



Bristol Public Schools
Office of Teaching & Learning

Department	OTL- Elementary Humanities
Department Philosophy	<p>The fundamental purpose of our organization is to ensure high levels of learning for ALL students and adults by shifting the focus on teaching to a focus on learning. To ensure all students and adults learn at high levels, we must focus on results to inform and improve professional practice through job-embedded, differentiated professional development, and to meet the needs of students' through intervention and enrichment. Helping all students and adults learn requires a collaborative and collective effort through the instructional improvement cycle.</p> <p>Curriculum is a coherent plan for instruction and learning, integrating content and action. When we develop our curriculum, we identify the critical knowledge, skills, behaviors, and attitudes toward learning that we believe are essential for ALL students within our community based on our vision of successful graduates, and state and national standards. We identify the most high-leverage, research-based and engaging instructional strategies and assessment practices as a guide for teaching. Feedback and grading practices should be aligned to the instruction and learning articulated within the curriculum.</p> <p>To ensure equity for ALL, collaborative teams implement a guaranteed and viable curriculum that is aligned to essential grade-level standards with the appropriate depth and intention with a coherent set of evidence-based instructional practices in whole class, small group, and individual contexts.</p>

	<p>Here are the 5 Core Instructional Practices that we believe all students should engage in;</p> <ol style="list-style-type: none"> 1. Clear Learning Targets aligned to the grade level essential learning 2. Purposeful and engaging learning tasks 3. Student Discourse and Discussion Protocols 4. Formative Assessment and Feedback 5. Goal Setting and Growth Mindset
Grade Level & Course	1st Grade ELA (Word Study, Reading & Writing)

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Literature CCSS.ELA-LITERACY.RL.1.1 Ask and answer questions about key details in a text.	S	P	P	P	S	P
CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.		P	P	P	P	P
CCSS.ELA-LITERACY.RL.1.3		P	P	P	P	P

Describe characters, settings, and major events in a story, using key details.						
CCSS.ELA-LITERACY.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		P	P	P	S	P
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.			P	P	P	P
CCSS.ELA-LITERACY.RL.1.6 Identify who is telling the story at various points in a text.		P	P	P	P	S
CCSS.ELA-LITERACY.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	P	P	P	P	S	p
CCSS.ELA-LITERACY.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.		P	P	P	S	P
CCSS.ELA-LITERACY.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.						S
INFORMATIONAL CCSS.ELA-LITERACY.RI.1.1 Ask and answer questions about key details in a text.		P	P	P	P	P
CCSS.ELA-LITERACY.RI.1.2 Identify the main topic and retell key details of a text.		P	S	P	P	P
CCSS.ELA-LITERACY.RI.1.3		P	S	P	P	P

Describe the connection between two individuals, events, ideas, or pieces of information in a text.						
CCSS.ELA-LITERACY.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.		P	S	P	P	P
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.			S	S		
CCSS.ELA-LITERACY.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.				S		
CCSS.ELA-LITERACY.RI.1.7 Use the illustrations and details in a text to describe its key ideas.				S		
CCSS.ELA-LITERACY.RI.1.8 Identify the reasons an author gives to support points in a text.				S	P	P
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).				S	P	P
CCSS.ELA-LITERACY.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.						P
Writing			P			

<p>CCSS.ELA-LITERACY.W.1.1</p> <p>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.</p>						
<p>CCSS.ELA-LITERACY.W.1.2</p> <p>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>				P		
<p>CCSS.ELA-LITERACY.W.1.3</p> <p>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.</p>		P			P	P
<p>CCSS.ELA-LITERACY.W.1.5</p> <p>With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	P	S	S	S	S	
<p>CCSS.ELA-LITERACY.W.1.6</p> <p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>						S
<p>CCSS.ELA-LITERACY.W.1.7</p> <p>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).</p>				P		
<p>CCSS.ELA-LITERACY.W.1.8</p>		P	P	S	P	P

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.						
SPEAKING AND LISTENING CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	P	S	S	S	S	S
CCSS.ELA-LITERACY.SL.1.1.A Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	P	P	P	P	P	P
CCSS.ELA-LITERACY.SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	S	P	P	P	P	P
CCSS.ELA-LITERACY.SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.	S	P	P	P	P	P
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.		P	P	P	P	P
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.	S	S	S	S	S	S
CCSS.ELA-LITERACY.SL.1.4		P	P	P	P	P

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.						
CCSS.ELA-LITERACY.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	S	P	P	P	P	P
CCSS.ELA-LITERACY.SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	P	P	P	P	P	P
FOUNDATIONS CCSS.ELA-LITERACY.RF.1.1 Demonstrate understanding of the organization and basic features of print.	P	P				
CCSS.ELA-LITERACY.RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	P	P	P	P	P	P
CCSS.ELA-LITERACY.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	S	S	S	S	S	P
CCSS.ELA-LITERACY.RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.	S	S	S	S	S	S
CCSS.ELA-LITERACY.RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	P	P	P	P	P	P
CCSS.ELA-LITERACY.RF.1.2.C	S	S	S	S	S	S

Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.						
CCSS.ELA-LITERACY.RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	P	P	P	P	P	P
CCSS.ELA-LITERACY.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	S	S	S	S	S	S
CCSS.ELA-LITERACY.RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs.		P	P	P	P	P
CCSS.ELA-LITERACY.RF.1.3.B Decode regularly spelled one-syllable words.	P	P	P	P	P	P
CCSS.ELA-LITERACY.RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds.					P	P
CCSS.ELA-LITERACY.RF.1.3.D Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.					P	P
CCSS.ELA-LITERACY.RF.1.3.E Decode two-syllable words following basic patterns by breaking the words into syllables.						P
CCSS.ELA-LITERACY.RF.1.3.F Read words with inflectional endings.			P	P	P	P
CCSS.ELA-LITERACY.RF.1.3.G		P	P	P	P	P

Recognize and read grade-appropriate irregularly spelled words.						
CCSS.ELA-LITERACY.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	S	P	S	S	S	S
CCSS.ELA-LITERACY.RF.1.4.A Read grade-level text with purpose and understanding.	S	P	P	P	P	P
CCSS.ELA-LITERACY.RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	S	S	S	S	S	S
CCSS.ELA-LITERACY.RF.1.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		P	P	P	P	P
Language CCSS.ELA-LITERACY.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	S	S	S	S	S	S
CCSS.ELA-LITERACY.L.1.1.A Print all upper- and lowercase letters.	P	P	P	P	P	P
CCSS.ELA-LITERACY.L.1.1.B Use common, proper, and possessive nouns.	S	S	S	S	S	S
CCSS.ELA-LITERACY.L.1.1.C Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	S	S	S	S	S	S
CCSS.ELA-LITERACY.L.1.1.D Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	S	S	S	S	S	S

CCSS.ELA-LITERACY.L.1.1.E Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).					P	P
CCSS.ELA-LITERACY.L.1.1.F Use frequently occurring adjectives.	S	S	S	S	S	S
CCSS.ELA-LITERACY.L.1.1.G Use frequently occurring conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i>).	S	S	S	S	S	S
CCSS.ELA-LITERACY.L.1.1.H Use determiners (e.g., articles, demonstratives).	S	S	S	S	S	S
CCSS.ELA-LITERACY.L.1.1.I Use frequently occurring prepositions (e.g., <i>during</i> , <i>beyond</i> , <i>toward</i>).	S	S	S	S	S	S
CCSS.ELA-LITERACY.L.1.1.J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	S	S	S	S	S	S
CCSS.ELA-LITERACY.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	S	S	S	S	S	S
CCSS.ELA-LITERACY.L.1.2.A Capitalize dates and names of people.	P	P	P	P	P	P
CCSS.ELA-LITERACY.L.1.2.B Use end punctuation for sentences.	P	P	P	P	P	P

CCSS.ELA-LITERACY.L.1.2.C Use commas in dates and to separate single words in a series	S	S	S	S	S	S
CCSS.ELA-LITERACY.L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	P	P	P	P	P	P
CCSS.ELA-LITERACY.L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	P	P	P	P	P	P
CCSS.ELA-LITERACY.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.	S	S	S	S	S	S
CCSS.ELA-LITERACY.L.1.4.A Use sentence-level context as a clue to the meaning of a word or phrase.	S	S	S	S	S	S
CCSS.ELA-LITERACY.L.1.4.B Use frequently occurring affixes as a clue to the meaning of a word.					P	P
CCSS.ELA-LITERACY.L.1.4.C Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i>).	S	S	S	S	S	S
CCSS.ELA-LITERACY.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	S	S	S	S	S	S

CCSS.ELA-LITERACY.L.1.5.A Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	S	S	S	S	S	S
CCSS.ELA-LITERACY.L.1.5.B Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	P	P	P	P	P	P
CCSS.ELA-LITERACY.L.1.5.C Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).	P	P	P	P	P	P
CCSS.ELA-LITERACY.L.1.5.D Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i> , <i>peek</i> , <i>glance</i> , <i>stare</i> , <i>glare</i> , <i>scowl</i>) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	S	S	S	S	S	S
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 (e.g., <i>because</i>).		P	P	P	P	P

UNIT 1: Building Good Reading and Writing Habits

UNWRAPPED STANDARDS

Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary
Reading Standards RL 1.7: Use illustrations and details in a story to describe its characters, setting, or events RL.1.1 Ask and answer questions about key details in a text. 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 SL 1.1a: Follow agreed-upon rules for discussions (e.g. listening to others with care, speaking one at a time about the topics and texts under discussion). Supporting Standards SL 1.1b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges SL 1.1c: Ask questions to clear up any confusion about the topics and texts under discussion.	x	Content Knowledge	Illustrations
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Key Details Characters Setting Events
		Physical Skill	Collaborative conversations Discussion norms
	x	Product Development	Ask and answer questions Literacy stations
	x	Learning Behavior	Browsing box Just right books Match wor Pictures Sounds
Writing Standards W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	x	Content Knowledge	Topic Respond
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Details Organization Features of print

<p>RF 1.1: Demonstrate an understanding of the organization and basic features of print</p> <p>RF.1.1a: Recognize the distinguishing features of a sentence (e.g. first word capitalization, ending punctuation)</p> <p>SL 1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>		Physical Skill	<p>Sentence</p> <p>Word</p> <p>Capitalization</p> <p>Ending</p> <p>Punctuation</p> <p>Locate</p> <p>Supplies</p> <p>Word wall</p> <p>Spell correctly</p> <p>Stretch words</p> <p>Hear sounds</p> <p>Complete sentence</p> <p>Spaces between words</p> <p>Add details</p> <p>Publish</p>
	x	Product Development	
	x	Learning Behavior	
<p>Foundational Skill Standards</p> <p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	x	Content Knowledge	<p>Features of print</p> <p>Sentence</p> <p>Word</p> <p>Capitalization</p> <p>Ending</p> <p>Punctuation</p> <p>Spoken word</p> <p>Syllable</p> <p>Blending</p> <p>Consonant blend</p> <p>Initial sounds</p> <p>Final sounds</p> <p>Sequence</p> <p>Sight words</p> <p>Trick words</p> <p>Decoding</p> <p>Spelling patterns</p> <p>Accuracy</p> <p>Fluency</p> <p>Context clues</p> <p>Self correct</p>
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	

<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.B Decode regularly spelled one-syllable words.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4.A Read grade-level text with purpose and understanding.</p> <p>RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>			
<p>Language Standards</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1.A Print all upper- and lowercase letters.</p> <p>L.1.1.B Use common, proper, and possessive nouns.</p> <p>L.1.1.C Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.1.D Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p>	x	Content Knowledge	<p>Upper case letters</p> <p>Lower case letters</p> <p>Nouns</p> <p>Verbs</p> <p>Adjectives</p> <p>Conjunctions</p> <p>Capitalization</p> <p>Punctuation</p> <p>Spelling</p> <p>Spelling patterns</p> <p>Conjunctions</p> <p>Questions</p> <p>Exclamation</p> <p>Context clues</p> <p>Unknown words</p> <p>Comma</p>
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	

<p>L.1.1.F Use frequently occurring adjectives.</p> <p>L.1.1.G Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.H Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.I Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>L.1.1.J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.A Capitalize dates and names of people.</p> <p>L.1.2.B Use end punctuation for sentences.</p> <p>L.1.2.C Use commas in dates and to separate single words in a series</p> <p>L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p>			<p>Names</p> <p>People</p> <p>Places</p> <p>Conjunctions</p>
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<p>L.1.4.A Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.4.C Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.A Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>L.1.5.B Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>L.1.5.C Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>L.1.5.D Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p>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 (e.g., <i>because</i>).</p>			
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UNIT ESSENTIAL QUESTIONS

How do readers and writers build good reading and writing habits?

CCSS Standard Objective(s): The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
I can take turns listening and talking when sharing with a turn and talk partner. I can use the illustrations in a text to describe the setting of a story. I can use the illustrations in a text to describe the characters. I can turn and talk with a partner. I can take turns listening/talking when sharing. I can use the illustrations in a text to describe the event (problem). I can follow agreed-upon rules for discussion. I can use the illustrations in a text to describe the event (solution). I can learn and follow literacy station expectations. I can read and understand the literacy workboard. I can pick books for my browsing box I can pick a just-right book for independent reading. I can match what I say with the words in the text. I can look at the picture to help me read a word I don't know. I can get my mouth ready by saying the sound of the first letter in a	x	Selected Response	<ul style="list-style-type: none"> ● Asking and answering questions ● Building reading habits ● Focusing on print ● Focusing on meaning ● Building stamina ● Shared reading ● Making connections ● Beginning partnerships ● Reading with partners ● Discussing with partners ● Participation in the Foundations program.
	x	Constructed Response	
		Performance	
	x	Observation	

word.			
I can ask and answer questions about what I read.			
I can work productively during the Writers' workshop.	x	Selected Response	<ul style="list-style-type: none">● Building writing habits● Establishing writing routines● Sharing writing● Recognizing print features● Using print to convey meaning● Participating in interactive writing● Capitalizing● Using punctuation● Constructing sentences● Creating writing pieces
I can locate writing supplies and use them correctly.	x	Constructed Response	
I can locate and use words from the word wall to help me spell words correctly.		Performance	
I can stretch words to help me hear sounds in words I want to write.		Observation	
I can write a complete sentence that matches my picture.			
I can make a picture that matches my words.			
I can use spaces between my words.			
I can begin a sentence with an uppercase letter.			
I can end a sentence with a period or exclamation point.			
I can add details to my writing to make it stronger.			
I can select my best piece of writing to publish.			

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
Sight words Spelling patterns Letter sound correspondence	Some knowledge of print features Some knowledge of letter sound correspondence	Use of Rubric at Level 4 Increase Guided Reading Level and	Student centered literacy stations, Book Clubs, Buddy Reading and Editing

Decoding		use of Learning Targets at a higher level Provide text with a higher lexile level so that students can practice skills and strategies with complex text	
RESOURCES			
Chrysanthemum by Kevin Henkes Recess Queen by Alexis O'Neill Writing Rubric			

UNIT 2: Reading Strategies & Personal Narratives			
UNWRAPPED STANDARDS			
Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary
Reading Standards RF. 1.4 Read with sufficient accuracy and fluency to support comprehension. RL.1.7 Use illustrations and details in a story to describe its characters, setting or events. RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.	x	Content Knowledge	Accuracy
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Fluency
		Physical Skill	Illustrations
	x	Product Development	Details
	x	Learning Behavior	Character
			Setting
			Events
			Sight words
			Predict
			Cover
			Title
			Pictures
			Unknown words
			Tricky words

			Reread Figure out Letter patterns Digraphs Blends Word chunks Word families Multiple strategies Recognize Rate Expression Retell Important information Story elements First, then, next, after that, finally
Writing Standards 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 a sense of closure. W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	x	Content Knowledge	Narrative Sequence Events Details Temporal words Closure Personal narrative
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Qualities Beginning Across five fingers Dialogue Five senses Onomatopoeia
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	
Foundational Skill Standards RF.1.1 Demonstrate understanding of the organization and basic features of print. RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	x	Content Knowledge	Features of print Sentence Word Capitalization Ending Punctuation Spoken word
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	

<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.B Decode regularly spelled one-syllable words.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4.A Read grade-level text with purpose and understanding.</p> <p>RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	x	Product Development	<p>Syllable Blending</p> <p>Consonant blend</p> <p>Initial sounds</p> <p>Final sounds</p> <p>Sequence</p> <p>Sight words</p> <p>Trick words</p> <p>Decoding</p> <p>Spelling patterns</p> <p>Accuracy</p> <p>Fluency</p>
	x	Learning Behavior	
<p>Language Standards</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1.A Print all upper- and lowercase letters.</p> <p>L.1.1.B Use common, proper, and possessive nouns.</p>	x	Content Knowledge	<p>Upper case letters</p> <p>Lower case letters</p> <p>Nouns</p> <p>Verbs</p> <p>Adjectives</p> <p>Conjunctions</p> <p>Capitalization</p> <p>Punctuation</p> <p>Spelling</p>
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	

<p>L.1.1.C Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.1.D Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>L.1.1.F Use frequently occurring adjectives.</p> <p>L.1.1.G Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.H Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.I Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>L.1.1.J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.A Capitalize dates and names of people.</p> <p>L.1.2.B Use end punctuation for sentences.</p> <p>L.1.2.C Use commas in dates and to separate single words in a series</p> <p>L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2.E Spell untaught words phonetically, drawing on</p>	x	Learning Behavior	<p>Spelling patterns</p> <p>Conjunctions</p> <p>Questions</p> <p>Exclamation</p> <p>Context clues</p> <p>Unknown words</p> <p>Comma</p> <p>Names</p> <p>People</p> <p>Places</p>
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<p>phonemic awareness and spelling conventions.</p> <p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>L.1.4.A Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.4.C Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.A Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>L.1.5.B Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>L.1.5.C Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>L.1.5.D Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>			
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UNIT ESSENTIAL QUESTIONS

How do we solve unknown words? What are elements of narrative writing and how can we use them in our personal narratives?

CCSS Standard Objective(s): The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
<p>I can predict what a book will be about by looking at the cover, the title and the illustrations.</p> <p>I can carefully look at the pictures and discuss what is happening in the story.</p> <p>I can identify unknown (tricky) words by thinking, “What might this say?”</p> <p>I can reread sentences, try an unknown (tricky) word and think, did that make sense?</p> <p>I can reread, try an unknown (tricky) words and think, did that sound right?</p> <p>I can reread, try an unknown (tricky) word and think, did that look like the right word?</p> <p>I can figure out unknown (tricky) words by using what I know about letters and letter patterns from word study.(e.g beginning letter sounds, digraphs and blends).</p> <p>I can figure out unknown (tricky) words by looking for chunks (or word families -at, -an, -in, -it) I know.</p> <p>I can recognize my sight (trick) words in books quickly.</p> <p>I can read unknown (tricky) words by trying <i>multiple</i> strategies quickly.</p> <p>I can read at an appropriate rate.</p>	x	Selected Response	<ul style="list-style-type: none"> ● Using a variety of strategies to solve unknown words ● Using reading strategies ● Retelling ● Using word patterns ● Reading sight words ● Self correcting ● Decoding ● Participation in the Foundations program.
	x	Constructed Response	
		Performance	
	x	Observation	

<p>I can read with expression.</p> <p>I can retell a story by stopping midway through my book to make sure I am understanding what I am reading.</p> <p>I can retell a story by going page by page and telling important information on each page.</p> <p>I can retell a story by including all important story elements.</p> <p>I can share all I know about reading and understanding books with others</p>			
<p>I can identify the qualities of a personal narrative.</p> <p>I can brainstorm events from my own life and create a list.</p> <p>I can choose one event from my list and tell my story across five fingers and sketch my story in a booklet.</p> <p>I can draw and write a beginning to my story.</p> <p>I can write my 1st story event.</p> <p>I can write my 2nd and 3rd event.</p> <p>I can end my story with a sense of closure.</p> <p>I can use dialogue in a speech bubble to add to my illustrations.</p> <p>I can add details that describe story events using my five senses.</p> <p>I can use temporal words in my writing.</p> <p>I can use a writing checklist to make my writing better.</p> <p>I can use onomatopoeia in my writing.</p>	x	Selected Response	<ul style="list-style-type: none"> ● Writing personal narratives ● Sequencing ● Stretching stories ● Incorporating character, setting, and event ● Using characteristics of writing
	x	Constructed Response	
		Performance	
		Observation	

I can identify readable and unreadable writing.			
I can fix my writing to make it readable.			
I can edit my story for uppercase letters, punctuation, and correct spelling of word wall words.			
I can share my personal narrative with an audience.			

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
Sight words Spelling patterns Letter sound correspondence Decoding	Some knowledge of narrative text	Use of Rubric at Level 4 Increase Guided Reading Level and use of Learning Targets at a higher level Provide text with a higher lexile level so that students can practice skills and strategies with complex text	Student centered literacy stations, Book Clubs, Buddy Reading and Editing
RESOURCES			
Rollercoaster by Marlee Frazee The Rain Stomper by Addie Boswell Student Personal Narrative Writing Checklist Personal Narrative Teacher Writing Rubric			

UNIT 3: Mixed Genre & Opinion Writing

UNWRAPPED STANDARDS

Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary
Reading Standards RL.1.1 Ask and answer questions about key details in a text. RL 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. 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	Content Knowledge	Ask and answer Key details
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Retell Central message Lesson
		Physical Skill	Information Text types
	x	Product Development	Connections Main topic
	x	Learning Behavior	Clarify meaning Text features Table of contents Glossaries Locate Key facts Fiction Non fiction Character Solution Retelling Problem Organization Title Headings Related Accuracy Rate Expression
RI 1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.			
RI 1.2 Identify the main topic and retell key details of a text.			
RI 1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.			
R.I. 1.5. Know and use various text features (e.g., headings, tables of contents, glossaries) to locate key facts or information in a text.			

			Punctuation Fluency
Writing Standards 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. W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	x	Content Knowledge	Opinion
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Introduce Topic State an opinion Supply reasons Closure
		Physical Skill	Mentor text
	x	Product Development	Characteristics Opinion writing
	x	Learning Behavior	Discover Identify Letter writing Parts of a letter Topic Issues Problem Introductory statement Reasons Support Transitional phrases Link ideas/reasons Solutions Publish
Foundational Skill Standards RF.1.1 Demonstrate understanding of the organization and basic features of print. RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	x	Content Knowledge	Features of print
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Sentence Word Capitalization Ending
		Physical Skill	Punctuation Spoken word
	x	Product Development	Syllable
	x	Learning Behavior	Blending Consonant blend

<p>RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.B Decode regularly spelled one-syllable words.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4.A Read grade-level text with purpose and understanding.</p> <p>RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.1.3.F Read words with inflectional endings.</p>			<p>Initial sounds</p> <p>Final sounds</p> <p>Sequence</p> <p>Sight words</p> <p>Trick words</p> <p>Decoding</p> <p>Spelling patterns</p> <p>Accuracy</p> <p>Fluency</p>
<p>Language Standards</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1.A Print all upper- and lowercase letters.</p> <p>L.1.1.B Use common, proper, and possessive nouns.</p>	x	Content Knowledge	Upper case letters
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Lower case letters
		Physical Skill	Nouns
	x	Product Development	Verbs
			Adjectives
			Conjunctions
			Capitalization
			Punctuation
			Spelling

<p>L.1.1.C Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.1.D Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>L.1.1.F Use frequently occurring adjectives.</p> <p>L.1.1.G Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.H Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.I Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>L.1.1.J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.A Capitalize dates and names of people.</p> <p>L.1.2.B Use end punctuation for sentences.</p> <p>L.1.2.C Use commas in dates and to separate single words in a series</p> <p>L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2.E Spell untaught words phonetically, drawing on</p>	x	Learning Behavior	<p>Spelling patterns</p> <p>Conjunctions</p> <p>Questions</p> <p>Exclamation</p> <p>Context clues</p> <p>Unknown words</p> <p>Comma</p> <p>Names</p> <p>People</p> <p>Places</p>
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phonemic awareness and spelling conventions.

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

L.1.4.A Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.4.C Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

L.1.5.A Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.1.5.B Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

L.1.5.C Identify real-life connections between words and their use (e.g., note places at home that are cozy).

L.1.5.D Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

UNIT ESSENTIAL QUESTIONS

Why and how do we distinguish the genre we are reading and what opinions can we form while reading mixed genres?

CCSS Standard Objective(s): The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
I can explain the difference between fiction and nonfiction text. I can ask and answer questions during reading with a fiction text. I can include the character(s), setting, problem, and solution when retelling a fiction story. I can identify the author's central message or lesson. I can ask and answer questions during reading with a non-fiction text. I can identify the main topic of a nonfiction text. I can explain how a non-fiction text is organized. I can identify what the title and headings tell me about a topic. I can explain how information in each section of a nonfiction text is connected and related to the main topic. I can explain how illustrations, text features and words work together to help me understand the main topic of a text. I can use what I know about non-fiction text to help me identify details that support the main topic of a text. I can identify the meaning of unknown words and phrases when reading texts. I can read texts with accuracy.	x	Selected Response	<ul style="list-style-type: none"> ● Problem solving unknown words and their meaning, ● Rereading to improve fluency, ● Synthesizing the main idea of the text and inferring the author's central message, ● Communicating through retellings and citing key details. ● Asking and answering questions about key details in a text ● Identify main ideas in informational texts ● Identify author's central message in literary text ● Identify the meaning of unknown words and phrases in context across genres ● Explain how information in each section of a nonfiction text is connected and related to the main topic ● Participation in the Foundations program.
	x	Constructed Response	
		Performance	
	x	Observation	

<p>I can read texts at an appropriate rate.</p> <p>I can read texts with expression.</p> <p>I can use the punctuation to help me read fluently.</p>			
<p>I can read a mentor text to discover the characteristics of opinion writing.</p> <p>I can reread mentor texts to discover characteristics of opinion writing.</p> <p>I can reread mentor text to discover techniques (sentence starters) used for effective opinion writing.</p> <p>I can reread mentor text and ask and answer questions about opinion writing.</p> <p>I can identify the parts of a letter in order to write an opinion letter.</p> <p>I can notice and name topics that are important to me.</p> <p>I can form an opinion about an issue or problem.</p> <p>I can think about reasons and then choose my very best reason to present to my audience.</p> <p>I can plan and write reasons to support my opinion.</p> <p>I can include additional reasons/solutions to strengthen my opinion.</p> <p>I can provide closure to my opinion writing.</p> <p>I can improve my piece by sharing my writing with my writing partner.</p> <p>I can check for correct language conventions using the Student Checklist.</p>	x	Selected Response	<ul style="list-style-type: none"> ● Using mentor texts to understand how writers express opinions on a variety of topics ● Generating and developing opinions on/social issues ● Planning opinions pieces by including supportive reasons and a solution ● Writing in compelling ways to convince an audience ● Editing and revising to make the piece more effective ● Sharing their opinion writing with an audience.
	x	Constructed Response	
		Performance	
		Observation	

I can choose a piece that I want to publish.			
I can share my writing with an audience.			

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
Sight words Spelling patterns Letter sound correspondence Decoding	Some knowledge of narrative and informational text	Use of Rubric at Level 4 Increase Guided Reading Level and use of Learning Targets at a higher level Provide text with a higher lexile level so that students can practice skills and strategies with complex text	Student centered literacy stations, Book Clubs, Buddy Reading and Editing
RESOURCES			
Student Opinion Writing Checklist Teacher Opinion Writing Rubric			

UNIT 4: Informational Reading and Writing

UNWRAPPED STANDARDS

Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary	
Informational Standards RI. 1.2. Identify the main topic and retell key details of a text. RI. 1.1. Ask and answer questions about key details in a text. R.I. 1.5. Know and use various text features (e.g., headings, tables of contents, glossaries) to locate key facts or information in a text. R.I. 1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. R.I. 1.7: Use the illustrations and details in a text to describe its key ideas. R.I. 1.8: Identify the reasons an author gives to support points in a text. RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	x	Content Knowledge	Ask and answer Main topic Key details Ask and answer questions Text features Headings Table of contents Glossary Locate Key facts Information Pictures Illustrations Support opinions Similarities Differences Descriptions Procedures Facts Labels Bold words Purpose Sections Photographs Captions Retell Author's point of view Reasons	
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
	x	Product Development		
	x	Learning Behavior		

			Support
Writing Standards 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. W.1.7. Participate in shared research and writing projects. W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	x	Content Knowledge	Informative/explanatory text
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Facts Topic Closure Shared research
		Physical Skill	Gather information Sources
	x	Product Development	Plan Organize
	x	Learning Behavior	Table of contents Headings Introduce Details Conclude Publish Edit Revise Reread Text features Cover Brainstorm Labeling
Foundational Skill Standards RF.1.1 Demonstrate understanding of the organization and basic features of print. RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.	x	Content Knowledge	Features of print
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Sentence Word Capitalization Ending
		Physical Skill	Punctuation Spoken word
	x	Product Development	Syllable Blending
	x	Learning Behavior	Consonant blend Initial sounds Final sounds

<p>RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.B Decode regularly spelled one-syllable words.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4.A Read grade-level text with purpose and understanding.</p> <p>RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.1.3.F Read words with inflectional endings.</p>			<p>Sequence</p> <p>Sight words</p> <p>Trick words</p> <p>Decoding</p> <p>Spelling patterns</p> <p>Accuracy</p> <p>Fluency</p>
<p>Language Standards</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1.A Print all upper- and lowercase letters.</p> <p>L.1.1.B Use common, proper, and possessive nouns.</p> <p>L.1.1.C Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p>	x	Content Knowledge	<p>Upper case letters</p> <p>Lower case letters</p> <p>Nouns</p> <p>Verbs</p> <p>Adjectives</p> <p>Conjunctions</p> <p>Capitalization</p> <p>Punctuation</p> <p>Spelling</p> <p>Spelling patterns</p> <p>Conjunctions</p>
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	

<p>L.1.1.D Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>L.1.1.F Use frequently occurring adjectives.</p> <p>L.1.1.G Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.H Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.I Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>L.1.1.J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.A Capitalize dates and names of people.</p> <p>L.1.2.B Use end punctuation for sentences.</p> <p>L.1.2.C Use commas in dates and to separate single words in a series</p> <p>L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>			<p>Questions</p> <p>Exclamation</p> <p>Context clues</p> <p>Unknown words</p> <p>Comma</p> <p>Names</p> <p>People</p> <p>Places</p>
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<p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>L.1.4.A Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.4.C Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.A Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>L.1.5.B Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>L.1.5.C Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>L.1.5.D Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>			
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UNIT ESSENTIAL QUESTIONS

What are the characteristics of informational reading and how can we add these elements to our informational writing?

CCSS Standard Objective(s): The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
I can notice the difference between fiction and information text. I can identify that an informational text teaches us about facts. I can identify the main topic of an informational book. I can identify the main topic of an informational book. I can identify key details in a text. I can notice informational books have text features (heading, table of contents, glossaries, pictures, labels, bold words). I can use text features to learn and understand more about informational texts(heading, table of contents, glossaries, pictures, labels, bold words). I can identify and explain the purpose of each text feature. I can identify and explain the purpose of each text feature (pictures/photographs/labels). I can identify and explain the purpose of each text feature. I can ask and answer questions while reading an informational text. I can identify types of questions to ask when reading informational texts. I can ask questions about the text (sections, photographs, captions) using who what where when why and how).	x	Selected Response	<ul style="list-style-type: none"> ● Using text features to make sense of information ● Applying reading strategies ● Synthesizing to determine important parts of text ● Problem solving difficult vocabulary and concepts ● Comparing and contrasting information across books ● Participation in the Foundations program.
	x	Constructed Response	
		Performance	
	x	Observation	

<p>I can learn information by reading when I encounter new topics.</p> <p>I can share my thinking with others about the questions I have when reading an informational text.</p> <p>I can learn from the photos and illustrations in an informational text.</p> <p>I can learn different information from the text and the photos.</p> <p>I can use illustrations and words in a text to retell key ideas.</p> <p>I can identify the author's point in a text.</p> <p>I can identify reasons an author gives to support points in a text.</p> <p>I can identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>I can use all my strategies to read informational texts.</p> <p>I can retell what I learned to a partner using the main topic, fact 1, fact 2, fact 3.</p>			
<p>I can think about topics I know all about so I can teach others.</p> <p>I can decide if I know enough about the topic.</p> <p>I can plan how my book will be organized by using a table of contents.</p> <p>I can use headings to help organize my information.</p> <p>I can introduce my topic to my reader.</p> <p>I can add details to tell all about my topic.</p> <p>I can conclude my book with something for my reader to think about.</p> <p>I can write books on other topics I know about.</p>	x	Selected Response	<ul style="list-style-type: none"> Studying mentor text to learn the characteristics of informational texts Generating self-chosen topics of personal expertise or for shared research Planning and drafting information in an organized way Rereading and revising using a toolbox of elaboration strategies Using text features to enhance comprehension Editing to lift the level of work using proper capitalization, punctuation, and spelling
	x	Constructed Response	
		Performance	
		Observation	

<p>I can choose my best piece of writing to publish.</p> <p>I can reread and revise by asking, “What else can I add?”</p> <p>I can carefully choose the text features that best match what I want to teach.</p> <p>I can reread and revise based on feedback from others.</p> <p>I can reread and make my writing readable for an audience.</p> <p>I can revise by adding more to my pictures to teach more about my topic.</p> <p>I can create a cover for my book that grabs the reader’s attention to read more about my topic.</p> <p>I can celebrate my informational book.</p> <p>I can participate in a shared class experience to understand how-to writing.</p> <p>I can think about topics I know how to do, make, or to teach others.</p> <p>I can choose one of my ideas and rehearse the steps across my fingers.</p> <p>I can draw pictures and write out each step of my how-to topic.</p> <p>I can use strategies to help spell unknown words.</p> <p>I can use spaces between words.</p> <p>I can add to my pictures by labeling to help my reader understand the steps.</p> <p>I can use upper and lowercase letters appropriately.</p>			<ul style="list-style-type: none"> ● Sharing with an intended audience
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<p>I can check my words and sentences to make sure I can read my writing.</p> <p>I can improve my How-To with color, a book cover, and ‘about the expert’ page.</p> <p>I can celebrate and share with others.</p>			
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ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
<p>Sight words writing</p> <p>Spelling patterns</p> <p>Letter sound correspondence</p> <p>Decoding</p>	<p>Informational text elements</p>	<p>Use of Rubric at Level 4</p> <p>Increase Guided Reading Level and use of Learning Targets at a higher level</p> <p>Provide text with a higher lexile level so that students can practice skills and strategies with complex text</p>	<p>Student centered literacy stations, Book Clubs, Buddy Reading and Editing</p>
RESOURCES			
<p>Student Checklist/rubric</p> <p>Informational Teacher Rubric</p>			

UNIT 5: Character Study and Authors as Mentors

UNWRAPPED STANDARDS

Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary
Literature Standards RL.1.3. Describe characters, settings, and major events in a story, using key details. RL.1.1. Ask and answer questions about key details in a text. RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	x	Content Knowledge	Character Setting Major events Key details Ask and answer questions Words and phrases feeling/ senses Illustrations Compare and contrast Adventures Identify External Actions Dialogue problem/solution Character traits Feelings
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	
Writing Standards 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 a sense of closure. W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	x	Content Knowledge	Narratives Sequenced events Details Temporal words Signal event order Closure Memories Plan Describing words Bold words
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	

			Onomatopoeia Title Dedication page
Foundational Skill Standards RF.1.1 Demonstrate understanding of the organization and basic features of print. RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words. RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3.B Decode regularly spelled one-syllable words. RF.1.4 Read with sufficient accuracy and fluency to support comprehension. RF.1.4.A Read grade-level text with purpose and understanding.	x	Content Knowledge	Features of print Sentence Word Capitalization Ending Punctuation Spoken word Syllable Blending Consonant blend Initial sounds Final sounds Sequence Sight words Trick words Decoding Spelling patterns Accuracy Fluency Vowel team
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	

<p>RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.1.3.F Read words with inflectional endings.</p> <p>RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3.D Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>			
<p>Language Standards</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1.A Print all upper- and lowercase letters.</p> <p>L.1.1.B Use common, proper, and possessive nouns.</p> <p>L.1.1.C Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.1.D Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>L.1.1.F Use frequently occurring adjectives.</p> <p>L.1.1.G Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.H Use determiners (e.g., articles, demonstratives).</p>	x	Content Knowledge	<p>Upper case letters</p> <p>Lower case letters</p> <p>Nouns</p> <p>Verbs</p> <p>Adjectives</p> <p>Conjunctions</p> <p>Capitalization</p> <p>Punctuation</p> <p>Spelling</p> <p>Spelling patterns</p> <p>Conjunctions</p> <p>Questions</p> <p>Exclamation</p> <p>Context clues</p> <p>Unknown words</p> <p>Comma</p> <p>Names</p> <p>People</p> <p>Places</p> <p>Affix</p>
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	

<p>L.1.1.I Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>L.1.1.J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.A Capitalize dates and names of people.</p> <p>L.1.2.B Use end punctuation for sentences.</p> <p>L.1.2.C Use commas in dates and to separate single words in a series</p> <p>L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>L.1.4.A Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.4.C Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>			
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<p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.A Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>L.1.5.B Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>L.1.5.C Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>L.1.5.D Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p>L.1.4.B Use frequently occurring affixes as a clue to the meaning of a word.</p>			
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UNIT ESSENTIAL QUESTIONS			
How are characters developed in narrative text and how can we use these elements in our writing?			
CCSS Standard Objective(s): The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
I can identify who the character is in a story.	x	Selected Response	<ul style="list-style-type: none"> Identifying who the characters are and what they do Noticing character traits Understanding characters' feelings as they change across the text
I can explain external characteristics of the main character.	x	Constructed Response	
I can identify the characters' actions.		Performance	

<p>I can identify the character's thoughts and dialogue.</p> <p>I can use the response rubric to answer questions.</p> <p>I can identify the problem in the story.</p> <p>I can write how a character solves their problem.</p> <p>I can use the rubric to assess my written response.</p> <p>I can infer my character's feelings.</p> <p>I can explain what character traits are.</p> <p>I can explain the difference between character feelings and traits.</p> <p>I can infer the main character's traits based on details from the text.</p> <p>I can infer what the main character learned in the story.</p> <p>I can make personal connections to the main character.</p> <p>I can compare and contrast the experiences/adventures of characters in different stories.</p>	x	Observation	<ul style="list-style-type: none"> Participation in the Foundations program.
<p>I can list meaningful memories.</p> <p>I can plan my story across my 5 fingers.</p> <p>I can write who is in my story and describe where my story is taking place.</p> <p>I can use describing words to write about the events in my story.</p> <p>I can "show not tell" using my 5 senses.</p>	x	Selected Response	<ul style="list-style-type: none"> Developing characters Developing events Developing challenges and solutions Exploring an author Analyzing that author's technique Applying the authors' craft Applying writing mechanics
	x	Constructed Response	
		Performance	
	x	Observation	

<p>I can show feelings with picture details.</p> <p>I can use bold words to add meaning to my story.</p> <p>I can use onomatopoeia words to add meaning to my story.</p> <p>I can use meaningful comeback lines to add to my story.</p> <p>I can use the writing rubric to guide my writing.</p> <p>I can include a title and dedication page with my story.</p> <p>I can include an “All About the Author” page with my story.</p> <p>I can edit my story for uppercase letters, punctuation, and correct spelling of words.</p> <p>I can celebrate my story by reading it to my friends.</p>			
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ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
<p>Sight words writing</p> <p>Spelling patterns</p> <p>Letter sound correspondence</p> <p>Decoding</p>	<p>Narrative text elements</p>	<p>Use of Rubric at Level 4</p> <p>Increase Guided Reading Level and use of Learning Targets at a higher level</p> <p>Provide text with a higher lexile level so that students can practice skills and strategies with complex text</p>	<p>Student centered literacy stations, Book Clubs, Buddy Reading and Editing</p>

RESOURCES

[Writing Rubric](#)

UNIT 6: Series Reading & Realistic Fiction

UNWRAPPED STANDARDS

Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary
Literature Standards RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.9. Compare and contrast the adventures and experiences of characters in stories. RL.1.6. Identify who is telling the story at various points in a text. RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	x	Content Knowledge	Retelling
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Key details Central message Lesson Compare and contrast
		Physical Skill	Adventures Identify
	x	Product Development	Elements Retell
	x	Learning Behavior	Beginning, middle, end Internal traits External traits Describe Main character Realistic Dialogue Details Setting Problem Respond to challenges Series of events Illustrations recall

Writing Standards 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 a sense of closure. 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	Content Knowledge	Narratives Sequenced events Details Temporal words Signal event order Closure Digital tools Publish Collaboration Elements Believable characters Setting Plan Craft Beginning, middle, end Temporal words Edit Revise Capitalize
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	
Foundational Skill Standards RF.1.1 Demonstrate understanding of the organization and basic features of print. RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words. RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. RF.1.2.C Isolate and pronounce initial, medial vowel, and	x	Content Knowledge	Features of print Sentence Word Capitalization Ending Punctuation Spoken word Syllable Blending Consonant blend Initial sounds Final sounds Sequence Sight words Trick words Decoding Spelling patterns
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	

<p>final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.B Decode regularly spelled one-syllable words.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4.A Read grade-level text with purpose and understanding.</p> <p>RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.1.3.F Read words with inflectional endings.</p> <p>RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3.D Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>			<p>Accuracy</p> <p>Fluency</p> <p>Vowel team</p>
<p>Language Standards</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1.A Print all upper- and lowercase letters.</p> <p>L.1.1.B Use common, proper, and possessive nouns.</p>	x	Content Knowledge	<p>Upper case letters</p> <p>Lower case letters</p> <p>Nouns</p> <p>Verbs</p> <p>Adjectives</p> <p>Conjunctions</p> <p>Capitalization</p> <p>Punctuation</p>
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	

<p>L.1.1.C Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.1.D Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>L.1.1.F Use frequently occurring adjectives.</p> <p>L.1.1.G Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.H Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.I Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>L.1.1.J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.A Capitalize dates and names of people.</p> <p>L.1.2.B Use end punctuation for sentences.</p> <p>L.1.2.C Use commas in dates and to separate single words in a series</p> <p>L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	x	Product Development	<p>Spelling</p> <p>Spelling patterns</p> <p>Conjunctions</p> <p>Questions</p> <p>Exclamation</p> <p>Context clues</p> <p>Unknown words</p> <p>Comma</p> <p>Names</p> <p>People</p> <p>Places</p> <p>Affix</p>

<p>L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>L.1.4.A Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.4.C Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.A Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>L.1.5.B Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>L.1.5.C Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>L.1.5.D Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p>L.1.4.B Use frequently occurring affixes as a clue to the meaning of a word.</p>			
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UNIT ESSENTIAL QUESTIONS

How are characters developed across series and how do they respond during adventures and challenges?
How can we use the elements we learned in our own writing?

CCSS Standard Objective(s): The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
I can identify the elements of a retell. I can use what I know about story elements to retell a text. I can describe characters' internal and external traits. I can name the main character(s) in a series and identify what makes them realistic. I can identify who is telling the story throughout the text. I can notice how authors include what characters think and feel based on events in a story. I notice how authors use dialogue to add details to a story. I can identify the problem in a story. I can identify the setting and what makes it realistic. I can identify how a character responds to a challenge. I can identify the series of events in a retell. I can identify how the character solves the problem. I can notice and talk about how the illustrations help to describe a character, the setting, or events.	x	Selected Response	<ul style="list-style-type: none"> ● Retelling stories that include key details from the text ● Making inferences about the characters ● Comparing characters' adventures and experiences across texts ● Identifying who is telling the story at various points in a text, ● Understanding the central message or lesson of the text. ● Participation in the Foundations program.
	x	Constructed Response	
		Performance	
	x	Observation	

<p>I can ask and answer questions about key details in a text.</p> <p>I can recall the key details in a text in a sequence to help me retell a story.</p> <p>I can describe how and why the character actions change in a story.</p> <p>I can talk and write about how a character's feelings change in a story.</p> <p>I can describe what the character(s) learns in a story.</p> <p>I can compare and contrast characters' feelings.</p> <p>I can compare and contrast the adventures and experiences of characters in a series.</p> <p>I can interest a friend in a favorite story or character in a series.</p>			
<p>I can identify the elements of realistic fiction.</p> <p>I can develop a believable character or characters.</p> <p>I can develop a realistic setting.</p> <p>I can plan my realistic fiction story.</p> <p>I can write the beginning of my realistic fiction story.</p> <p>I can craft my beginning to catch my reader's attention.</p> <p>I can write the middle of my realistic fiction story.</p>	x	Selected Response	<ul style="list-style-type: none"> Studying mentor text to identify characteristics of effective stories Drawing on everything they know to create fiction stories Revising qualities of good writing Selecting the best piece to revise, edit, and publish more extensively for an audience
	x	Constructed Response	
		Performance	
	x	Observation	

<p>I can include temporal words between events in my story.</p> <p>I can write an ending that solves the problem in my story.</p> <p>I can craft an ending to leave my reader with something to think about.</p> <p>I can reread my story to make sure my work is written clearly and makes sense.</p> <p>I can read my story to a partner to decide if I need to add more details.</p> <p>I can revise parts of my story based on my partner's feedback.</p> <p>I can edit my story by capitalizing the beginning of all my sentences and names of people and places.</p> <p>I can edit my story by making sure I have ending punctuation for all my sentences.</p> <p>I can share my realistic story with an audience.</p>			
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ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
<p>Sight words writing</p> <p>Spelling patterns</p> <p>Letter sound correspondence</p> <p>Decoding</p>	<p>Narrative text elements</p>	<p>Use of Rubric at Level 4</p> <p>Increase Guided Reading Level and use of Learning Targets at a higher level</p> <p>Provide text with a higher lexile level so that students can practice</p>	<p>Student centered literacy stations, Book Clubs, Buddy Reading and Editing</p>

		skills and strategies with complex text	
RESOURCES			
Bradford Street Buddies: Backyard Camp-Out by Jerdine Nolen Bradford Street Buddies: Block Party Surprise by Jerdine Nolen Bradford Street Buddies: Springtime Blossoms by Jerdine Nolen Realistic Fiction Student Writing Checklist Realistic Fiction Writing Teacher Rubric			