

# **English Language Arts**

## **Grade One**

**BOARD APPROVAL DATE: August 2021**

**BOARD ADOPTION OF STATE STANDARDS: September 2012; Revised  
2016**

## Unit Overview (Standards Coverage)

Unit	Standards	Unit Focus	Skills Overview	Suggested Pacing
Unit 1	<p><b>RF.1.1, RF.1.2, RF.1.3, RF. 1.4</b></p> <p><b>RL.1.1, RL.1.2, RL.1.3, RL.1.6, RL.1.10</b></p> <p><b>RI.1.1, RI.1.2, RI.1.3, RI.1.5, RI.1.6, RI.1.10</b></p> <p><b>W.1.1, W.1.2, W.1.3, W.1.5</b></p> <p><b>L.1.1, L.1.2, L.1.4, L.1.5, L.1.6</b></p> <p><b>SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6</b></p>	<p><b>Reading:</b> Exploring texts for structure and reinforcement of foundational skills.</p> <p><b>Writing:</b> Narrative Writing (Purpose - to tell a story) Memoir (Personal Memory Story)</p> <p><b>PWS:</b> Letter-sound relationships and mastery of early literacy concepts using the science o (phonemic and phonological awareness reinforcement).</p>	<ul style="list-style-type: none"> <li>● <b>Plot: problem and solution and sequence of events</b></li> <li>● <b>Cause and effect</b></li> <li>● <b>Setting Picture-text relationships</b></li> <li>● <b>Compare and contrast Text structure</b></li> <li>● <b>Text features: labels, headings, diagrams</b></li> <li>● <b>Text structure</b></li> </ul>	60 Days
Unit 2	<p><b>RF.1.1, RF.1.2, RF.1.3, RF.1.4</b></p> <p><b>RL.1.1, RL.1.2, RL.1.3, RL.1.5, RL.1.7, RL.1.10</b></p> <p><b>RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.8, RI.1.10</b></p> <p><b>W.1.1, W.1.2, W.1.3, W.1.5, W.1.6, W.1.7, W.1.8</b></p> <p><b>L.1.1, L.1.2, L.1.4, L.1.5, L.1.6</b></p> <p><b>SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6</b></p>	<p><b>Reading:</b> Author and Illustrator studies in fiction and nonfiction to study character main idea, and author’s craft.</p> <p><b>Writing:</b> Informative and opinion writing.</p> <p><b>PWS:</b> Encoding and decoding using the science of reading.</p>	<ul style="list-style-type: none"> <li>● <b>Character traits</b></li> <li>● <b>Cause and effect</b></li> <li>● <b>Draw conclusions</b></li> <li>● <b>Picture-text relationships</b></li> <li>● <b>Literary vs. Informational</b></li> <li>● <b>Text Structure: Beginning, middle, end</b></li> <li>● <b>Main idea and details</b></li> <li>● <b>Author’s purpose: informational vs. how-to</b></li> <li>● <b>Text features (maps, labels, bold text)</b></li> <li>● <b>Steps in a process</b></li> <li>● <b>Sequence of Events</b></li> </ul>	60 Days
Unit 3	<p><b>RF.1.1, RF.1.2, RF.1.3, RF.1.4</b></p>	<p><b>Reading:</b> Use text sets to study the natural world, imagination, folk tales and the use of language.</p>	<ul style="list-style-type: none"> <li>● <b>Character Motivations</b></li> <li>● <b>Character’s feelings</b></li> <li>● <b>Plot</b></li> <li>● <b>Cause and Effect</b></li> </ul>	60 Days

	<p><b>RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.9, RL.1.10</b></p> <p><b>RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.9, RI.1.10</b></p> <p><b>W.1.1, W.1.2, W.1.3, W.1.5, W.1.6, W.1.7, W.1.8</b></p> <p><b>L.1.1, L.1.2, L.1.4, L.1.5, L.1.6</b></p> <p><b>SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6</b></p>	<p><b>Writing:</b> Shared research and poetry.</p> <p><b>PWS:</b> Encoding and decoding using the science of reading.</p>	<ul style="list-style-type: none"> <li>● <b>Main idea and reasons</b></li> <li>● <b>Text features (arrows and diagrams)</b></li> <li>● <b>Author’s purpose and reasoning</b></li> <li>● <b>Picture-text relationships</b></li> <li>● <b>Text structure</b></li> </ul>	
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**This document outlines in detail the answers to following four questions:**

- 1. What do we want our students to know?**
- 2. How do we know if they learned it?**
- 3. What do we do if they did not learn it?**
- 4. What do we do when they did learn it?**

Unit 1 <b>English Language Arts, Grade One</b>		
Content & Practice Standards (write in full)	Career Readiness, Life Literacies, and Key Skills	Critical Knowledge & Skills
<p><b><u>Progress Indicators for Reading Foundational Skills</u></b></p> <p><b>Print Concepts</b> RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p style="padding-left: 20px;">A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p><b>Phonological Awareness</b> RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p style="padding-left: 20px;">A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p style="padding-left: 20px;">B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p style="padding-left: 20px;">C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p style="padding-left: 20px;">D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p><b>Phonics and Word Recognition</b> RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p style="padding-left: 20px;">A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p style="padding-left: 20px;">B. Decode regularly spelled one-syllable words.</p> <p><b>Fluency</b> RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p>	<ul style="list-style-type: none"> <li>● <b>Creativity and Innovation:</b> Brainstorming can create new, innovative ideas.</li> <li>● <b>Critical Thinking and Problem-solving:</b> Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.</li> <li>● <b>Digital Citizenship:</b> Digital artifacts can be owned by individuals or organizations. <ul style="list-style-type: none"> <li>• Individuals should practice safe behaviors when using the Internet.</li> <li>• An individual’s digital footprint reflects the various actions an individual makes online, both positive and negative.</li> <li>• Digital communities allow for social interactions that can result in positive or negative outcomes.</li> <li>• Young people can have a positive impact on the natural world in the fight against climate change.</li> </ul> </li> <li>● <b>Global and Cultural Awareness:</b> Individuals from different cultures may have different points of view and experiences.</li> <li>● <b>Information and Media Literacy:</b> Digital tools and media resources provide access to vast stores of information that can be searched. <ul style="list-style-type: none"> <li>• Digital tools can be used to display data in various ways.</li> <li>• A variety of diverse sources, contexts, disciplines and cultures provide valuable and necessary information that can be used for different purposes.</li> <li>• Information is shared or conveyed in a variety of formats and sources.</li> </ul> </li> <li>● <b>Technology Literacy:</b> <ul style="list-style-type: none"> <li>• Digital tools have a purpose.</li> <li>• Collaboration can simplify the work an individual has to do and sometimes produce a better product.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Plot: problem and solution and sequence of events</li> <li>● Cause and effect</li> <li>● Setting Picture-text relationships</li> <li>● Compare and contrast Text structure</li> <li>● Text features: labels, headings, diagrams</li> <li>● Text structure</li> </ul>

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Progress Indicators for Reading Literature****Key Ideas and Details**

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.1.3. Describe characters, settings, and major event(s) in a story, using key details.

**Craft and Structure**

RL.1.6. Identify who is telling the story at various points in a text.

**Range of Reading and Level of Text Complexity**

RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

**Progress Indicators for Reading Informational Text****Key Ideas and Details**

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Craft and Structure**

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.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**Range of Reading and Level of Text Complexity**

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

**Progress Indicators for Writing**

**Text Types and Purposes**

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.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3. 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.

**Production and Distribution of Writing**

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

**Progress Indicators for Language**

**Conventions of Standard English**

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

- A. **Print all upper- and lowercase letters.**
- B. Use common, proper, and possessive nouns.
- C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- D. **Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).**

- 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).**
- F. Use frequently occurring adjectives.**
- G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- H. Use determiners (e.g., articles, demonstratives).
- I. Use frequently occurring prepositions (e.g., during, beyond, toward).
- J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.**

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

- A. Capitalize dates and names of people.**
- B. Use end punctuation for sentences.**
- C. Use commas in dates and to separate single words in a series.
- D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.**
- E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

#### **Vocabulary Acquisition and Use**

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.

- A. Use sentence-level context as a clue to the meaning of a word or phrase.**
- B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.**

- 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 figurative language, word relationships and nuances in word meanings.

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

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).

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

- 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.**

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., because).

**Speaking and Listening (all year)**  
**Comprehension and Collaboration**

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.

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.



<p>C. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>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>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.</p> <p><b>Presentation of Knowledge and Ideas</b></p> <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6. Produce complete sentences when appropriate to task and situation.</p>		
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**Unit 1 English Language Arts, Grade One**

**Stage 1 – Desired Results**

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
<p><i>This unit uses a multi-text approach to reinforce phonics, spelling and word study skills to build fluent readers across genres and forms.</i></p>	<p>Mini Lesson Book                      Guided Reading Collection                      Interactive Read Alouds                      Shared Reading and Words that Sing                      Phonics Word Study</p>

**UNDERSTANDINGS**

<p>Students will understand that...</p>	
<p><b><u>READING</u></b></p> <ul style="list-style-type: none"> <li>● Students should engage with books and practice independent reading and use the workshop model to support and practice their learning.</li> <li>● Students should understand the concept of a story.</li> <li>● Students should learn to ask and answer questions through interactive read-aloud</li> </ul> <p><b><u>WRITING</u></b></p> <ul style="list-style-type: none"> <li>● Students should understand the importance of connecting reading to writing.</li> <li>● Students should practice writing and/or drawing about reading.</li> </ul>	

<p><b>Students will know...</b></p>	<p><b>Students will be able to...</b></p>
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*What content will be covered that students must master?*

**READING**

- Ask questions to deepen understanding of a text
- Provide specific examples and evidence from personal experience and text
- Notice when a fiction writer is communicating a moral or lesson

**WRITING**

- Draw and write about the plot of a story.
- Develop a story with a plot.
- Write about how the illustrations communicate the writer’s message
- Write about a character’s problem and solutions
- State an opinion and support it.

*What should students be able to accomplish to demonstrate understanding?*

**READING**

**Foundational Skills**

Encode and Decode words with:

- ch, tch, and sh
- wh/hw/, th/th/
- ng/ng/, le/el/
- er/ér/, ed/ed/, ed/d/, ed/t/

Memory Words:

- I, my, she, her, he, his
- where, what, why, when, which, who
- do, have, show, how, me, a
- look, your, the, was, are, for

**Literary**

- Plot
  - problem and solution
  - Sequence of events
- Cause and effect
- Setting Picture-text relationships

**Informational**

- Compare and contrast Text structure
- Text features: labels, headings, diagrams
- Text structure

**WRITING**

- **Write About Reading:** Students should begin a reader’s notebook where they apply whole group instruction to their independent reading. Students can draw and/or write.
- **Opinion Writing:** Sentences stating opinions and supporting reasons, and a paragraph with an opinion and reasons telling which season is best
- **Informative Writing:** Questions about topics and answers based on information from an interview, a story, or shared research

**Stage 2 – Assessment Evidence**

Performance Tasks:

Other Evidence (**Alternate Assessments**):

*What other means of assessment will be used throughout this unit?*

**Narrative Writing W.1.3**

**\*Narrative Writing:** Story and a book about something they did, each including three connected events

*What projects, hands-on lessons, use of manipulatives, active participation in new situations, etc. will reveal evidence of meaning-making and transfer (true understanding)?*

*How will students demonstrate their understanding (meaning-making and transfer) through complex performance?*

- Reader’s Notebook
- Writer’s Notebook
- Writing Rubric
- F&P Benchmark
- Common Assessments
- Trimester Benchmark Assessments
- Running Records
- Guided Reading
- Conferencing evidence

**Stage 3 – Learning Plan**

• *Where is the work headed? Why is it headed there? What are the student’s final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? (These are questions asked by students. Help the student see the answers to these questions upfront.)*

• *Hook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks.*

• *Explore and Equip. 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skill and knowledge. Have them experience the ideas to make them real.*

• *Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.*

*What pre-assessments will you use to check student’s prior knowledge, skill levels, and potential misconceptions?*

*Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?*

*Does the learning plan reflect principles of learning and best practices?*

*Is there tight alignment with Stages 1 and 2?*

*Is the plan likely to be engaging and effective for all students?*

**PROGRESS MONITORING**

*How will you monitor students’ progress toward acquisition, meaning-making, and transfer, during lesson events?*

*What are potential rough spots and student misunderstandings?*

*How will students get the feedback they need?*

*What supports are needed for students to be successful? Re-teach, small group instruction, etc.*

**Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students**

• *Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.*

• *Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*

• *Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

**Gifted & Talented:**

- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Word Work
- Extension, Level 4, projects and assignments to promote student agency through guided reading, differentiated literacy centers, and/or individualized learning plans

**Tier I:**

- Guided reading
- Word work
- Differentiated literacy centers
- Small group instruction formed through formative assessment and progress monitoring data

**Tier II:**

- Additional Guided Reading time based on targeted intervention
- MobyMax individualized learning path
- Skills small group instruction formed through formative assessment and progress monitoring data

**Tier III:**

- Leveled Literacy Intervention (LLI)
- Phonics First
- MobyMax individualized learning path
- Title 1/Remedial pull-out focused on targeted intervention and strategy
- Maximum guided reading instruction

**ELL:**

- Additional guided reading time based on targeted intervention
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Phonics First small group instruction
- Use of graphic organizers to complete assignments
- Use of listening centers
- Use of word walls
- Alternate assessments that demonstrate non- verbal understanding
- Use of visuals and manipulatives

**504s:**

- Extended time
- Listening centers
- Phonics First

- Graphic organizers
- Written, visual or audible supports and/or alternatives

**SPED:**

- Learning Ally
- Additional guided reading time based on targeted intervention
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Phonics First small group instruction
- Use of graphic organizers to complete assignments

**Unit 2 English Language Arts, Grade One**

Content & Practice Standards	Career Readiness, Life Literacies, and Key Skills	Critical Knowledge & Skills
<p><b><u>Progress Indicators for Reading Foundational Skills</u></b></p> <p><b>Print Concepts</b> RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p><b>Phonological Awareness</b> RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>A. Distinguish long from short vowel sounds in spoken single-syllable words. B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p><b>Phonics and Word Recognition</b> RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). B. Decode regularly spelled one-syllable words. A. Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<ul style="list-style-type: none"> <li>● <b>Creativity and Innovation:</b> Brainstorming can create new, innovative ideas.</li> <li>● <b>Critical Thinking and Problem-solving:</b> Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.</li> <li>● <b>Digital Citizenship:</b> Digital artifacts can be owned by individuals or organizations. <ul style="list-style-type: none"> <li>• Individuals should practice safe behaviors when using the Internet.</li> <li>• An individual’s digital footprint reflects the various actions an individual makes online, both positive and negative.</li> <li>• Digital communities allow for social interactions that can result in positive or negative outcomes.</li> <li>• Young people can have a positive impact on the natural world in the fight against climate change.</li> </ul> </li> <li>● <b>Global and Cultural Awareness:</b> Individuals from different cultures may have different points of view and experiences.</li> <li>● <b>Information and Media Literacy:</b> Digital tools and media resources provide access to vast stores of information that can be searched. <ul style="list-style-type: none"> <li>• Digital tools can be used to display data in various ways.</li> <li>• A variety of diverse sources, contexts, disciplines and cultures provide valuable and necessary information that can be used for different purposes.</li> <li>• Information is shared or conveyed in a variety of formats and sources.</li> </ul> </li> <li>● <b>Technology Literacy:</b> <ul style="list-style-type: none"> <li>• Digital tools have a purpose.</li> <li>• Collaboration can simplify the work an individual has to do and sometimes produce a better product.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Character traits</li> <li>● Cause and effect</li> <li>● Draw conclusions</li> <li>● Picture-text relationships</li> <li>● Literary vs. Informational</li> <li>● Text Structure: Beginning, middle, end</li> <li>● Main idea and details</li> <li>● Author’s purpose: informational vs. how-to</li> <li>● Text features (maps, labels, bold text)</li> <li>● Steps in a process</li> <li>● Sequence of Events</li> </ul>

- B. Distinguish long and short vowels when reading regularly spelled one-syllable words.

**Fluency**

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.  
 B. Read grade-level text orally with accuracy, appropriate rate, and expression.  
 C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Progress Indicators for Reading Literature**

**Key Ideas and Details**

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.1.3. Describe characters, settings, and major event(s) in a story, using key details.

**Craft and Structure**

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.

**Integration of Knowledge and Ideas**

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

**Range of Reading and Level of Text Complexity**

RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

**Progress Indicators for Reading Informational Text**

**Key Ideas and Details**

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Craft and Structure**

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

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.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Integration of Knowledge and Ideas

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.

**Range of Reading and Level of Text Complexity**

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

**Progress Indicators for Writing**

**Text Types and Purposes**

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.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3. 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.



**Production and Distribution of Writing**

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

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.

**Research to Build and Present Knowledge**

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).

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Progress Indicators for Language****Conventions of Standard English**

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

- A. Print all upper- and lowercase letters.
- B. Use common, proper, and possessive nouns.**
- C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).**
- D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- 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).
- F. Use frequently occurring adjectives.
- G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

- H. Use determiners (e.g., articles, demonstratives).
- I. Use frequently occurring prepositions (e.g., during, beyond, toward).
- J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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

- A. Capitalize dates and names of people.
- B. Use end punctuation for sentences.
- C. Use commas in dates and to separate single words in a series.
- D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**Vocabulary Acquisition and Use**

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.

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
- 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 figurative language, word relationships and nuances in word meanings.

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

**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).**

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

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.

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., because).

**Speaking and Listening (all year)**

**Comprehension and Collaboration**

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.

A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

C. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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.

**Presentation of Knowledge and Ideas**

<p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6. Produce complete sentences when appropriate to task and situation.</p>		
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**Unit 2 English Language Arts, Grade One**

**Stage 1 – Desired Results**

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
<p><i>This unit strengthens students' views of self as a reader and writer as they explore text for character, theme, main idea and use of language (author's craft).</i></p>	<p>Mini Lesson Book                      Guided Reading Collection                      Interactive Read Alouds                      Shared Reading and Words that Sing                      Phonics Word Study</p>

**UNDERSTANDINGS**

<p>Students will understand that...</p> <p><b><u>READING</u></b>                      Students will understand they need strategies and knowledge of spelling patterns to decode unknown words.</p> <p><b><u>WRITING</u></b>                      Students will understand that as writers they need to provide reasons to support their thinking.</p>
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Students will know...	Students will be able to...
<p><i>What content will be covered that students must master?</i></p> <p><b><u>READING</u></b></p> <ul style="list-style-type: none"> <li>• Long and short vowel patterns</li> <li>• Examine characters, plot and setting</li> <li>• How to use illustrations to aid in comprehension</li> <li>• Differences between fiction and informational text</li> <li>• How to notice features and details in informational text</li> </ul> <p><b><u>WRITING</u></b></p> <ul style="list-style-type: none"> <li>• How to support an opinion and then share with peers</li> <li>• How to inform people through writing</li> </ul>	<p><i>What should students be able to accomplish to demonstrate understanding?</i></p> <p><b><u>READING</u></b></p> <p><b><u>Foundational Skills</u></b></p> <p>Encode and Decode words with:</p> <ul style="list-style-type: none"> <li>• CV and CVCe patterns</li> <li>• Encode long- and short-vowel patterns</li> <li>• CVCe words with -s, -ing, -ed Review adding -s, -ing, -ed to CVCC and CVC words Form plurals with -s and -es</li> <li>• CVVC words with ai, oa, ea, ee, ue, ie Add -ing and -ed to CVVC words</li> <li>• y/ī/, y/ē/, ay/ā/ Add -y to form adjectives Add -er and -est to words ending in y</li> </ul> <p>Memory Words:</p> <ul style="list-style-type: none"> <li>• there, from, be, to, we, or</li> <li>• said, only, you, out, of, here</li> </ul>

	<ul style="list-style-type: none"> <li>● oh, any, day, good, very, want</li> <li>● would, could, some, one, new, were</li> <li>● boy, girl, two, four, about, over, before</li> <li>● down, too, work, many, first</li> </ul> <p><b><u>Literary</u></b></p> <ul style="list-style-type: none"> <li>● Character traits</li> <li>● Cause and effect</li> <li>● Draw conclusions</li> <li>● Picture-text relationships</li> <li>● Literary vs. Informational</li> <li>● Text Structure: Beginning, middle, end</li> </ul> <p><b><u>Informational</u></b></p> <ul style="list-style-type: none"> <li>● Main idea and details</li> <li>● Author’s purpose: informational vs. how-to</li> <li>● Text features (maps, labels, bold text)</li> <li>● Steps in a process</li> <li>● Sequence of Events</li> </ul> <p><b><u>WRITING</u></b></p> <ul style="list-style-type: none"> <li>● <b>Write About Reading:</b> Students should develop their reader’s notebooks where they apply whole group instruction to their independent reading. Students can draw and/or write.</li> <li>● <b>Opinion Writing:</b> Opinion paragraph with supporting reasons for playing inside or playing outside, plus an opinion or reason presented in a class debate</li> <li>● <b>Informative Writing:</b> Fact card and informational paragraph about topics they know a lot about</li> </ul>
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**Stage 2 – Assessment Evidence**

<p>Performance Tasks:</p> <p><b><u>Opinion Writing W.1.1</u></b></p> <p><b>Opinion Writing:</b> Book review that states an opinion and supporting reasons for liking a book or story.</p> <p><i>What projects, hands-on lessons, use of manipulatives, active participation in new situations, etc. will reveal evidence of meaning-making and transfer (true understanding)?</i></p>
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<p>Other Evidence (<b>Alternate Assessments</b>):</p> <p><i>What other means of assessment will be used throughout this unit?</i></p> <ul style="list-style-type: none"> <li>● Reader’s Notebook</li> <li>● Writer’s Notebook</li> <li>● Writing Rubric</li> <li>● F&amp;P Benchmark</li> <li>● Common Assessments</li> <li>● Trimester Benchmark Assessments</li> <li>● Running Records</li> <li>● Guided Reading</li> </ul>
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*How will students demonstrate their understanding (meaning-making and transfer) through complex performance?*

- Conferencing evidence

### Stage 3 – Learning Plan

• *Where is the work headed? Why is it headed there? What are the student's final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? (These are questions asked by students. Help the student see the answers to these questions upfront.)*

• *Hook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks.*

• *Explore and Equip. 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skill and knowledge. Have them experience the ideas to make them real.*

• *Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.*

*What pre-assessments will you use to check student's prior knowledge, skill levels, and potential misconceptions?*

*Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?*

*Does the learning plan reflect principles of learning and best practices?*

*Is there tight alignment with Stages 1 and 2?*

*Is the plan likely to be engaging and effective for all students?*

#### **PROGRESS MONITORING**

*How will you monitor students' progress toward acquisition, meaning-making, and transfer, during lesson events?*

*What are potential rough spots and student misunderstandings?*

*How will students get the feedback they need?*

*What supports are needed for students to be successful? Re-teach, small group instruction, etc.*

### Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

• *Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.*

• *Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*

• *Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

**Gifted & Talented:**

- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Word Work
- Extension, Level 4, projects and assignments to promote student agency through guided reading, differentiated literacy centers, and/or individualized learning plans

**Tier I:**

- Guided reading
- Word work
- Differentiated literacy centers
- Small group instruction formed through formative assessment and progress monitoring data

**Tier II:**

- Additional Guided Reading time based on targeted intervention
- MobyMax individualized learning path
- Skills small group instruction formed through formative assessment and progress monitoring data

**Tier III:**

- Leveled Literacy Intervention (LLI)
- Phonics First
- MobyMax individualized learning path
- Title I/Remedial pull-out focused on targeted intervention and strategy
- Maximum guided reading instruction

**ELL:**

- Additional guided reading time based on targeted intervention
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Phonics First small group instruction
- Use of graphic organizers to complete assignments
- Use of listening centers
- Use of word walls
- Alternate assessments that demonstrate non- verbal understanding
- Use of visuals and manipulatives

**504s:**

- Extended time
- Listening centers
- Phonics First
- Graphic organizers
- Written, visual or audible supports and/or alternatives

**SPED:**

- Learning Ally
- Additional guided reading time based on targeted intervention
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Phonics First small group instruction
- Use of graphic organizers to complete assignments



**Unit 3 English Language Arts, Grade One**

Content & Practice Standards	Career Readiness, Life Literacies, and Key Skills	Critical Knowledge & Skills
<p><b><u>Progress Indicators for Reading Foundational Skills</u></b></p> <p><b>Print Concepts</b> RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p><b>Phonological Awareness</b> RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p><b>Phonics and Word Recognition</b> RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>B. Decode regularly spelled one-syllable words.</p> <p>C. <b>Know final -e and common vowel team conventions for representing long vowel sounds.</b></p>	<ul style="list-style-type: none"> <li>● <b>Creativity and Innovation:</b> Brainstorming can create new, innovative ideas.</li> <li>● <b>Critical Thinking and Problem-solving:</b> Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.</li> <li>● <b>Digital Citizenship:</b> Digital artifacts can be owned by individuals or organizations. <ul style="list-style-type: none"> <li>• Individuals should practice safe behaviors when using the Internet.</li> <li>• An individual’s digital footprint reflects the various actions an individual makes online, both positive and negative.</li> <li>• Digital communities allow for social interactions that can result in positive or negative outcomes.</li> <li>• Young people can have a positive impact on the natural world in the fight against climate change.</li> </ul> </li> <li>● <b>Global and Cultural Awareness:</b> Individuals from different cultures may have different points of view and experiences.</li> <li>● <b>Information and Media Literacy:</b> Digital tools and media resources provide access to vast stores of information that can be searched. <ul style="list-style-type: none"> <li>• Digital tools can be used to display data in various ways.</li> <li>• A variety of diverse sources, contexts, disciplines and cultures provide valuable and necessary information that can be used for different purposes.</li> <li>• Information is shared or conveyed in a variety of formats and sources.</li> </ul> </li> <li>● <b>Technology Literacy:</b> <ul style="list-style-type: none"> <li>• Digital tools have a purpose.</li> <li>• Collaboration can simplify the work an individual has to do and sometimes produce a better product.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Character Motivations</li> <li>● Character’s feelings</li> <li>● Plot</li> <li>● Cause and Effect</li> <li>● Main idea and reasons</li> <li>● Text features (arrows and diagrams)</li> <li>● Author’s purpose and reasoning</li> <li>● Picture-text relationships</li> <li>● Text structure</li> </ul>

- D. Distinguish long and short vowels when reading regularly spelled one-syllable words.**
- E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.**

**Fluency**

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Progress Indicators for Reading Literature**

**Key Ideas and Details**

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.1.3. Describe characters, settings, and major event(s) in a story, using key details.

**Craft and Structure**

RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**Integration of Knowledge and Ideas**

RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

**Progress Indicators for Reading Informational**

**Text**

**Key Ideas and Details**

- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text.
- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Craft and Structure**

- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- 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.
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**Range of Reading and Level of Text Complexity**

- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

**Progress Indicators for Writing**

**Text Types and Purposes**

- 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.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3. 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.

**Production and Distribution of Writing**

- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions

from peers and self-reflection, and add details to strengthen writing and ideas as needed.

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.

**Research to Build and Present Knowledge**

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).

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Progress Indicators for Language**

**Conventions of Standard English**

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

- A. Print all upper- and lowercase letters.
- B. Use common, proper, and possessive nouns.
- C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- 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).
- F. Use frequently occurring adjectives.
- G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).**
- H. Use determiners (e.g., articles, demonstratives).**
- I. Use frequently occurring prepositions (e.g., during, beyond, toward).**

J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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

A. Capitalize dates and names of people.

B. Use end punctuation for sentences.

C. Use commas in dates and to separate single words in a series.

**D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.**

E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

#### **Vocabulary Acquisition and Use**

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.

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

B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.

**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 figurative language, word relationships and nuances in word meanings.

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

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).

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

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., because).

### **Speaking and Listening (all year)**

#### **Comprehension and Collaboration**

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.

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

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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.

#### **Presentation of Knowledge and Ideas**

<p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6. Produce complete sentences when appropriate to task and situation.</p>		
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**Unit 3 English Language Arts, Grade One**

**Stage 1 – Desired Results**

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
<p><i>This unit allows students to continue to grow and explore their identities as readers and writers across genres and work collaboratively to learn more about the world, cultures and themselves.</i></p>	<p>Mini Lesson Book                      Guided Reading Collection                      Interactive Read Alouds                      Shared Reading and Words that Sing                      Phonics Word Study</p>

**UNDERSTANDINGS**

Students will understand that...

**READING**

- Students will explore mystery genre and its unique traits.
- Students become strong readers through collaboration and inquiry across multiple genres.

**WRITING**

- Genre writing in response to genre reading
- Students will apply reading standards to writing.

**Students will know...**

*What content will be covered that students must master?*

**READING**

- Notice and understand characteristics of specific fiction genres
- Notice and discuss narrative structure
- Analyze texts to determine aspects of a writer’s style
- Use understanding of structure to monitor and correct reading
- Notice a writer’s use of language
- Use academic language to talk about literary/genre features

**Students will be able to...**

*What should students be able to accomplish to demonstrate understanding?*

**READING**

**Foundational Skills**

Encode and Decode words with:

- all and aw words
- ar/är/, or/ôr/, and er, ir, ur, ar, or, ear/ër/
- oi/oi/, oy/oy/
- c/s/, g/j/
- ow and ou words
- oo words

<p><b><u>WRITING</u></b></p> <ul style="list-style-type: none"> <li>● Make notes to clarify information</li> <li>● Represent a longer series of events from a text</li> <li>● Notice and write about the characteristics of genre</li> <li>● Describe relationships between characters, differentiate between main characters, and write about character change.</li> <li>● When reading texts, students refer to the text to draw conclusions as well as answer directly stated questions.</li> </ul>	<ul style="list-style-type: none"> <li>● Trickers with Tag-along e</li> </ul> <p>Memory Words:</p> <ul style="list-style-type: none"> <li>● come, coming, they, our, put</li> <li>● cold, know, does, laugh, both, again</li> <li>● kind, buy, find, right, wash, light</li> <li>● warm, walk, give, once, done</li> <li>● live, eight, old, hold, write</li> </ul> <p><b><u>Literary</u></b></p> <ul style="list-style-type: none"> <li>● Character Motivations</li> <li>● Character’s feelings</li> <li>● Plot</li> <li>● Cause and Effect</li> </ul> <p><b><u>Informational</u></b></p> <ul style="list-style-type: none"> <li>● Main idea and reasons</li> <li>● Text features (arrows and diagrams)</li> <li>● Author’s purpose and reasoning</li> <li>● Picture-text relationships</li> <li>● Text structure</li> </ul> <p><b><u>WRITING</u></b></p> <ul style="list-style-type: none"> <li>● <b>Write About Reading:</b> Students should begin a reader’s notebook where they apply whole group instruction to their independent reading. Students can draw and/or write.</li> <li>● <b>Narrative Writing:</b> Fiction story produced as a picture book with a beginning, middle, and end</li> <li>● <b>Opinion Writing:</b> Memory book with a memorable event story and a favorite thing story</li> </ul>
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**Stage 2 – Assessment Evidence**

<p>Performance Tasks:  <b><u>Research Writing W.1.2</u></b>          Informational book about a topic they researched</p>	<p>Other Evidence (<b>Alternate Assessments</b>):  <i>What other means of assessment will be used throughout this unit?</i></p> <ul style="list-style-type: none"> <li>● Reader’s Notebook</li> <li>● Writer’s Notebook</li> <li>● Writing Rubric</li> <li>● F&amp;P Benchmark</li> <li>● Common Assessments</li> </ul>
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*What projects, hands-on lessons, use of manipulatives, active participation in new situations, etc. will reveal evidence of meaning-making and transfer (true understanding)?*

*How will students demonstrate their understanding (meaning-making and transfer) through complex performance?*

- Trimester Benchmark Assessments
- Running Records
- Guided Reading
- Conferencing evidence

**Stage 3 – Learning Plan**

• *Where is the work headed? Why is it headed there? What are the student’s final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? (These are questions asked by students. Help the student see the answers to these questions upfront.)*

• *Hook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks.*

• *Explore and Equip. 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skill and knowledge. Have them experience the ideas to make them real.*

• *Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.*

***What pre-assessments will you use to check student’s prior knowledge, skill levels, and potential misconceptions?***

***Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?***

***Does the learning plan reflect principles of learning and best practices?***

***Is there tight alignment with Stages 1 and 2?***

***Is the plan likely to be engaging and effective for all students?***

**PROGRESS MONITORING**

***How will you monitor students’ progress toward acquisition, meaning-making, and transfer, during lesson events?***

***What are potential rough spots and student misunderstandings?***

***How will students get the feedback they need?***

***What supports are needed for students to be successful? Re-teach, small group instruction, etc.***

**Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students**

• *Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.*

• *Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*

•*Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

**Gifted & Talented:**

- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Word Work
- Extension, Level 4, projects and assignments to promote student agency through guided reading, differentiated literacy centers, and/or individualized learning plans

**Tier I:**

- Guided reading
- Word work
- Differentiated literacy centers
- Small group instruction formed through formative assessment and progress monitoring data

**Tier II:**

- Additional Guided Reading time based on targeted intervention
- MobyMax individualized learning path
- Skills small group instruction formed through formative assessment and progress monitoring data

**Tier III:**

- Leveled Literacy Intervention (LLI)
- Phonics First
- MobyMax individualized learning path
- Title I/Remedial pull-out focused on targeted intervention and strategy
- Maximum guided reading instruction

**ELL:**

- Additional guided reading time based on targeted intervention
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Phonics First small group instruction
- Use of graphic organizers to complete assignments
- Use of listening centers
- Use of word walls
- Alternate assessments that demonstrate non- verbal understanding
- Use of visuals and manipulatives

**504s:**

- Extended time
- Listening centers
- Phonics First
- Graphic organizers

- Written, visual or audible supports and/or alternatives

**SPED:**

- Learning Ally
- Additional guided reading time based on targeted intervention
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Phonics First small group instruction
- Use of graphic organizers to complete assignments