

**Unit Summary**

In this unit, students will explore texts, both fiction and non-fiction to learn components of character, setting, and other details that help us to understand their meaning. They will demonstrate the understanding and basic organization of print including capitalizing words at the beginning of a sentence, and placing the correct punctuation at the end of the sentence. They will explore major differences between books that tell stories, and books that tell information, using a wide range of text types. Students will demonstrate understanding of spoken words, syllables and sounds (phonemes). Students will participate in collaborative conversations with diverse partners and follow agreed upon rules for discussion.

**Title of Unit**

Story Elements Unit 1

**Subject Area**

Language Arts

**Common Core State Standards—Anchor Standards**

## Reading Informational Text

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

## Reading Literature

RL.1.3 Describe characters, settings, and major events in a story, using key details.

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.

## Language

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

L.1.2 e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

## Reading Foundational

RF.1.1 Demonstrate understanding of the organization and basic features of print.

- 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).

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF.1.3 g. Recognize and read grade-appropriate irregularly spelled words.

Speaking & Listening

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 rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

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

**Common Core State Standards—Other LA Standards**

Reading Informational Text

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

Reading Literature

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

Language

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

- b. Use common, proper, and possessive nouns.

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.
- 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.

Reading Foundational

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

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

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking & Listening	
(Use Curriculum Crafter to list all standards related to the unit and categorize into the appropriate strand.)	
<b>Essential Questions-Student Targets</b>	<b>I Can statements</b>
<b>Reading Informational Text</b> What information do the pictures or illustrations provide? What information is presented in the text? RI.1.6	<b>Reading Informational Text</b> <b>I can look at pictures and text and explain what I learned from them</b> <b>I can compare what I see in pictures to the words that I read in a text</b>
<b>Reading Narrative Text</b> What do good readers do? Do I understand what I read? How do I know? RL.1.3 What is the author telling me? What facts and information does this text tell us? How can you tell if a text is telling a story or giving information? RL.1.5	<b>Reading Narrative Text</b> <b>I can identify characters, setting, and major events in a story using key details</b> <b>I can tell the difference between fiction and nonfiction text</b>
<b>Language</b> Why does printing the letters correctly matter?	<b>Language</b> <b>I can print all upper and lower case letters</b> <b>I can know the difference between common and proper nouns</b> <b>I can use common, proper, and possessive nouns</b>

<p><b>Reading Foundational</b></p>	<p><b>Reading Foundational</b></p> <p>I can identify letters, words and sentences</p> <p>I can recognize that words are combined to form a sentence</p> <p>I can recognize the first word in a sentence and that it is capitalized</p> <p>I can recognize that words are separated by spaces</p> <p>I can recognize important parts of a sentence; first word, capitalization, ending mark</p>
<p><b>Speaking &amp; Listening</b></p> <p>How does listening to others and taking turns help me communicate with others? SL.1.1</p> <p>Does how I speak affect my meaning? SL.1.6</p>	<p><b>Speaking and Listening</b></p> <p>I can agree upon and follow group rules</p> <p>I can produce complete sentences</p>
<p><b>Academic Vocabulary</b></p> <p>Key details</p> <p>Character</p> <p>Major Events</p> <p>Setting</p> <p><b>Adventures</b></p> <p><b>Stories</b></p> <p>Sentence Features</p> <p><b>Initial Sound</b></p> <p><b>Medial Sound</b></p> <p><b>Final Sound</b></p> <p><b>Single Syllable Word</b></p> <p>Syllables</p> <p>Vowel Sounds</p> <p><b>Context</b></p> <p><b>On level text</b></p> <p><b>Rate</b></p> <p><b>Word recognition</b></p> <p><b>Expression</b></p> <p>Responding</p> <p>Rules for Discussion</p> <p>Conventional Spelling</p> <p>Common Nouns</p>	<p><b>Student Vocabulary</b></p> <p><b>Tier 1—High Frequency/Dolch word List</b></p> <p><b>Tier 2—see Academic Vocabulary</b></p> <p><b>Tier 3- will vary depending on texts used in this unit. These words are the rich vocabulary used in mentor texts that will help the students understand the stories.</b></p>
<p style="text-align: center;"><b>Assessments</b></p>	

<p><b>Formative</b>  Samples could be  --questioning (blooms)  --accountable talk  --retell  --oral, written  --Think, Pair, Share  --Whip Around  --Stand up/Sit down  --Thumbs up/down</p> <p><b>Common Formative</b>  Attached in hard copy</p>	<p><b>Summative</b>  Attached in hard copy</p>
<p><b>Lesson Sequence</b>  Varies per teacher and class</p>	<p><b>Resources</b>  basal  -known fables or fairytales for characters setting and events such as  -Goldilocks  -Three Little Pigs  -Little Red Hen..etc  -fiction stories for characters, setting, events  --Fireflies—Julie Brinkloe  --Hazel’s Amazing Mother  --I Know A Lady—Charlotte Zolotow  --Ira Sleeps Over—Bernard Waber  --Koala Lou—Mem Fox  --My Great Aunt Arizona—Gloria Houston  --Now One Foot, Now the Other—Tomie DePaola  --Oliver Button Is A Sissy—Tomie DePaola  --The Relatives Came—Cynthia Rylant  --The Snowy Day—Ezra Jack Keats  --The Two of Them--Alik  --<b>Stories</b></p> <ul style="list-style-type: none"> <li>• Little Bear</li> <li>• Are You My Mother?</li> <li>• Put Me in the Zoo</li> <li>• Frog and Toad Together</li> <li>• Owl at Home</li> <li>• Pancakes for Breakfast</li> <li>• Hi! Fly Guy</li> </ul> <p>Social Studies books for civics and government---  See attached list</p>

**Unit Summary**

**In this unit students will know and apply grade level phonics and word analysis skills in decoding words. Students will demonstrate command of the conventions of Standard English grammar and usage by using verbs to convey a sense of past, present and future Students will ask questions about topics and texts under discussion and build on others' talk by responding to the comments of others. Students will describe the connections between two individuals, events, ideas, or pieces of information in a text, and ask and answer questions about key details.**

**Title of Unit**

Expanding Foundations Unit 2

**Subject Area**

Language Arts

**Common Core State Standards—Anchor Standards**

## Reading Informational Text

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

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

## Reading Literature

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

RL.1.3 Describe characters, settings, and major events in a story, using key details.

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

## Language

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

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*).

L.1.2 e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

## Reading Foundational

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

b. Decode regularly spelled one-syllable words.

d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

f. Read words with inflectional endings.

g. Recognize and read grade-appropriate irregularly spelled words.

Speaking & Listening

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.

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.

**Common Core State Standards—Other LA Standards**

Reading Informational Text

Reading Literature

Language

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.

L.1.5 With guidance and support from adults, demonstrate understanding of 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.

Reading Foundational  
 RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
 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.  
 RF.1.4 Read with sufficient accuracy and fluency to support comprehension.  
 a. Read on-level text with purpose and understanding.  
 b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  
 c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking & Listening  
 SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

(Use Curriculum Crafter to list all standards related to the unit and categorize into the appropriate strand.)

Essential Questions-Student Targets	I Can statements
<p><b>Reading Informational Text</b></p> <p>Do I understand how the individuals connect with each other?</p> <p>How do the events, ideas or information connect?</p> <p>How do I know? RI.1.3</p>	<p><b>Reading Informational Text</b></p> <p>I can talk about how two characters are connected in a text.</p> <p>I can talk about how two events are connected in a text.</p> <p>I can talk about how two ideas are connected in a text.</p> <p>I can talk about how two pieces of information are connected in a text.</p>
<p><b>Reading Narrative Text</b></p> <p>What do good readers do?</p> <p>Do I understand who the characters are? Do I understand where the story takes place? Do I understand the events? How do I know?</p>	<p><b>Reading Narrative Text</b></p>
<p><b>Language</b></p> <p>Why do the rules of language matter?</p> <p>How do we communicate clearly?</p>	<p><b>Language</b></p> <p>I can write or talk about the past, present, and future by using verb tenses</p> <p>I can write or talk about the past, present, and future by using verb tenses.</p>



<p><b>Reading Foundational</b></p>	<p><b>Reading Foundational</b></p> <p>I can decode regularly spelled one-syllable words.</p> <p>I can identify the number of syllables in a printed word.</p> <p>I can read words with inflectional endings.</p>
<p><b>Speaking &amp; Listening</b></p> <p>What makes collaboration meaningful?</p> <p>How can it help us communicate clearly?</p>	<p><b>Speaking and Listening</b></p>
<p><b>Academic Vocabulary</b></p> <p>Describe</p> <p>Connection</p> <p>Events</p> <p>Ideas</p> <p>Verbs</p> <p>Past tense</p> <p>Past</p> <p>Present</p> <p>Future</p> <p>Diagraphs</p> <p>Consonants</p> <p>Vowels</p> <p>Syllables</p> <p>Patterns</p> <p>Word</p> <p>Families</p> <p>chunks</p>	<p><b>Student Vocabulary</b></p> <p><b>Tier 1—High Frequency/Dolch word List</b></p> <p><b>Tier 2—see Academic Vocabulary</b></p> <p><b>Tier 3- will vary depending on texts used in this unit. These words are the rich vocabulary used in mentor texts that will help the students understand the stories.</b></p>
<p><b>Assessments</b></p>	
<p><b>Formative</b></p> <p>Samples could be</p> <ul style="list-style-type: none"> <li>--questioning (blooms)</li> <li>--accountable talk</li> <li>--retell <ul style="list-style-type: none"> <li>--oral, written</li> </ul> </li> <li>--Think, Pair, Share</li> <li>--Whip Around</li> <li>--Stand up/Sit down</li> <li>--Thumbs up/down</li> </ul> <p><b>Common Formative</b></p> <p>Attached in hard copy</p>	<p><b>Summative</b></p> <p>Attached in hard copy</p>

<b>Lesson Sequence</b> Varies per teacher and class	<b>Resources</b> basal --Cesar Chavez (and stories of the sort) - Social Studies books for civics and government-- See attached list --science topics magazine—SUBJECT TBD --important people books --Social Studies HISTORY topics books resources...see attached list
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**Unit Summary**

In this unit students will build on known concept of phonics and word analysis. Students use a variety of strategies to make sense of main idea, key ideas and details in a story. Students will recognize the parts of speech such as nouns and adjectives and be able to use them.

**Title of Unit**

Focus and Detail—UNIT #3

**Subject Area**

Language Arts

**Common Core State Standards—Anchor Standards**

## Reading Informational Text

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **(link to research projects all about books in writers workshop)**

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.

## Reading Literature

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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.

## Language

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

d. Use personal, possessive, and indefinite pronouns (ie.. I, me, my; they, . them, their, anyone, everything; him, her, his, hers, its)

f. Use frequently occurring adjectives.

L.1.2 e. Spell untaught words phonetically, drawing on 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.

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

b. Use frequently occurring affixes 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*).

Reading Foundational

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- 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).

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- g. Recognize and read grade-appropriate irregularly spelled words.

Speaking & Listening

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.

- 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.

**Common Core State Standards—Other LA Standards**

Reading Informational Text

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

Reading Literature

RL.1.3 Describe characters, settings, and major events in a story, using key details.

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

**Language**  
 L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
 f. Use frequently occurring adjectives.  
 i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).

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.

L.1.5 With guidance and support from adults, demonstrate understanding of 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.

**Reading Foundational**  
 RF.1.4 Read with sufficient accuracy and fluency to support comprehension.  
 a. Read on-level text with purpose and understanding.  
 b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  
 c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Speaking & Listening**  
 SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  
 (especially during writers workshop and journaling)

(Use Curriculum Crafter to list all standards related to the unit and categorize into the appropriate strand.)

<b>Essential Questions-Student Targets</b>	<b>I Can statements</b>
<p><b>Reading Informational Text</b></p> <p>What does the word or phrase mean?</p> <p>How will talking with someone help me understand?</p>	<p><b>Reading Informational Text</b></p> <p>I can ask questions about words or phrases I don't understand in a text.[]</p>

<p><b>Reading Narrative Text</b></p> <p>What do good readers do?</p> <p>Do I understand what I read? How do I know?</p> <p>How do I know who is telling the story? What clues in the text help me understand?</p>	<p><b>Reading Narrative Text</b></p> <p>I can identify who is telling the story at different times of the story.</p>
<p><b>Language</b></p> <p>How will using adjectives improve my writing or speaking?</p>	<p><b>Language</b></p>
<p><b>Reading Foundational</b></p>	<p><b>Reading Foundational</b></p> <p>I can say my letter sounds.</p> <p>I can read long and short vowel words.</p> <p>I can blend sounds to make words including consonant b</p> <p>I can chop out a word and put it back together.</p> <p>I can segment spoken single-syllable words into their con</p> <p>I can read and spell words with common consonant digraphs.</p> <p>I can decode two syllable words.</p>
<p><b>Speaking &amp; Listening</b></p> <p>What makes collaboration meaningful?</p> <p>How can it help us communicate clearly?</p>	<p><b>Speaking and Listening</b></p>
<p><b>Academic Vocabulary</b></p> <p>Consonants</p> <p>Verbs</p> <p>Decode</p> <p>Syllables</p> <p>Diagraphs</p> <p>Identify</p> <p>Quotation</p> <p>Quotation marks</p> <p>Various</p> <p>Phrases</p> <p>Meaning</p> <p>clarify</p>	<p><b>Student Vocabulary</b></p> <p><b>Tier 1—High Frequency/Dolch word List</b></p> <p><b>Tier 2—see Academic Vocabulary</b></p> <p><b>Tier 3- will vary depending on texts used in this unit. These words are the rich vocabulary used in mentor texts that will help the students understand the stories.</b></p>
<p style="text-align: center;"><b>Assessments</b></p>	

<p><b>Formative</b>  Samples could be  --questioning (blooms)  --accountable talk  --retell  --oral, written  --Think, Pair, Share  --Whip Around  --Stand up/Sit down  --Thumbs up/down</p> <p><b>Common Formative</b>  attached in hard copy</p>	<p><b>Summative</b>  Attached in hard copy</p>
<p><b>Lesson Sequence</b>  Varies per teacher per class</p>	<p><b>Resources</b>  basal  any read aloud or mentor text to show pov  nonfiction texts for using context clues to identify  words and phrases</p>

**Unit Summary**

Students will demonstrate an understanding of spoken word, syllables and sounds (phonemes) and distinguish long and short vowel sounds in spoken single-syllable words. Students will identify basic similarities in and differences between two texts on the same topic. Students will write narratives in which they recount two or more appropriately sequenced events, include some detail in regarding what happened, use temporal words to signal event order and provide some sense of closure. Students will demonstrate a command of the conventions of Standard English grammar and usage when speaking and writing. Students will produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts; capitalize dates and names of people and use end punctuation for sentences.

**Title of Unit**

Putting it all together—UNIT 4

**Subject Area**

Language Arts

**Common Core State Standards—Anchor Standards**

## Reading Informational Text

RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

## Reading Literature

RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

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

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

## Language

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

g. Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).

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.

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

## Reading Foundational

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Distinguish long from short vowel sounds in spoken single-syllable words.

RF.1.3 g. Recognize and read grade-appropriate irregularly spelled words.



Speaking & Listening

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.

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.

**Common Core State Standards—Other LA Standards**

Reading Informational Text

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.

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

Reading Literature

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

<p>Language</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>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>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>d.***-----. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	
<p>Reading Foundational</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	
<p>Speaking &amp; Listening</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>(Use Curriculum Crafter to list all standards related to the unit and categorize into the appropriate strand.)</p>	
<p><b>Essential Questions-Student Targets</b></p>	<p><b>I Can statements</b></p>

<p><b>Reading Informational Text</b></p> <p>How do I compare and contrast two texts?</p> <p>How are they alike? How are they different?</p> <p>What can I learn from this text?</p>	<p><b>Reading Informational Text</b></p> <p>I can find similarities in two texts on the same topic.</p> <p>I can find differences between two texts on the same topic.</p>
<p><b>Reading Narrative Text</b></p> <p>What do good readers do?</p> <p>Do I understand what I read? How do I know?</p>	<p><b>Reading Narrative Text</b></p> <p>I can identify characters, settings, and major events in a story, using key details.</p>
<p><b>Language</b></p> <p>Why do I need to speak in complete simple and compound sentences?</p> <p>What are declarative, interrogative, imperative, and exclamatory sentences?</p> <p>Why do I need to respond to prompts?</p> <p>Why do names and dates have capitals? Why is it important?</p> <p>What is end punctuation? Why is it important?</p> <p>What are commas? Why do we use them? Why is it important?</p>	<p><b>Language</b></p> <p>I can write simple and compound sentences.</p> <p>I can capitalize dates and names of people.</p> <p>I can end sentences I write with punctuation.</p> <p>I can use commas in dates.</p> <p>I can use commas with lists of single words.</p>
<p><b>Reading Foundational</b></p>	<p><b>Reading Foundational</b></p> <p>I can read long and short vowels</p>
<p><b>Speaking &amp; Listening</b></p> <p>What makes collaboration meaningful?</p> <p>How can it help us communicate clearly?</p>	<p><b>Speaking and Listening</b></p>

<p><b>Academic Vocabulary</b></p> <p>Similarities Differences Illustrations Descriptions Compare Contrast Recount Sequence Details Temporal words Closure Simple/compound sentences Conventions Capitalization Punctuation Punctuation marks Commas Characters Setting Major events Problem Solution Plot Short/long vowel</p>	<p><b>Student Vocabulary</b></p> <p><b>Tier 1—High Frequency/Dolch word List</b></p> <p><b>Tier 2—see Academic Vocabulary</b></p> <p><b>Tier 3- will vary depending on texts used in this unit. These words are the rich vocabulary used in mentor texts that will help the students understand the stories.</b></p>
<p><b>Assessments</b></p>	
<p><b>Formative</b></p> <p>Samples could be</p> <ul style="list-style-type: none"> <li>--questioning (blooms)</li> <li>--accountable talk</li> <li>--retell <ul style="list-style-type: none"> <li>--oral, written</li> </ul> </li> <li>--Think, Pair, Share</li> <li>--Whip Around</li> <li>--Stand up/Sit down</li> <li>--Thumbs up/down</li> </ul> <p><b>Common Formative</b></p> <p>Attached in hard copy</p>	<p><b>Summative</b></p> <p>Attached in hard copy</p>

<b>Lesson Sequence</b> Varies per teacher per class	<b>Resources</b> basal any same topic books—recommend fiction and nonfiction such as Tacky vs Penguins (Gail Gibbons)
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