion. 	<p><i>“900 Cinderellas”</i></p> <p><i>Cinderella, Marcia Brown</i></p> <p>Lesson Materials</p>

<p>34</p> <p>✓SS ✓VOC</p>	<p>Content Learning Target: I can explain why people admire Cinderella stories around the world.</p> <p>Literacy Skills Learning Target: I can speak with more relevant details.</p>	<ul style="list-style-type: none"> • I can revisit the world map from Lesson 1. • I can describe a place a Cinderella story comes from. • I can add a relevant detail when speaking. • I can present my EOM Task with detail. 	<p>All Module Texts</p> <p>Lesson Materials</p>
<p>35</p>	<p>Content Learning Target: I can explain why people admire Cinderella stories around the world.</p> <p>Literacy Skills Learning Target: I can reflect on key skills I have learned.</p>	<ul style="list-style-type: none"> • I can complete the Knowledge Journal. • I can name a key skill I gained this year. • I can name my favorite text from the year. • I can use a complete sentence to share my reflection. 	<p>All Module Texts</p> <p>Lesson Materials</p>
<p>End of Year Question: What is the story of the year?</p>			
<p>36</p>	<p>Content Learning Target: I can reflect upon my learning this year and share key details from books I enjoyed.</p>	<p>I drew and wrote details about a character that brought me joy.</p>	<p>All Module Texts</p> <p>Lesson Materials</p>

Foundations

Important Reminder: **80% of students should master the unit assessment with a score of 80% or more when determining to advance instruction.**

Foundations Lessons	Learning Targets & Success Criteria
<p>Unit 12- ~ 3 weeks, 15 days.</p>	<p><i>I can explain what a syllable is and count syllables in a word.</i></p> <ul style="list-style-type: none"> ● I can explain that a syllable is a word part with one vowel sound. ● I can clap or tap the syllables in a word. ● I can count the syllables in 1- and 2-syllable words. <p><i>I can break apart and read compound words.</i></p> <ul style="list-style-type: none"> ● I can explain that a compound word is made from two smaller words joined together. ● I can break a compound word into its two parts (e.g., sun + set = sunset). ● I can read and spell compound words. <p><i>I can divide a 2-syllable word into parts to help me read and spell it.</i></p> <ul style="list-style-type: none"> ● I can divide a 2-syllable word between two consonants (e.g., fin-ish). ● I can divide a 2-syllable word with a VCe pattern. ● I can use syllable division to help me read and spell longer words (e.g., reptile). <p><i>I can read multisyllabic words by breaking them into parts and retell a story.</i></p> <ul style="list-style-type: none"> ● I can read a multi-syllable word by breaking it into parts. ● I can retell a story using key story elements. ● I can read with expression and accuracy.
<p>Unit 13~ 3 weeks, 15 days.</p>	<p><i>I can add -s, ---es, -ed, and -ing to 2-syllable base words.</i></p> <ul style="list-style-type: none"> ● I can add -s, -ed, and -ing to 2-syllable base words. ● I can add -es to words that end in certain sounds (e.g., boxes, finishes). ● I can identify the base word after removing a suffix. <p><i>I can explain when to add -es instead of -s and use it correctly.</i></p> <ul style="list-style-type: none"> ● I can explain that we add -es instead of -s when a word ends in certain sounds (x, s, sh, ch, z). ● I can read and spell words with -es (e.g., trombones, picnics, boxes).

	<ul style="list-style-type: none"> • I can use the -es ending in sentences. <p><i>I can read multisyllabic words accurately and retell what I read.</i></p> <ul style="list-style-type: none"> • I can read multisyllabic words accurately. • I can retell what I read from a story or informational text. • I can read with fluency and good expression.
Unit 14 ~ 2 weeks, 10 days.	<p><i>I can read and spell words using all the word structures I have learned this year.</i></p> <ul style="list-style-type: none"> • I can read and spell words with all word structures learned this year: CVC, CCVC, CVCC, CVCe, digraphs, glued sounds, suffixes, and multisyllabic words. • I can identify the syllable type in a word (closed or VCe). • I can use what I know about word structure to read and spell new words (e.g., disrupted, insisting, disputes). <p><i>I can write a complete, correct sentence and find and fix errors in my writing.</i></p> <ul style="list-style-type: none"> • I can write a complete sentence with correct capitalization and punctuation. • I can find and fix errors in capitalization, punctuation, and spelling. • I can write a paragraph with a topic sentence and supporting details. <p><i>I can read all word types and trick words I have learned this year with fluency and accuracy.</i></p> <ul style="list-style-type: none"> • I can read CVC, CCVC, CVCC, CCVCC, and CVCe words fluently. • I can read all 100+ trick words I have learned this year. • I can read a decodable story with fluency, accuracy, and expression.

Heggerty

Within Word Manipulation & Full Phoneme Mastery ~30 sessions

Learning Targets:

- I can delete a phoneme from within a word (including the 2nd phoneme of a blend).
- I can substitute the medial vowel sound to make a new word.
- I can substitute initial and final phonemes of blend words.
- I can add, delete, and substitute phonemes within longer words.
- I can segment and blend words with consonant blends and digraphs.
- I can apply phoneme manipulation to support reading and spelling.

Within Word Manipulation & Full Phoneme Mastery ~30 sessions

Success Criteria:

Deleting a within-word phoneme (incl. 2nd phoneme of a blend)

- I listened to the word and segmented it into all its sounds.
- I found the sound I needed to remove inside the word.
- I took that sound out and held the remaining sounds.
- I blended what was left and said the new word.

Substituting the medial vowel

- I listened to the word and heard the middle vowel sound.
- I removed the vowel from the middle in my head.
- I put the new vowel sound in its place.
- I blended all the sounds and said the new word.

Substituting phonemes in blend words

- I listened to the word and identified which sound I was changing.
- I swapped that sound for the new one, keeping the blend structure in mind.
- I blended all the sounds and said the new word.

Applying manipulation to reading and spelling

- I heard or said all the sounds in a word.
- I matched each sound to the letter or letters that spell it.
- I used what I know about sounds to read or spell the word correctly.

Segmenting & blending blend and digraph words

- I listened to the word and noticed it had a blend or digraph.
- I treated each sound separately, even inside a blend.
- I segmented or blended every sound in the correct order.
- I said the full segmented sounds or the blended whole word.