

Grade 1 Reading/Writing

Unit One: Connecting to Our World - Module A

Stage 1: Desired Results

Standards & Indicators:

NJSLS Foundational Skills: Reading Language

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (**including those listed in RF.K.1**); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.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.
- **L.RF.1.2.C.** - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **L.RF.1.2.D.** - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.3.B.** - Decode regularly spelled one-syllable words.
- **L.RF.1.3.D.** - Distinguish long and short vowels when reading regularly spelled one-syllable words
- **L.RF.1.3.F** - Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old)
- **L.RF.1.3.G** - Recognize the parts of high-frequency words that are regular and the parts that are irregular
- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.1.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.1.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.1.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS Reading

- **RL.CR.1.1.** - Ask and answer questions about key details in a **literary** text.
- **RL.CI.1.2.** - Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** - Describe characters, settings, and major event(s) in a story, using key details.
- **RL.TS.1.4.** -With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- **RL.PP.1.5.** - Identify who is telling the story at various points in a text.
- **RL.MF.1.6.** - With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **RL.CT.1.8.** - Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

NJSLS Foundational Skills: Writing Language

- **L.WF.1.1.** - Demonstrate command of the conventions of writing, (including those proficiencies listed in L.WF.K.1):
 - A. Write the upper and lowercase alphabets from memory.
 - B. Write a common grapheme (letter or letter group) for each phoneme.
 - C. Orally segment the phonemes in any single syllable, spoken word.
 - D. Recognize that each syllable is organized around a vowel sound.
- **L.WF.1.3** - Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3):
 - A. Write sentences with increasing complexity.
 - B. Supply the “who,” “is doing,” “what,” in a subject-verb-object frame.
 - C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
 - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - E. Use commas in dates and to separate single words in a series.

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- F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
- G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
- H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because)
- **L.VL.1.2.** - Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
 - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
 - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **L.VI.1.3.** - With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 - B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - C. 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).
 - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - E. 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.

NJSLS Writing

- **W.NW.1.3.** - With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
- **W.NW.1.3.A** - Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
- **W.NW.1.3.B** - Provide dialogue and/or description and details of experiences, events, or characters.
- **W.NM.1.3.C** - Use transitional words to manage sequence of events.
- **W.WP.1.4.** - With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.1.4.A** - With prompts and support, identify audience and purpose before writing.
- **W.WP.1.4.B** - With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
- **W.RW.1.7** - Engage in discussion, drawing, and writing in brief but regular writing tasks.

NJSLS Speaking and Listening

- **SL.PE.1.1.** - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.PE.1.1.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).
- **SL.PE.1.1.C** - Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3.** - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.PI.1.4.** - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS1.6.** - Produce complete sentences when appropriate to task and situation.

NJSLS Social Studies

- **6.1.2.Geo.HE.1:** Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

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- **6.1.2.Geo.HE.2:** Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- **6.1.2.HistoryUP.3:** Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- **6.1.2.CivicsCM.1:** Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- **6.1.2.CivicsCM.2:** Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- **6.1.2.CivicsPR.1:** Determine what makes a good rule or law.
- **6.1.2.CivicsPR.2:** Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3:** Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- **6.1.2.CivicsPR.4:** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

NJSLS Science

- **1-LS1-1.** - Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- **1-LS1-2.** - Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

NJSLS Health and Physical Education

- **2.3.2.PS.2:** Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
- **2.1.2.SSH.6:** Determine the factors that contribute to healthy relationships.
- **2.2.2.PF.4:** Demonstrate strategies and skills that enable team and group members to achieve goals.

NJSLS - Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school, and community.
- **9.1.2.CR.2** - List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2.FP.2** - Differentiate between financial wants and needs.
- **9.1.2.PB.1** - Determine various ways to save and places in the local community that help people save and accumulate money over time.
- **9.1.2.PB.2** - Explain why an individual would choose to save money.
- **9.2.2.CAP.1** - Make a list of different types of jobs and describe the skills associated with each job.
- **9.2.2.CAP.2** - Explain why employers are willing to pay individuals to work.
- **9.4.2.CI.1** - Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2** - Demonstrate originality and inventiveness in work.
- **9.4.2.CT.1** - Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
- **9.4.2.DC.3** - Explain how to be safe online and follow safe practices when using the internet.
- **9.4.2.GCA.1** - Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- **9.4.2.IML.1** - Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2** - Represent data in a visual format to tell a story about the data.
- **9.4.2.TL.1** - Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.2** - Create a document using a word processing application.
- **9.4.2.TL.5** - Describe the difference between real and virtual experiences.

Grade 1 Reading/Writing

<p><u>Central Idea / Enduring Understanding:</u></p> <ul style="list-style-type: none"> • Readers understand that they improve their comprehension by identifying story elements. • Writers understand that details play a role in explaining the events in a story. • Learners understand that living things depend on one another. 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> • How do readers know what makes a good retelling? • How do writers create interesting events?
<p><u>Content: (Module Goals)</u></p> <ul style="list-style-type: none"> • Readers will retell stories, including key details. • Writers will write a narrative story in which they recount one or more sequenced events. • Learners will recognize that there are relationships among living things. <p>Text Complexity Measures - TR48 - TR54 The following measures and considerations create a three-part model to gauge the difficulty of a particular text.</p> <ul style="list-style-type: none"> • Quantitative Measures <ul style="list-style-type: none"> ◦ Lexile • Qualitative Measures <ul style="list-style-type: none"> ◦ Literary/Informational Text ◦ Text Structure ◦ Language and Vocabulary ◦ Theme and Knowledge Demands • Reader and Task Consideration <ul style="list-style-type: none"> ◦ Motivation, Knowledge, Experiences of Students ◦ Difficulty of the Task or Questions Posed 	<p><u>Skills(Objectives):</u></p> <p>Reading</p> <ul style="list-style-type: none"> • Retell a Story • Word Choice • Characters • Categorize Words • Compare Characters • Sensory Details • Story Events • Story Endings • Central Message • Fiction and Nonfiction <p>Writing</p> <ul style="list-style-type: none"> • Write About Story Events • Write About Characters' Relationship • Write About Characters and Events • Write Events in Order • Write Details About Characters • Write About a Character • Write About a Setting • Write Event Details • Plan a Narrative • Write a Narrative • Revise and Edit a Narrative • Publish a Narrative
<p style="text-align: center;">Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <p>Performance-Based Assessment:</p> <ul style="list-style-type: none"> • Narrative Task: Write About Friendship - Scholars will think about the friendship between the birds and Stellaluna. Then they will illustrate and write sentences about how the characters showed their friendship when they first met and then later in the story. • Scholars will: <ul style="list-style-type: none"> ◦ illustrate two events in the order in which they occurred in the story. ◦ write a sentence to tell about each event and how the birds and Stellaluna showed their friendship. 	<p><u>Other Evidence:</u></p> <p>Beginning of Year Assessment:</p> <ul style="list-style-type: none"> • Baseline Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Reading Keystones <ul style="list-style-type: none"> ◦ Benchmark Vocabulary Practice ◦ Text Analysis Practice/Application ◦ Write in Response to Reading • Reading Keystone Rubrics <ul style="list-style-type: none"> ◦ Reading/Language Analysis ◦ Write in Response to Reading ◦ Benchmark Vocabulary • Writing Keystones: <ul style="list-style-type: none"> ◦ Checklists • Writing Rubrics: <ul style="list-style-type: none"> ◦ Narrative ◦ Informative/Explanatory

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	<ul style="list-style-type: none"> ○ Opinion ● Oral Reading Fluency Quick Checks <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Selection Test - Anchor Text ● Performance-Based Assessment - Module A & B ● End-of-Unit Assessment
Stage 3: Learning Plan	
<p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 1 - READING: Identify Elements of a Story</p> <p>Build Understanding:</p> <ul style="list-style-type: none"> ● Set the Purpose - Share the Enduring Understanding: Readers understand that they improve their comprehension by identifying story elements. ● Explore Poetry - Read the poem <i>Batty</i> and discuss. ● Engage Scholars - Introduce <i>Stellaluna</i>. Think about the Essential Questions: How do readers know what makes a good retelling? How do writers create interesting events? ● Read - Follow the Read Aloud Routine to introduce and read <i>Stellaluna</i>. ● Turn and Talk - Follow Think-Pair-Share Routine to discuss the characters and who the story is mostly about. <p>Close Read:</p> <ul style="list-style-type: none"> ● Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. ● By-the-Way Words & Benchmark Vocabulary - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words. <p>Reading Analysis:</p> <ul style="list-style-type: none"> ● Retell a Story - Complete Three-Column Chart with class identifying the beginning, middle, and end of a story. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 1 - WRITING: Narrative Writing</p> <p>Set the Purpose:</p> <ul style="list-style-type: none"> ● Tell Beginning, Middle, and End - Discuss how events in a narrative happen in order. 	<p><u>Resources:</u></p> <p>Lesson 1 - READING: Identify Elements of a Story</p> <ul style="list-style-type: none"> ● TE pg. 12 ● <i>Batty</i>, Text Collection pg. 44 ● TE pg. 12 ● TE pg. 12 ● <i>Stellaluna</i> ● Read Aloud Routine TR8-9 ● TE pg. 12 ● <i>Stellaluna</i> ● Think-Pair-Share Routine TR2-3 ● TE pg. 13 ● <i>Stellaluna</i> ● Whole Class Discussion Routine TR4-5 ● Small Group Discussion Routine TR6-7 ● TE pgs. 13-14 ● By-the-Way Words - scent, spied ● Benchmark Vocabulary - escaped, survived ● Benchmark Vocabulary Routine for Literary Text TR28-31 ● Generative Vocabulary Chart TE pgs. 2-5 ● TE pg. 14 ● <i>Stellaluna</i> ● Three-Column Chart TR40 <p><u>Resources:</u></p> <p>Lesson 1 - WRITING: Narrative Writing</p> <ul style="list-style-type: none"> ● TE pg. 18 ● <i>Stellaluna</i> pgs. 5, 14, & 44.

Grade 1 Reading/Writing

Teach and Model:

- **Sequence** - Discuss the words in the story *Stellaluna* that help readers understand sequence.

Prepare to Write:

- **Write About Story Events** - Retell the fable, *The Tortoise and the Hare*. Draw illustrations to show the sequence and write a sentence next to each picture.

Independent Writing Practice:

- **Illustrate and Write** - Scholars identify the beginning, middle, and end of *Stellaluna* by drawing an illustration for each part and writing a sentence for one part.

Share Writing:

- Scholars share their illustrations and sentences with a partner. Discuss how the beginnings, middles, and ends were similar or different from each other.

Learning Opportunities/Strategies:

Lesson 2 - Reading: Use Illustrations and Details to Describe Characters

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that they improve their comprehension by identifying story elements.
- **Engage Scholars** - Use the illustrations in *Stellaluna* to point out details about the characters in the story. Review Essential Questions: How do readers know what makes a good retelling? How do writers create interesting events?
- **Read** - Follow the Read Aloud Routine to read *Stellaluna* focusing on important events and characters.
- **Turn and Talk** - Follow the Think-Pair-Share Routine after reading *Stellaluna* and discuss what is learned about the characters from the pictures.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

- TE pg. 18
- *Stellaluna* pgs. 5 & 14

- TE pg. 19
- Fable - *The Tortoise and the Hare*
- Chart Paper/Whiteboard

- TE pg. 20
- *Stellaluna*
- Drawing/Writing Paper
- Digital Options

- TE pg. 20
- Student Illustrations/Sentences

Resources:

Lesson 2 - Reading: Use Illustrations and Details to Describe Characters

- TE pg. 22

- TE pg. 22
- *Stellaluna*

- TE pg. 22
- *Stellaluna*
- Read Aloud Routine TR8-9

- TE pg. 22
- *Stellaluna*
- Think-Pair-Share Routine TR2-3

- TE pg. 23
- *Stellaluna*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 23-24
- By-the-Way Words - delicious, mango
- Benchmark Vocabulary - embarrassing, clumsy, grasped
- Benchmark Vocabulary Routine for Literary Text TR28-31

Grade 1 Reading/Writing

Language Analysis:

- **Word Choice** - Complete Web A with class recording words the author uses to describe characters' feelings.

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Narrative Writing

Set the Purpose:

- **Character Details** - Talk about the central message of *Stellaluna*. Explain that writers choose words carefully to help readers understand.

Teach and Model:

- **Character Details** - Discuss the words in the story *Stellaluna* that help readers notice character details.

Prepare to Write:

- **Write About Character Relationships** - Model writing a few sentences about *Stellaluna* and the baby birds. Discuss words that help readers understand character relationships and feelings.

Independent Writing Practice:

- **Character Relationships** - Scholars draw a picture depicting the relationship between two characters. Write a sentence about the relationship.

Share Writing:

- Scholars share their illustrations and sentences with a partner. Discuss the words that helped them understand the characters' feelings.

Learning Opportunities/Strategies:

Lesson 3 - READING: Use Details to Understand Characters

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that they improve their comprehension by identifying story elements. Characters are one story element.
- **Explore Poetry** - Read the poem *The Little Birds* and discuss.
- **Engage Scholars** - Use the illustrations in *Stellaluna* to remind learner of the characters and events. Review Essential Questions: How do readers know what makes a good retelling? How do writers create interesting events?

- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 24
- *Stellaluna*
- Web A TR44

Resources

Lesson 2 - WRITING: Narrative Writing

- TE pg. 28
- *Stellaluna* pg. 14

- TE pg. 28
- *Stellaluna* pgs. 26 & 42

- TE pg. 29
- Teacher Modeled Writing (e.g. excerpt from *Stellaluna*)

- TE pg. 30
- *Stellaluna*
- Digital Options
- Drawing/Writing Paper

- TE pg. 30
- Student Drawings/Sentences

Resources:

Lesson 3 - READING: Use Details to Understand Characters

- TE pg. 32

- TE pg. 32
- *The Little Birds*, Text Collection pg. 44

- TE pg. 32
- *Stellaluna*

Grade 1 Reading/Writing

- **Read** - Follow the Read Aloud Routine to read *Stellaluna* focusing on details that tell what the characters are like and how they feel.
- **Turn and Talk** - Follow the Think-Pair-Share Routine after reading *Stellaluna* to discuss events and characters actions.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Characters** - Complete T-Chart with class describing the characters and their relationships.

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Narrative Writing

Set the Purpose:

- **Use Character Details** - Review elements of a story - characters, setting, and events.

Teach and Model:

- **Character Details** - Discuss when writers write, they use details that tell how characters feel. Provide models from *Stellaluna* that tell how characters act and what they say.

Prepare to Write:

- **Write About Characters and Events** - Retell a scene from *Stellaluna*. Model asking and answering questions about story elements. Discuss how details helped scholars understand how the character is feeling.

Independent Writing Practice:

- **Retell** - Scholars retell a favorite event in the story by dictating or writing three sentences.

Share Writing:

- TE pg. 32
- *Stellaluna*
- Read Aloud Routine TR8-9
- TE pg. 32
- *Stellaluna* pg. 12
- Think-Pair-Share Routine TR2-3

- TE pg. 33
- *Stellaluna*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 33-34
- By-the-Way Words - crawly
- Benchmark Vocabulary - limb, land, perched
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 34
- *Stellaluna*
- T-Chart TR39

Resources:

Lesson 3 - WRITING: Narrative Writing

- TE pg. 38

- TE pg. 38
- *Stellaluna* pgs. 6 & 8

- TE pg. 39
- *Stellaluna* pgs. 14-16

- TE pg. 40
- *Stellaluna*
- Writing Paper
- Digital Options

Grade 1 Reading/Writing

- Volunteers share their writing with the class. Scholars identify details that tell something about the characters.

Learning Opportunities/Strategies:

Lesson 4 - READING: Retell a Story's Events in Order

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that they improve their comprehension by identifying story elements. Identify characters, setting, and events to retell a story.
- **Engage Scholars** - Display cover to introduce story *Dragons and Giants*. Point to illustration and discuss characters. Review Essential Questions: How do readers know what makes a good retelling? How do writers create interesting events?
- **Read** - Follow the Read Aloud Routine to read *Dragons and Giants* focusing on a general understanding of the story.
- **Turn and Talk** - Follow the Think-Pair-Share Routine after reading *Dragons and Giants* to discuss what they learned about the events from the illustrations.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Retell** - Complete Story Sequence A graphic organizer with class describing what happens in the beginning, middle, and end of the story.

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Narrative Writing

Set the Purpose:

- **Tell Beginning, Middle, and End** - Remind scholars that events in a narrative happen in order. Using illustrations from *Dragons and Giants*, guide discussion about the events in the story.

Teach and Model:

- TE pg. 40
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 4 - READING: Retell a Story's Events in Order

- TE pg. 42
- TE pg. 42
- *Dragons and Giants*, Text Collection pgs. 5
- TE pg. 42
- *Dragons and Giants*, Text Collection pgs. 5-15
- Read Aloud Routine TR8-9
- TE pg. 42
- *Dragons and Giants*, Text Collection pgs. 5-15
- Think-Pair-Share Routine TR2-3
- TE pg. 43
- *Dragons and Giants*, Text Collection pgs. 5-15
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 43-44
- By-the-Way Words - dragon, avalanche
- Benchmark Vocabulary - brave
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5
- TE pg. 44
- *Dragons and Giants*, Text Collection pgs. 5-15
- Story Sequence A Graphic Organizer TR37

Resources:

Lesson 4 - WRITING: Narrative Writing

- TE pg. 48
- *Dragons and Giants*, Text Collection pgs. 5-15

Grade 1 Reading/Writing

- **Character Details** - Using *Dragons and Giants*, discuss how the writer helps the reader understand and follow sequence of events.

Prepare to Write:

- **Write Events in Order** - Model writing and illustrating a story about Frog and Toad. Create a list of events and write a short sentence for each. Discuss sequential words.

Independent Writing Practice:

- **Take Notes** - As a class, take notes about the order of events in the story *Dragons and Giants*. Scholars illustrate one part and write a sentence that tells what happened.

Share Writing:

- Volunteers share their writing with the class. Scholars identify if the events happened in the beginning, middle, or end of the story.

Learning Opportunities/Strategies:

Lesson 5 - READING: Understanding the Words Authors Use

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that details play a role in explaining the events in a story.
- **Engage Scholars** - Scholars page through story *Dragons and Giants*. Identify features of a sentence including uppercase letter and punctuation mark. Review Essential Questions: How do readers know what makes a good retelling? How do writers create interesting events?
- **Read** - Follow the Read Aloud Routine to read *Dragons and Giants* focusing on a interesting details or words in the story.
- **Turn and Talk** - Follow the Think-Pair-Share Routine after reading *Dragons and Giants* to describe the things and events in the story with relevant details from the words and illustrations.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the

- TE pg. 48
- *Dragons and Giants*, pgs. 8, 9, 10-12, & 13

- TE pg. 49
- Teacher Modeled Writing (e.g. Frog and Toad)

- TE pg. 50
- *Dragons and Giants*, Text Collection pgs. 5-15
- Drawing/Writing Paper
- Digital Options

- TE pg. 50
- Student Writing

Resources:

Lesson 5 - READING: Understanding the Words Authors Use

- TE pg. 52
- TE pg. 52
- *Dragons and Giants*, Text Collection pgs. 5-15
- TE pg. 52
- *Dragons and Giants*, Text Collection pgs. 5-15
- Read Aloud Routine TR8-9
- TE pg. 52
- *Dragons and Giants*, Text Collection pgs. 5-15
- Think-Pair-Share Routine TR2-3
- TE pg. 53
- *Dragons and Giants*, Text Collection pgs. 5-15
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 53-54
- Benchmark Vocabulary - mountain, snake

Grade 1 Reading/Writing

meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Categorize Words** - Complete Three Sorting Circles graphic organizer with class categorizing words as words that name, words that show action, and words that describe.

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Narrative Writing

Set the Purpose:

- **Use Character Details** - Remind scholars that a story has characters, setting, and events. Explain that writers use details to describe characters.

Teach and Model:

- **Use Character Details** - Use models from *Dragons and Giants* to help scholars understand that writers use details to tell what characters look like, what they say, what they do, and how they feel.

Prepare to Write:

- **Write Details about Characters** - Model writing using details about characters to show feeling and friendship. Discuss how word choice helps the reader understand the meaning by showing instead of telling.

Independent Writing Practice:

- **Brainstorm** - As a class, make a list of activities, games, or other adventures that Frog and Toad might do as friends. Scholars draw a picture and write a sentence about friendship.

Share Writing:

- Volunteers share their writing with the class. Discuss words that help readers understand friendship.

Learning Opportunities/Strategies:

Lesson 6 - READING: Compare Characters

Build Understanding:

- **Set the Purpose** - Revisit both stories to explore the following Enduring Understanding: Learners understand that living things depend on one another.
- **Engage Scholars** - Display cover of *Stellaluna* and pg. 5 of Text Collection. Scholars will recall basic plot of each story, thinking about the Essential Questions: How do readers know what makes a good retelling? How do writers create interesting events?

- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 54
- *Dragons and Giants*, Text Collection pgs. 5-15
- Three Sorting Circles Graphic Organizer TR41

Resources:

Lesson 5 - WRITING: Narrative Writing

- TE pg. 58
- *Dragons and Giants*, Text Collection pgs. 5-15

- TE pg. 58
- *Dragons and Giants*, Text Collection pgs. 6, 13-15

- TE pg. 59
- Teacher Modeled Writing (e.g. Frog and Toad)

- TE pg. 60
- *Dragons and Giants*, Text Collection pgs. 5-15
- Drawing/Writing Paper
- Digital Options

- TE pg. 60
- Student Writing

Resources:

Lesson 6 - READING: Compare Characters

- TE pg. 62
- *Stellaluna*
- *Dragons and Giants*, Text Collection pgs. 5-15

- TE pg. 62
- *Stellaluna*
- *Dragons and Giants*, Text Collection pg. 5

Grade 1 Reading/Writing

- **Read** - Follow the Read Aloud Routine to read *Dragons and Giants*. Page through *Stellaluna* recalling details. Focus on details that tell about the relationship between the characters in each story.

- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss how the characters are good friends in both stories.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare Characters** - Complete the T-Chart to compare characters from both stories.

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Narrative Writing

Set the Purpose:

- **Event Details** - Remind scholars that stories have events in the beginning, middle, and end. Events happen in a certain order.

Teach and Model:

- **Event Details** - Explain that when writers write about events, they use details to help the reader better understand what is happening. Provide examples of questions writers answer to provide details to help readers understand.

Prepare to Write:

- **Write About a Story Event** - Write details about an event from *Dragons and Giants*. Model adding additional details to the event to make it more interesting and to help readers understand why things happen.

Independent Writing Practice:

- **Write** - Scholars choose an event from *Stellaluna* or *Dragons and Giants* and recall details from the words or illustrations. Scholars use details to write about the event.

- TE pg. 62
- *Dragons and Giants*, Text Collection pgs. 5-15
- *Stellaluna*
- Read Aloud Routine TR8-9

- TE pg. 62
- *Dragons and Giants*, Text Collection pgs. 5-15
- *Stellaluna*
- Think-Pair-Share Routine TR2-3

- TE pg. 63
- *Dragons and Giants*, Text Collection pgs. 5-15
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 63-64
- By-the-Way Words - excitedly
- Benchmark Vocabulary - nighttime, crash, rescue
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 64
- T-Chart TR39

Resources:

Lesson 6 - WRITING: Narrative Writing

- TE pg. 68

- TE pg. 68
- *Stellaluna* pg. 12
- *Dragons and Giants*, Text Collection pg. 8

- TE pg. 69
- Teacher Modeled Writing (e.g. Frog and Toad)

- TE pg. 70
- *Stellaluna*
- *Dragons and Giants*, Text Collection pgs. 5-15
- Digital Options

Grade 1 Reading/Writing

Share Writing:

- Volunteers share their writing with the class. Discuss details that were used in their writing. Discuss if other details could be added.

Learning Opportunities/Strategies:

Lesson 7 - READING: Understand That Authors Choose Words to Tell a Story

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Writers understand that details play a role in explaining the events in a story.
- **Engage Scholars** - Display illustration from beginning, middle, and end of *Stellaluna*. Scholars recall details, thinking about the Essential Questions: How do readers know what makes a good retelling? How do writers create interesting events?
- **Read** - Follow the Read Aloud Routine to read pgs. 5-10 of *Stellaluna* focusing on interesting words and phrases.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What happens to Stellaluna after the owl attack?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Word Choice** - As a class, make a list of interesting words and phrases. Read second sentence on pg. 10 of *Stellaluna* and discuss.

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Produce Simple Sentences** - Discuss simple sentences. Provide examples of complete and incomplete sentences.

Set the Purpose:

- **Use Character Details** - Remind scholars that characters are who or what does the action in a story

- TE pg. 70
- Student Writing

Resources:

Lesson 7 - READING: Understand That Authors Choose Words to Tell a Story

- TE pg. 72
- TE pg. 72
- *Stellaluna*
- TE pg. 72
- *Stellaluna* pgs. 5-10
- Read Aloud Routine TR8-9
- TE pg. 72
- *Stellaluna*
- Think-Pair-Share Routine TR2-3
- TE pg. 73
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 73-74
- By-the-Way Words - swooped, dodging
- Benchmark Vocabulary - clutched, trembling
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5
- TE pg. 74
- *Stellaluna* pg. 10

Resources:

Lesson 7 - WRITING: Narrative Writing

- TE pg. 81
- TE pg. 78

Grade 1 Reading/Writing

Teach and Model:

- **Use Character Details** - Explain that when writers write stories, they give details about what characters do, say, look like, and think/feel. Provide models that show details from *Stellaluna*.

Prepare to Write:

- **Write About a Character** - Remind scholars that readers get a good idea of the characters. Provide questions to guide scholars to write details about what the character looks like, says, does, or feels.

Independent Writing Practice:

- **Write** - Brainstorm a list of characters from *Stellaluna*. Learner chooses a scene and character then writes 1-2 sentences about the character in that scene.

Share Writing:

- Volunteers share their writing with a partner. Partners work together to add another detail about what the character could say, do, feel, or think.

Learning Opportunities/Strategies:

Lesson 8 - READING: Identify and Describe the Setting of a Story

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Writers understand that details play a role in explaining the events in a story. Discuss that authors use details in words and illustrations to tell about the setting.
- **Engage Scholars** - Display cover of *Stellaluna*. Scholars recall details, thinking about the Essential Questions: How do readers know what makes a good retelling? How do writers create interesting events?
- **Read** - Follow the Read Aloud Routine to read pgs. 4-11 of *Stellaluna* focusing on details that tell about the setting.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss what the bird nest is like in the illustration on pg. 11 of *Stellaluna*.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the

- TE pg. 78
- *Stellaluna* pgs. 5, 6, & 8

- TE pg. 79
- Teacher Modeled Writing (e.g., Mother Bat)

- TE pg. 80
- *Stellaluna*
- Writing Paper
- Digital Options

- TE pg. 80
- Student Writing

Resources:

Lesson 8 - READING: Identify and Describe the Setting of a Story

- TE pg. 82

- TE pg. 82
- *Stellaluna*

- TE pg. 82
- *Stellaluna*
- Read Aloud Routine TR8-9

- TE pg. 82
- *Stellaluna*
- Think-Pair-Share Routine TR2-3

- TE pg. 83
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 83-84
- By-the-Way Words - sultry, downy
- Benchmark Vocabulary - daybreak, headfirst

Grade 1 Reading/Writing

Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Sensory Details** - Explain that sensory words tell how something looks, tastes, smells, sounds, and feels. Complete T-Chart with class.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **End Punctuation** - Discuss telling sentences with Scholars. A telling sentence ends with a period and clues the reader to stop before reading the next sentence.

Set the Purpose:

- **Setting Details** - Remind scholars that a narrative is a story. The setting is where and when the narrative takes place.

Teach and Model:

- **Setting Details** - Explain that *Stellaluna* has several settings. Provide models from the story that show details about the setting.

Prepare to Write:

- **Write About a Setting** - Use a graphic organizer to list words about the setting in *Stellaluna*. Model writing an interesting sentence about the setting.

Independent Writing Practice:

- **Brainstorm** - Brainstorm a list of settings from *Stellaluna*. Scholars draw a picture of a setting with one character and write a sentence to describe.

Share Writing:

- Volunteers share their writing with a partner. Discuss the words in the sentence that provided details about the illustration.

Learning Opportunities/Strategies:

Lesson 9 - READING: Use Illustrations to Understand a Story

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand that they improve their comprehension by identifying story elements.
- **Engage Scholars** - Display pgs. 24-25 of *Stellaluna*. Discuss features of a sentence. Scholars focus on details of illustrations, thinking about the Essential

- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 84
- *Stellaluna* pg. 5
- T-Chart TR39

Resources:

Lesson 8 - WRITING: Narrative Writing

- TE pg. 91

- TE pg. 88

- TE pg. 88
- *Stellaluna* pgs. 5, 8, 10, & 18

- TE pg. 89
- Word Web Graphic Organizer
- Teacher Modeled Writing (e.g., setting)

- TE pg. 90
- *Stellaluna*
- Drawing/Writing Paper
- Digital Options

- TE pg. 90
- Student Writing

Resources:

Lesson 9 - READING: Use Illustrations to Understand a Story

- TE pg. 92

- TE pg. 92
- *Stellaluna* pgs. 24-25

Grade 1 Reading/Writing

Questions: How do readers know what makes a good retelling? How do writers create interesting events?

- **Read** - Follow the Read Aloud Routine to read pgs. 30-33 of *Stellaluna* focusing on sequence of the illustrations.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss how Mother Bat recognizes *Stellaluna*.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Story Events** - Explain that stories have plots. Teacher models using drawings to retell events in the story.

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **End Punctuation** - Discuss questions with scholars. Questions end with a question mark. Scholars orally state questions.

Set the Purpose:

- **Event Details** - Remind scholars the features of a story. Events in the story tell what happens and that writers use words and illustrations to tell about events.

Teach and Model:

- **Event Details** - Review beginning, middle, and end of *Stellaluna*. Reread pg. 26 and 28. Prompt discussion about the event details.

Prepare to Write:

- **Write Event Details** - Model the steps to write about an event in *Stellaluna*. Discuss how writers go back to add or change details to make their writing better.

Independent Writing Practice:

- **Brainstorm** - Scholars review events in *Stellaluna* then choose one event to write and draw a picture about the event.

Share Writing:

- TE pg. 92
- *Stellaluna*
- Shared Reading Routine TR14-15

- TE pg. 92
- *Stellaluna*
- Think-Pair-Share Routine TR2-3

- TE pg. 93
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 93-94
- By-the-Way Words - stuttered, gasped, murmured
- Benchmark Vocabulary - obey, rules, behaved
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 94
- *Stellaluna* pgs. 8-9

Resources:

Lesson 9 - WRITING: Narrative Writing

- TE pg. 101

- TE pg. 98

- TE pg. 98
- *Stellaluna* pgs. 26 & 28

- TE pg. 99
- Teacher Modeled Writing (e.g., adding details)

- TE pg. 100
- *Stellaluna*
- Drawing/Writing
- Digital Options

Grade 1 Reading/Writing

- Volunteers share their writing and drawing with the class. Scholars identify the detail they included to tell about the event.

Learning Opportunities/Strategies:

Lesson 10 - READING: Understand the Ending of a Story

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand that they improve their comprehension by identifying story elements. Discuss story endings.
- **Engage Scholars** - Review the illustrations in *Stellaluna* and *Dragons and Giants* to recall the beginning and middle of the two stories, while scholars think about the Essential Questions: How do readers know what makes a good retelling? How do writers create interesting events?
- **Read** - Follow the Read Aloud Routine to read pgs. 44-45 of *Stellaluna* and pgs. 14-15 of *Dragons and Giants* focusing on characters' friendships.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: How do the characters in each book feel about each other?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Story Endings** - Explain that authors use key words and phrases at the end of a story. Teacher thinks aloud to model how the author chose to end the story.

Learning Opportunities/Strategies:

Lesson 10 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **End Punctuation** - Discuss exclamations with scholars. Scholars orally state sentences with excitement.

Set the Purpose:

- **Writing Process: Plan** - Discuss with scholars that writers plan about what they will write.

- TE pg. 100
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 10 - READING: Understand the Ending of a Story

- TE pg. 102
- TE pg. 102
- *Stellaluna* pgs. 44-45
- *Dragons and Giants*, Text Collection pgs. 14-15
- TE pg. 102
- *Stellaluna* pgs. 44-45
- *Dragons and Giants*, Text Collection pgs. 14-15
- Read Aloud Routine TR8-9
- TE pg. 102
- *Stellaluna*
- *Dragons and Giants*, Text Collection
- Think-Pair-Share Routine TR2-3
- TE pg. 103
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 103-104
- Benchmark Vocabulary - safe
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5
- TE pg. 104
- Teacher Think Aloud
- *Stellaluna* pg. 44

Resources:

Lesson 10 - WRITING: Narrative Writing

- TE pg. 111
- TE pg. 108

Grade 1 Reading/Writing

Teach and Model:

- **Writing Process: Plan** - Review events of *Dragons and Giants* in order. Focus on details that show that the characters are friends. Point out that writers plan events by sometimes sketching the events.

Prepare to Write:

- **Plan a Narrative** - Discuss that planning is the first step in the writing process. Explain that planning includes organizing thoughts, listing characters, setting, etc. Sketch a scene from *Dragons and Giants*. Discuss how sketches are a plan to write.

Independent Writing Practice:

- **Write** - Scholars review illustrations in *Dragons and Giants* then draw two sketches of events that will take place in their narrative.

Share Writing:

- Volunteers share their sketches with the class. Discuss how the sketches will help with writing the narrative.

Learning Opportunities/Strategies:

Lesson 11 - READING: Identify the Central Message of a Story

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Writers understand that details play a role in explaining the events in a story. Explain that sometimes events tell a central message.
- **Engage Scholars** - Scholars describe illustration and first sentence on pgs. 40-41 in *Stellaluna* Identify parts of a sentence. Remind scholars of the Essential Questions: How do readers know what makes a good retelling? How do writers create interesting events?
- **Read** - Follow the Read Aloud Routine to read pgs. 36-45 of *Stellaluna* focusing on what the characters learn.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss what you learn from the illustration.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

- TE pg. 108
- *Dragons and Giants*, Text Collection pgs. 6 & 13

- TE pg. 109
- Teacher Modeled Writing (e.g., adding details)

- TE pg. 110
- *Dragons and Giants*, Text Collection
- Drawing Paper
- Digital Options

- TE pg. 110
- Student Sketches

Resources:

Lesson 11 - READING: Identify the Central Message of a Story

- TE pg. 112

- TE pg. 112
- *Stellaluna* pgs. 40-41

- TE pg. 112
- *Stellaluna* pgs. 36-45
- Read Aloud Routine TR8-9

- TE pg. 112
- *Stellaluna*
- Think-Pair-Share Routine TR2-3

- TE pg. 113
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 103-104
- Benchmark Vocabulary - mused, wondered, mystery

Grade 1 Reading/Writing

Reading Analysis:

- **Central Message** - Explain that a story often has a message or lesson. Teacher thinks aloud to model how the birds are alike and different.

Learning Opportunities/Strategies:

Lesson 11 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Capitalize Sentences and Names of People** - Discuss with scholars that sentences and character names begin with an uppercase letter. Provide short sentences to correct.

Set the Purpose:

- **Writing Process: Draft** - Review sketches and discuss with scholars that they will write about those events.

Teach and Model:

- **Writing Process: Draft** - Review pgs. 8-9 of *Dragons and Giants*. Discuss how the text supports the illustrations.

Prepare to Write:

- **Write a Narrative** - Discuss that planning is the first step in the writing process. Using their sketches, scholars will draft their narrative about Frog and Toad's friendship. Discuss the steps to use as Scholars write their stories.

Independent Writing Practice:

- **Write** - Scholars review their illustrations and write a sentence about each picture to tell a story.

Share Writing:

- Volunteers share their narrative with a small group. Discuss ideas for illustrations.

Learning Opportunities/Strategies:

Lesson 12 - READING: Identify the Central Message of a Story

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Scholars understand that living things depend on one another.
- **Engage Scholars** - Take a picture walk through *Dragons and Giants* to recall the key events, while thinking about the Essential Questions: How do

- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5
- TE pg. 114
- *Stellaluna*

Resources:

Lesson 11 - WRITING: Narrative Writing

- TE pg. 121
- TE pg. 118
- Student Sketches from Lesson 10
- TE pg. 118
- *Dragons and Giants*, Text Collection pgs. 8-9
- TE pg. 119
- Student Sketches from Lesson 10
- Teacher Modeled Writing (e.g., adding details)
- TE pg. 120
- Student Sketches from Lesson 10
- Drawing/Writing Paper
- Digital Options
- TE pg. 120
- Student Writing

Resources:

Lesson 12 - READING: Identify the Central Message of a Story

- TE pg. 122
- TE pg. 122
- *Dragons and Giants*, Text Collection pgs. 5-15

Grade 1 Reading/Writing

readers know what makes a good retelling? How do writers create interesting events?

- **Read** - Follow the Read Aloud Routine to read *Dragons and Giants* focusing on characters' behavior toward each other.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss why Frog and Toad run down the mountain.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Central Message** - Explain that a story often has a message or lesson. Teacher guides scholars to discuss the ways Frog and Toad act to figure out what the author is trying to say.

Learning Opportunities/Strategies:

Lesson 12 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Produce Simple Sentences** - Remind scholars that a sentence is a complete thought. Write sentences and identify the subject and action.

Set the Purpose:

- **Writing Process: Revise and Edit** - Discuss with scholars that writers revise their stories by adding details. Explain that writers also edit their writing.

Teach and Model:

- **Writing Process: Plan** - Review illustrations of *Dragons and Giants*. Discuss the wording of the model sentences. Scholars revise sentence from the story.

Prepare to Write:

- **Revise and Edit a Narrative** - Review sentences from Lesson 11 and model revising sentences. Have Scholars think about questions readers may have and discuss.

Independent Writing Practice:

- **Write** - Scholars revise and edit their sentences from Lesson 11 by adding or changing details. Scholars revisit their sketches adding final details.

- TE pg. 122
- *Dragons and Giants*, Text Collection pgs. 5-15
- Read Aloud Routine TR8-9

- TE pg. 122
- *Dragons and Giants*, Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 123
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 123-124
- Benchmark Vocabulary - together
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 124
- *Dragons and Giants*, Text Collection

Resources:

Lesson 12 - WRITING: Narrative Writing

- TE pg. 131

- TE pg. 128

- TE pg. 128
- *Dragons and Giants*, Text Collection pgs. 8-9, 12

- TE pg. 129
- Sketches and Sentences from Lesson 11
- Teacher Modeled Writing (e.g., adding details)

- TE pg. 130
- Sketches and Sentences from Lesson 11
- Digital Options

Grade 1 Reading/Writing

Share Writing:

- Volunteers share their revised narratives with a partner. Discuss how the revisions helped the reader better understand the story.

Learning Opportunities/Strategies:

Lesson 13 - READING: Discuss Informational and Literary Texts

Build Understanding:

- **Set the Purpose** - Explain that scholars will listen to an informational text about bats. Share the following Enduring Understanding: Writers understand that details play a role in explaining the events in a story. Discuss that writers include facts in narrative writing.
- **Engage Scholars** - Display the last two pages of *Stellaluna*. Read heading, "BAT NOTES" and explain that these pages give facts about bats. Share the Essential Questions: How do readers know what makes a good retelling? How do writers create interesting events?
- **Read** - Follow the Read Aloud Routine to read pgs. 46-47 of *Stellaluna* and discuss how *Stellaluna* is like a real bat.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss interesting facts learned about bats.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Fiction and Nonfiction** - Complete the T-Chart identifying features of literary and informational texts.

Learning Opportunities/Strategies:

Lesson 13 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Capitalization and Punctuation** - Review rules of capitalization and punctuation. Write several simple sentences and have volunteers revise.

Set the Purpose:

- TE pg. 130
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 13 - READING: Discuss Informational and Literary Texts

- TE pg. 132
- TE pg. 132
- *Stellaluna* pgs. 46-47
- TE pg. 132
- *Stellaluna* pgs. 46-47
- Read Aloud Routine TR8-9
- TE pg. 132
- *Stellaluna*
- Think-Pair-Share Routine TR2-3
- TE pg. 133
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 133-134
- By-The-Way Words - species, navigate
- Benchmark Vocabulary - wingspan, tropical
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5
- TE pg. 134
- T-Chart Graphic Organizer TR39

Resources:

Lesson 13 - WRITING: Narrative Writing

- TE pg. 141

Grade 1 Reading/Writing

- **Writing Process: Publish** - Discuss with scholars that publishing is a way to share writings with others.

Teach and Model:

- **Writing Process: Publish** - Display *Stellaluna* and discuss as a published book. Review capitalization, punctuation, and illustrations. Discuss the many ways scholars can publish their writing.

Prepare to Write:

- **Publish a Narrative** - Scholars will publish the stories they revised in Lesson 12. Create a list of ways to publish writing. Discuss what should be included in a published piece: cover, title, author, best handwriting, drawing, etc.

Independent Writing Practice:

- **Write** - Scholars work to publish their writing including a title and illustration for their story.

Share Writing:

- Volunteers share their published pieces with the class. Encourage positive feedback.

Learning Opportunities/Strategies:

Performance-Based Assessment:

- **Narrative Task: Write About Friendship** - Scholars will think about the friendship between the birds and Stellaluna. Then they will illustrate and write sentences about how the characters showed their friendship when they first met and then later.

Scholars will:

- illustrate two events in the order in which they occurred in the story.
- write a sentence to tell about each event and how the birds and Stellaluna showed their friendship.

Prepare:

- **Review** - Discuss Essential Questions: How do readers know what makes a good retelling? How do writers create interesting events? Read aloud the Performance-Based Assessment.
- **Revisit the Text** - Remind scholars that Stellaluna wanted to save her friends from danger. Model good retelling of events on pg. 42 of *Stellaluna*. Discuss what class learned about friendship in the story.

- TE pg. 138

- TE pg. 138
- *Stellaluna*

- TE pg. 139
- Teacher Modeled Writing

- TE pg. 140
- Drawing/Writing Paper
- Crayons, Pencils, Markers
- Digital Options

- TE pg. 140
- Student Writing

Resources:

Performance-Based Assessment:

- TE pg. 142
- Student Reproducible pg. 146

- TE pg. 143
- Performance-Based Assessment

- TE pg. 143
- *Stellaluna*

Grade 1 Reading/Writing

<u>Learning Opportunities/Strategies:</u> Performance-Based Assessment: Create: Encourage scholars to ask questions before writing so they can include interesting events in their story. Refer to the text for help remembering events. Scholars work independently while teacher circulates to assist if necessary. Score Writing: Use Narrative Writing Rubric Present: Follow suggestions for scholars to share their writing with the class or in small groups. Reflect and Respond: For scholars receiving a score of 0, 1, or 2, follow If...then... suggestions to support them as they complete other Performance-Based Assessments.		<u>Resources:</u> Performance-Based Assessment: <ul style="list-style-type: none">● TE pg. 144● Notebooks, Paper● Pencils, Crayons, Markers● <i>Stellaluna</i>● Digital Options <ul style="list-style-type: none">● TE pg. 147 Narrative Writing Rubric <ul style="list-style-type: none">● TE pg. 148● Digital Option <ul style="list-style-type: none">● TE pg. 149	
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal <ul style="list-style-type: none">● Prompts - Write in Response to Reading● Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">● Guided Reading● Conference on Independent Reading● Reading Analysis Extension● Sleuth Realize Online Platform <ul style="list-style-type: none">● Games/Videos● Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal <ul style="list-style-type: none">● Prompts - Write in Response to Reading● Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">● Guided Reading● Conference on Independent Reading● Reading Analysis Extension● Sleuth Realize Online Platform <ul style="list-style-type: none">● Games/Videos● Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal <ul style="list-style-type: none">● Prompts - Write in Response to Reading● Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">● Guided Reading● Conference on Independent Reading● Reading Analysis Support● Sleuth● Foundational Skills● Guided Writing Realize Online Platform <ul style="list-style-type: none">● Games/Videos● Listen to Reading Scaffolded Strategies Handbook: <ul style="list-style-type: none">● Unlock the Text● Unlock the Writing● Performance-Based Assessment Lesson Scaffolded Instruction - Strategic Support	Reader's & Writer's Journal <ul style="list-style-type: none">● Prompts - Write in Response to Reading● Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">● Guided Reading● Conference on Independent Reading● Reading Analysis Support● Sleuth● Foundational Skills● Guided Writing Realize Online Platform <ul style="list-style-type: none">● Games/Videos● Listen to Reading Scaffolded Strategies Handbook: <ul style="list-style-type: none">● Unlock the Text● Unlock the Writing

Grade 1 Reading/Writing

		If...then...Quick Check ReadyUp! Intervention	<ul style="list-style-type: none"> • Unlock Language Learning • Performance-Based Assessment Lesson Scaffolded Instruction - English Language Learners If...then...Quick Check ReadyUp! Intervention
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Unit One: Connecting to Our World - Module B

Stage 1: Desired Results

Standards & Indicators:

NJSLS Foundational Skills: Reading Language

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (**including those listed in RF.K.1**); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.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.
- **L.RF.1.2.C.** - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **L.RF.1.2.D.** - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.3.B.** - Decode regularly spelled one-syllable words.
- **L.RF.1.3.F** - Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old)
- **L.RF.1.3.G** - Recognize the parts of high-frequency words that are regular and the parts that are irregular
- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.1.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.1.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.1.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS Reading

- **RI.CR.1.1.** - Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RI.CI.1.2.** - Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RI.IT.1.3.** - Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- **RI.TS.1.4.** - With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- **RI.PP.1.5.** - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RI.MF.1.6.** - With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas
- **RI.AA.1.7.** - Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.

Grade 1 Reading/Writing

- **RI.CT.1.8.** - Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

NJSLS Foundational Skills: Writing Language

- **L.WF.1.1.** - Demonstrate command of the conventions of writing, (including those proficiencies listed in L.WF.K.1):
 - A. Write the upper and lowercase alphabets from memory.
 - B. Write a common grapheme (letter or letter group) for each phoneme.
 - C. Orally segment the phonemes in any single syllable, spoken word.
 - D. Recognize that each syllable is organized around a vowel sound.
- **L.WF.1.2.** - Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words, including those proficiencies listed in L.WF.K.2), with:
 - A. Short vowels and single consonants.
- **L.WF.1.3** - Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3):
 - A. Write sentences with increasing complexity.
 - B. Supply the “who,” “is doing,” “what,” in a subject-verb-object frame.
 - C. Capitalize the first word of a sentence, days of the week, months, names of people and proper names.
 - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - E. Use commas in dates and to separate single words in a series.
 - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
 - G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
 - H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because
- **L.VL.1.2.** - Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
 - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
 - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **L.VI.1.3.** - With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 - B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - C. 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).
 - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - E. 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.

NJSLS Writing

- **W.NW.1.3.** - With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
- **W.NW.1.3.A** - Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
- **W.NW.1.3.B** - Provide dialogue and/or description and details of experiences, events, or characters.
- **W.NM.1.3.C** - Use transitional words to manage sequence of events.
- **W.WP.1.4.** - With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.1.4.A** - With prompts and support, identify audience and purpose before writing.
- **W.WP.1.4.B** - With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

Grade 1 Reading/Writing

- **W.RW.1.7** - Engage in discussion, drawing, and writing in brief but regular writing tasks.

NJSLS Speaking and Listening

- **SL.PE.1.1.** - Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.1.1.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).
- **SL.PE.1.1.C** - Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3.** - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.PI.1.4.** - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS1.6.** - Produce complete sentences when appropriate to task and situation.

NJSLS Social Studies

- **6.1.2.GeoPP.1** - Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

NJSLS Science

- **1-LS1-1.** - Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- **1-LS1-2.** - Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
- **1-LS3-1.** - Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

NJSLS Health and Physical Education

- **2.1.2.A.1.** - Explain what being “well” means and identify self-care practices that support wellness.

NJSLS - Career Readiness, Life Literacies, and Key Skills

- **9.2.2.CAP.1** - Make a list of different types of jobs and describe the skills associated with each job.
- **9.1.2.FP.2** - Differentiate between financial wants and needs.
- **9.1.2.PB.2** - Explain why an individual would choose to save money.
- **9.4.2.CT.3** - Use a variety of types of thinking to solve problems.
- **9.4.2.CI.2** - Demonstrate originality and inventiveness in work.

Central Idea / Enduring Understanding:

Readers understand that informational texts have features that help them determine main topics.

Writers understand that informational texts can have a variety of features.

Learners understand that living things have certain behaviors that shape them and allow them to survive.

Essential/Guiding Question:

How do features in informational texts help readers understand the main topic?

How does the organizational structure of a text help writers explain information?

Content: (Module Goals)

Readers will use features of informational texts to better comprehend what they read.

Writers will write questions and answers about animals.

Skills(Objectives):

Reading

- Ask and Answer Questions
- Text Features
- Main Topic
- Distinguish Information in Text and Pictures

Grade 1 Reading/Writing

Learners will identify behaviors and relationships that help animals survive.

Text Complexity Measures - TR48 - TR54

The following measures and considerations create a three-part model to gauge the difficulty of a particular text.

- **Quantitative Measures**
 - Lexile
- **Qualitative Measures**
 - Literary/Informational Text
 - Text Structure
 - Language and Vocabulary
 - Theme and Knowledge Demands
- **Reader and Task Consideration**
 - Motivation, Knowledge, Experiences of Students
 - Difficulty of the Task or Questions Posed

- Describe Connections
- Text Structure
- Compare and Contrast
- Main Topic and Key Details
- Illustrations and Text

Writing

- Write a Fact About a Text
- Write About a Photograph
- Write a Question and an Answer
- Write a Fact
- Use a Graphic Organizer
- Write an Answer to a Question
- Plan a Question and an Answer
- Revise, Edit, and Publish a Question and an Answer

Stage 2: Assessment Evidence

Performance Task(s):

Performance-Based Assessment:

- **Informative/Explanatory Task:** Write Questions and Answers - Scholars will use facts from *Time to Sleep* and *What Do You Do With a Tail Like This?* to write questions and answers about animals.
- **Scholars will:**
 - write two questions of their own about one or two animals they read about.
 - find the answers to their questions in the books and write them.
 - use correct end punctuation.

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1 - READING: Identify Main Topic Using Text Features

Build Understanding:

Resources:

Lesson 1 - READING: Identify Main Topic Using Text Features

Grade 1 Reading/Writing

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that informational texts have features that help them determine main topics.
- **Engage Scholars** - Introduce *Time to Sleep*. Discuss the front and back covers. Point out headings and other text features. Think about the Essential Questions: How do features in informational texts help readers understand the main topic? How does the organizational structure of a text help writers explain information?
- **Read** - Follow Read Aloud Routine to introduce and read *Time to Sleep*.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the different ways of sleeping described in the text.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Ask and Answer Questions** - Model completing K-W-L Chart with word bat. Scholars complete K-W-L with word ducks.

Learning Opportunities/Strategies:

Lesson 1 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Matching Nouns and Verbs** - Define noun and verb. Provide examples of singular and plural nouns and matching verbs.

Set the Purpose:

- **Write Facts About a Topic** - Display pg. 2 of *Time to Sleep* and discuss what makes the text an informative text.

Teach and Model:

- **Write Facts About a Topic** - Provide examples of interesting facts from pg. 8 of *Time to Sleep*. Scholars discuss how the writer includes facts about the topic in each section of the text.

- TE pg. 162

- TE pg. 162
- *Time to Sleep*

- TE pg. 162
- *Time to Sleep*
- Read Aloud Routine TR8-9

- TE pg. 162
- *Time to Sleep*
- Think-Pair-Share Routine TR2-3

- TE pg. 163
- *Time to Sleep*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 163-164
- Benchmark Vocabulary - time, sleep
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155

- TE pg. 164
- *Time to Sleep*
- K-W-L Chart TR35

Resources:

Lesson 1 - WRITING: Informative/Explanatory Writing

- TE pg. 171

- TE pg. 168
- *Time to Sleep* pg. 2

- TE pg. 168
- *Time to Sleep* pg. 8

Grade 1 Reading/Writing

Prepare to Write:

- **Write a Fact About a Text** - Explain that writers research facts when writing about a topic. Model researching facts about how animals sleep using pg. 12 of *Time to Sleep*. Explain rewriting those facts in your own words.

Independent Writing Practice:

- **Write** - Scholars identify interesting facts from *Time to Sleep*. Draw an illustration about what they learned and write a sentence about the illustration.

Share Writing:

- Scholars share their sentences with a partner. Discuss why the sentence is considered informative.

Learning Opportunities/Strategies:

Lesson 2 - Reading: Use Text Features to Locate Key Information

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that informational texts can have a variety of features. Discuss text features.
- **Engage Scholars** - Display table of contents of *Time to Sleep*. Discuss this as a text feature while thinking about the Essential Questions: How do features in informational texts help readers understand the main topic? How does the organizational structure of a text help writers explain information?
- **Read** - Follow the Read Aloud Routine to read *Time to Sleep* and discuss the chapter titles and illustrations.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the number of sections in the book.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- TE pg. 169
- *Time to Sleep* pg. 12
- Teacher Modeled Writing (i.e. facts)

- TE pg. 170
- *Time to Sleep*
- Drawing/Writing Paper
- Digital Options

- TE pg. 170
- Student Illustrations/Sentences

Resources:

Lesson 2 - Reading: Use Text Features to Locate Key Information

- TE pg. 172

- TE pg. 172
- *Time to Sleep*

- TE pg. 172
- *Time to Sleep*
- Read Aloud Routine TR8-9

- TE pg. 172
- *Time to Sleep*
- Think-Pair-Share Routine TR2-3

- TE pg. 173
- *Time to Sleep*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 173-174
- Benchmark Vocabulary - animals
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155

Grade 1 Reading/Writing

- **Text Features** - Explain that text features help readers find and understand information by displaying the Table of Contents, Chapter Headings, and Index.

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Identify Common Nouns** - Define a noun. Scholars name common nouns.

Set the Purpose:

- **Write a Heading** - Explain that chapter headings summarizes the most important idea in the chapter. Share features of strong headings.

Teach and Model:

- **Write a Heading** - Provide models of chapter headings from *Time to Sleep*. Remind scholars that chapter headings sum up the most important idea.

Prepare to Write:

- **Write About a Photograph** - Model how to determine important details from *Time to Sleep* pgs. 10-11. Discuss the pictures and the important details they show. Explain that once writers have determined the important information, they can write headings.

Independent Writing Practice:

- **Write** - Scholars choose one photograph from the story and write a sentence that tells important details or information they want the reader to know about it.

Share Writing:

- Volunteers share their writing with the class. Class identifies nouns in their sentences. Compare sentences of scholars who wrote about the same photograph.

Learning Opportunities/Strategies:

Lesson 3 - READING: Identify Main Topic and Key Details

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Learners understand that living things have certain behaviors that shape them and allow them to survive. Discuss that sleep is an important behavior living things need to do.
- **Engage Scholars** - Review the book *Time to Sleep* and text features: Picture Index and chapter

- TE pg. 174
- *Time to Sleep*

Resources

Lesson 2 - WRITING: Informative/Explanatory Writing

- TE pg.181

- TE pg. 178
- *Time to Sleep*

- TE pg. 178
- *Time to Sleep* pgs. 4, 6, & 8

- TE pg. 179
- *Time to Sleep* pgs. 10-11

- TE pg. 180
- *Time to Sleep*
- Writing Paper
- Digital Options

- TE pg. 180
- Student Sentences

Resources:

Lesson 3 - READING: Identify Main Topic and Key Details

- TE pg. 182

- TE pg. 182
- *Time to Sleep*

Grade 1 Reading/Writing

headings. Review Essential Questions: How do features in informational texts help readers understand the main topic? How does the organizational structure of a text help writers explain information?

- **Read** - Follow the Read Aloud Routine to read *Time to Sleep* pgs. 2-3 focusing on details in the words and pictures.
- **Turn and Talk** - Follow the Think-Pair-Share Routine after reading *Time to Sleep* to discuss: How do some animals sleep?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Main Topic** - Identify the main idea on pg. 2 of *Time to Sleep*. Display and complete with class the Main Idea Chart by finding important details.

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Proper Nouns** - Review nouns and define proper nouns. Provide examples and explain that proper nouns begin with a capital letter.

Set the Purpose:

- **Structure of Informative Writing** - Explain that writers of informative texts sometimes use questions and answers to share information. Display pg. 2 of *Time to Sleep* and discuss the question-and-answer format.

Teach and Model:

- **Structure of Informative Writing** - Review the question-and-answer structure on pg. 2. Good writers use thought-provoking questions to keep the reader interested.

Prepare to Write:

- **Write a Question and Answer** - Model using the question-and-answer to share facts about how

- TE pg. 182
- *Time To Sleep*
- Read Aloud Routine TR8-9

- TE pg. 182
- *Time to Sleep*
- Think-Pair-Share Routine TR2-3

- TE pg. 183
- *Time to Sleep*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 183-184
- Benchmark Vocabulary - sorts
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155

- TE pg. 184
- *Time to Sleep* pg. 2
- Main Idea Graphic Organizer TR36

Resources:

Lesson 3 - WRITING: Informative/Explanatory Writing

- TE pg. 191

- TE pg. 188
- *Time to Sleep* pg. 2

- TE pg. 188
- *Time to Sleep* pg. 2

- TE pg. 189
- *Time to Sleep* pg. 8

Grade 1 Reading/Writing

animals sleep. Brainstorm questions. Read pg. 8 in *Time to Sleep* and discuss the facts that answer the questions.

Independent Writing Practice:

- **Write** - Scholars brainstorm several questions about Time to Sleep. Scholars choose one question and write a sentence or draw a picture to answer the question.

Share Writing:

- Scholars share their sentences or drawings with the class.

Learning Opportunities/Strategies:

Lesson 4 - READING: Ask and Answer Questions about Key Details

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Learners understand that living things have certain behaviors that shape them and allow them to survive.
- **Engage Scholars** - Review *Time to Sleep*. Discuss features of sentences. Review Essential Questions: How do features in informational texts help readers understand the main topic? How does the organizational structure of a text help writers explain information?
- **Read** - Follow the Read Aloud Routine to read *Time to Sleep* pgs. 4-5 focusing on understanding how bats sleep.
- **Turn and Talk** - Follow the Think-Pair-Share Routine after reading *Time to Sleep* to discuss: How do bats sleep?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Ask and Answer Questions** - Model asking and answering questions while reading *Time to Sleep* pgs. 4-5. Complete T-Chart with class.

- Teacher Modeled Writing (question/answer)

- TE pg. 190
- *Time to Sleep*
- Drawing/Writing Paper
- Digital Options

- TE pg. 190
- Student Writing

Resources:

Lesson 4 - READING: Ask and Answer Questions about Key Details

- TE pg. 192

- TE pg. 192
- *Time to Sleep*

- TE pg. 192
- *Time to Sleep* pgs. 4-5
- Read Aloud Routine TR8-9

- TE pg. 192
- *Time to Sleep*
- Think-Pair-Share Routine TR2-3

- TE pg. 193
- *Time to Sleep*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 193-194
- By-the-Way Words - bats, branches
- Benchmark Vocabulary - upside down, scared
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155

- TE pg. 194
- *Time to Sleep* pgs. 4-5
- T-Chart TR39

Grade 1 Reading/Writing

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use Verbs** - Define verb. Provide sample sentences and identify the verb. Scholars suggest sentences that tell what animals do.

Set the Purpose:

- **Use Facts** - Remind scholars that facts are pieces of true information. Display *Time to Sleep* pgs. 4-5 and discuss the facts the writer uses.

Teach and Model:

- **Use Facts** - Model how facts answer questions that readers have using pg. 4 of *Time to Sleep*.

Prepare to Write:

- **Write a Fact** - Explain that writers use facts when writing an informative texts to inform readers of a topic. Review *Time to Sleep* pgs. 2-3 and identify facts about how animals sleep. Model drawing a picture and writing a fact about the picture.

Independent Writing Practice:

- **Write** - Scholars work with a partner to illustrate two things they learned about how animals sleep. Each choose an illustration and write a sentence about it.

Share Writing:

- Volunteers share their sentences and illustrations. Discuss how the drawing helped the writer think about the key details.

Learning Opportunities/Strategies:

Lesson 5 - READING: Identify Information from Pictures and Words

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that informational texts have features that help them determine main topics.
- **Engage Scholars** - Discuss photo on pg. 6 and illustration on pg. 7. Think about Essential Questions: How do features in informational texts help readers understand the main topic? How does the organizational structure of a text help writers explain information?
- **Read** - Follow the Read Aloud Routine to read pgs. 6-7 of *Time to Sleep* focusing on how text supports the picture and picture supports the text.

Resources:

Lesson 4 - WRITING: Informative/Explanatory Writing

- TE pg. 201
- TE pg. 198
- *Time to Sleep* pgs. 4-5
- TE pg. 198
- *Time to Sleep* pg. 4
- TE pg. 199
- *Time to Sleep* pgs. 2-3
- Teacher Modeled Writing (facts)
- TE pg. 200
- *Time to Sleep* pgs. 4-5
- Digital Options
- Drawing/Writing Paper
- TE pg. 200
- Student Writing/Illustration
- Writing Keystone Checklist

Resources:

Lesson 5 - READING: Identify Information from Pictures and Words

- TE pg. 202
- TE pg. 202
- *Time to Sleep* pgs. 6-7
- TE pg. 202
- *Time to Sleep* pgs. 6-7
- Read Aloud Routine TR8-9

Grade 1 Reading/Writing

- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: Why do you think horses sleep standing up?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Distinguish Information in Text and Pictures** - Complete Venn Diagram with class to compare and contrast information on pgs. 6-7 of *Time to Sleep*.

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use Plural Nouns** - Review the definition of a noun. Provide examples. Scholars will locate three examples from the story.

Set the Purpose:

- **Write About a Main Topic** - Display *Time to Sleep* and discuss the key details that support the main topic.

Teach and Model:

- **Write About a Main Topic** - Remind scholars of the main topic of *Time to Sleep*. Point out facts and details from pgs. 6-7 to support the main topic.

Prepare to Write:

- **Use a Graphic Organizer** - Explain that writers plan their writing so their writing supports the main idea. Use the Main Idea graphic organizer to model organizing your thoughts as if you were the writer of the book *Time to Sleep*.

Independent Writing Practice:

- **Write** - Scholars work with a partner to identify the main topic of the chapter "Standing Up" on pgs 6-7. Scholars record the main topic and supporting details in the graphic organizer.

Share Writing:

- TE pg. 202
- *Time to Sleep*
- Think-Pair-Share Routine TR2-3

- TE pg. 203
- *Time to Sleep*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 203-204
- Benchmark Vocabulary - lock
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155

- TE pg. 204
- *Time to Sleep* pgs. 6-7
- Venn Diagram TR43

Resources:

Lesson 5 - WRITING: Informative/Explanatory Writing

- TE pg. 211
- *Time to Sleep*

- TE pg. 208
- *Time to Sleep*

- TE pg. 208
- *Time to Sleep* pgs. 6-7

- TE pg. 209
- *Time to Sleep*
- Main Idea Graphic Organizer TR36
- Teacher Modeled Writing

- TE pg. 210
- *Time to Sleep* pgs. 6-7
- Main Idea Graphic Organizer TR36
- Digital Options

Grade 1 Reading/Writing

- Volunteers share their graphic organizers in small groups. Discuss how writing details help scholars to think about the main topic.

Learning Opportunities/Strategies:

Lesson 6 - READING: Identify How Information is Connected

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Learners understand that living things have certain behaviors that shape them and allow them to survive.
- **Explore Poetry** - Read the poem *The Elephant* and discuss.
- **Engage Scholars** - Point out “One Eye Open” and “On One Leg” on contents page, thinking about the Essential Questions: How do features in informational texts help readers understand the main topic? How does the organizational structure of a text help writers explain information?
- **Read** - Follow the Read Aloud Routine to read pgs. 8-11 in *Time to Sleep* and focus on details about animal behaviors.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What behaviors do these animals have?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Describe Connections** - Complete graphic organizer with class to compare ducks/dolphins.

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Matching Nouns and Verbs** - Model and discuss singular and plural nouns and verbs.

Set the Purpose:

- TE pg. 210
- Main Idea Graphic Organizer TR36

Resources:

Lesson 6 - READING: Identify How Information is Connected

- TE pg. 212
- TE pg. 212
- *The Elephant*, Text Collection pg.45
- TE pg. 212
- *Time to Sleep*
- TE pg. 212
- *Time to Sleep* pgs. 8-11
- Read Aloud Routine TR8-9
- TE pg. 212
- *Time to Sleep*
- Think-Pair-Share Routine TR2-3

- TE pg. 213
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 213-214
- By-the-Way Words - dolphins, feathers
- Benchmark Vocabulary - danger, tuck
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155

- TE pg. 214
- Compare and Contrast graphic Organizer TR33

Resources:

Lesson 6 - WRITING: Informative/Explanatory Writing

- TE pg. 221

Grade 1 Reading/Writing

- **Question-and-Answer Text Structure** - Review the text structure in *Time to Sleep*. Discuss that writers share facts by asking and answering questions.

Teach and Model:

- **Question-and-Answer Text Structure** - Review the question-and-answer format on pg. 2 of *Time to Sleep*. Point out questions on pgs. 9 & 11 and discuss writer asks these questions. Provide model of questioning about how dolphins sleep.

Prepare to Write:

- **Write an Answer to a Question** - Explain that writers brainstorm by asking questions about a topic. Brainstorm questions about how animals sleep. Choose two questions, model finding the answers, and write a short informative text using the question-and-answer format.

Independent Writing Practice:

- **Write** - Scholars brainstorm questions with a partner and share orally. Write the questions and guide scholars to write answers.

Share Writing:

- Volunteers share their answer to the question with the class.

Learning Opportunities/Strategies:

Lesson 7 - READING: Answer Questions Using Text Features

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Writers understand that informations texts can have a variety of features.
- **Engage Scholars** - Display *Time to Sleep*. Discuss the text features in the book. Share the Essential Questions: How do features in informational texts help readers understand the main topic? How does the organizational structure of a text help writers explain information?
- **Read** - Follow the Read Aloud Routine to read pgs. 12-16 of *Time to Sleep* focusing on details and information found in the text.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the the topics read about in this section of the text.

Close Read:

- TE pg. 218

- TE pg. 218
- *Time to Sleep* pgs. 2, 8, 9, & 11

- TE pg. 219
- Teacher Modeled Writing (Question-and-Answer)

- TE pg. 220
- Digital Options
- Questions

- TE pg. 220
- Student Writing

Resources:

Lesson 7 - READING: Answer Questions Using Text Features

- TE pg. 222

- TE pg. 222
- *Time to Sleep*

- TE pg. 222
- *Time to Sleep* pgs. 12-16
- Read Aloud Routine TR8-9

- TE pg. 222
- *Time to Sleep*
- Think-Pair-Share Routine TR2-3

Grade 1 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Text Features** - Scholars use text features to answer questions about text. Point out headings and Picture Index.

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Matching Nouns and Verbs** - Model and discuss singular and plural nouns and verbs.

Set the Purpose:

- **Question-and-Answer Text Structure** - Review questions scholars brainstormed in Lesson 6. Talk about how the main topic can be broken down to smaller topics. Display pg. 12-15 of *Time to Sleep* and discuss the organization.

Teach and Model:

- **Question-and-Answer Text Structure** - Review and discuss the Contents page and how it is organized into smaller topics.

Prepare to Write:

- **Write a Question and an Answer** - Review the questions the class brainstormed. Model grouping questions into smaller topics, researching the answers, and writing facts to answer the questions.

Independent Writing Practice:

- **Write** - In small groups, scholars choose one question to answer. Assist scholars with researching information to answer questions. Groups draw a poster that shows the answer.

Share Writing:

- Groups share their posters and discuss the answers.

Learning Opportunities/Strategies:

Lesson 8 - READING: Use Structure and Organization to Understand a Text

- TE pg. 223
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 223-224
- Benchmark Vocabulary - day, high, anywhere
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155
- TE pg. 224
- *Time to Sleep* pg. 12-16

Resources:

Lesson 7 - WRITING: Informative/Explanatory Writing

- TE pg. 231
- TE pg. 228
- Questions from Lesson 6
- *Time to Sleep* pgs. 12-15
- TE pg. 228
- *Time to Sleep* Contents Page
- TE pg. 229
- Teacher Modeled Writing (Facts)
- TE pg. 230
- Digital Options
- Poster Paper, Markers, Crayons, etc.
- TE pg. 230
- Posters

Resources:

Lesson 8 - READING: Use Structure and Organization to Understand a Text

Grade 1 Reading/Writing

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Writers understand that informational texts can have a variety of features.
- **Engage Scholars** - Introduce the book *What Do You Do With a Tail Like This?*, thinking about the Essential Questions: How do features in informational texts help readers understand the main topic? How does the organizational structure of a text help writers explain information?
- **Read** - Follow the Read Aloud Routine to read *What Do You Do With a Tail Like This?* focusing on what the text is about.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss how animals use their body parts.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Text Structure** - Text structure and organization aids understanding. Discuss how the text is organized and model question-and-answer.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use Question Marks** - Review definition of a question and punctuation. Scholars locate examples in the text.

Set the Purpose:

- **Question-and-Answer Text Structure** - Review words used to begin questions. Volunteers provide questions.

Teach and Model:

- **Setting Details** - Explain that in the story all questions begin with the word “what”, is about a body part, and answered as if the reader were the

- TE pg. 232
- TE pg. 232
- *What Do You Do With a Tail Like This?*, Text Collection pgs. 16-43

- TE pg. 232
- *What Do You Do With a Tail Like This?*, Text Collection pgs. 16-43
- Read Aloud Routine TR8-9

- TE pg. 232
- *What Do You Do With a Tail Like This?*, Text Collection pgs. 16-43
- Think-Pair-Share Routine TR2-3

- TE pg. 233
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 233-234
- By-the-Way Words - platypus, hyena, mole, alligator
- Benchmark Vocabulary - underground, breathe
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155

- TE pg. 234
- *What Do You Do With a Tail Like This?*, Text Collection pgs. 20-21

Resources:

Lesson 8 - WRITING: Informative/Explanatory Writing

- TE pg. 241
- *What Do You Do With a Tail Like This?*, Text Collection pgs. 16-43

- TE pg. 238

- TE pg. 238
- *What Do You Do With a Tail Like This?*, Text Collection pgs. 20-22

Grade 1 Reading/Writing

animal. Provide model from pgs. 20-22 of text and discuss questions and answers.

Prepare to Write:

- **Write a Question and an Answer** - Review the information in the story *What Do You Do With a Tail Like This?* pgs. 22-23. Model writing a question and an answer by choosing the topic and writing a question and the answer.

Independent Writing Practice:

- **Write** - Review questions in *What Do You Do With a Tail Like This?* Scholars draw a picture of one of the animals, write a question about that animal, and provide an answer.

Share Writing:

- Volunteers share their work with the class. Discuss reading questions and ways to understand if the writer is asking or telling something.

Learning Opportunities/Strategies:

Lesson 9 - READING: Compare and Contrast Texts

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Learners understand that living things have certain behaviors that shape them and allow them to survive.
- **Engage Scholars** - Display *Time to Sleep* and *What Do You Do With a Tail Like This?* Text Collection pg. 16. Think about the Essential Questions: How do features in informational texts help readers understand the main topic? How does the organizational structure of a text help writers explain information?
- **Read** - Follow the Read Aloud Routine to read *Time to Sleep* focusing on behaviors and page through *What Do You Do With a Tail Like This?* to review ways animals use body parts.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the kind of things animals can do.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 239
- *What Do You Do With a Tail Like This?*, Text Collection pgs. 22-23
- Teacher Modeled Writing (Question-and-Answer)

- TE pg. 240
- *What Do You Do With a Tail Like This?*, Text Collection pgs. 16-43
- Drawing/Writing Paper
- Digital Options

- TE pg. 240
- Student Drawing/Writing
- Writing Keystone Checklist

Resources:

Lesson 9 - READING: Compare and Contrast Texts

- TE pg. 242
- TE pg. 242
- *Time to Sleep*
- *What Do You Do With a Tail Like This?*, Text Collection pgs. 16-43
- TE pg. 242
- *Time to Sleep*
- *What Do You Do With a Tail Like This?*, Text Collection pgs. 16-43
- Read Aloud Routine TR8-9
- TE pg. 242
- *Time to Sleep*
- *What Do You Do With a Tail Like This?*, Text Collection pgs. 16-43
- Think-Pair-Share Routine TR2-3
- TE pg. 243
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

Grade 1 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare and Contrast** - Texts that cover similar topics can be compared. Display and complete with class Venn diagram to compare and contrast how animals use their feet.

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use Capitalization and Punctuation** - Review sentences begin with a capital letter and end with a punctuation mark. Supply examples and discuss.

Set the Purpose:

- **Write Facts About a Topic** - Remind scholars that writers tell facts about a topic to help readers learn about that topic.

Teach and Model:

- **Write Facts About a Topic** - Review pg. 2 in *Time to Sleep* and guide discussion about the writer's choice of questions and answers. Discuss pgs. 28-31 of *What Do You Do With a Tail Like This?* Answers to the questions provide facts about the animals.

Prepare to Write:

- **Write A Fact** - Explain that writers look for information in other books, internet, etc. Write "What do animals do when they are in danger?" on the board and model locating information in the two stories to answer. Model writing facts to answer the question.

Independent Writing Practice:

- **Write** - Scholars work with a partner to flag pages they find interesting in the two stories. Choose one fact from each text to answer: How do animals use their body parts? Scholars write their answers.

Share Writing:

- Volunteers share their writing with the class. Scholars identify ways the animals are alike and different.

- TE pgs. 243-244
- By-the-Way Words - koalas
- Benchmark Vocabulary - hand, high, eyes, feet
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155

- TE pg. 244
- *Time to Sleep* pg. 8
- *What Do You Do With a Tail Like This?*, Text Collection pgs. 34-35
- Venn Diagram TR43

Resources:

Lesson 9 - WRITING: Informative/Explanatory Writing

- TE pg. 251

- TE pg. 248

- TE pg. 248
- *Time to Sleep* pgs. 2
- *What Do You Do With a Tail Like This?*, Text Collection pgs. 28-31

- TE pg. 249
- *Time to Sleep* pg. 4
- *What Do You Do With a Tail Like This?*, Text Collection pgs. 31
- Teacher Modeled Writing (Facts)
- Post-Its

- TE pg. 250
- *Time to Sleep*
- *What Do You Do With a Tail Like This?*, Text Collection pgs. 16-43
- Digital Options
- Writing Paper

- TE pg. 250
- Student Writing

Grade 1 Reading/Writing

Learning Opportunities/Strategies:

Lesson 10 - READING: Identify Elements of Informational Texts

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand that informational texts have features that help them determine main topics.
- **Engage Scholars** - Review pgs. 24-31 in *What Do You Do With a Tail Like This?*, thinking about the Essential Questions: How do features in informational texts help readers understand the main topic? How does the organizational structure of a text help writers explain information?
- **Read** - Follow the Read Aloud Routine to reread pgs. 24-31 in *What Do You Do With a Tail Like This?* focusing on information about animals' ears and tails.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What did you learn about animals ears?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Main Topic and Key Details** - Review main topic and key details. Model completing chart with class using pages 24-27.

Learning Opportunities/Strategies:

Lesson 10 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Common and Proper Nouns** - Review definition of noun. Define common and proper. Scholars brainstorm a list of common and proper nouns.

Set the Purpose:

- **Writing Process: Plan** - Review the writing process: plan, write, revise, edit, and publish.

Resources:

Lesson 10 - READING: Identify Elements of Informational Texts

- TE pg. 252
- TE pg. 252
- *What Do You Do With a Tail Like This?*, Text Collection pgs. 24-31
- TE pg. 252
- *What Do You Do With a Tail Like This?*, Text Collection pgs. 24-31
- Read Aloud Routine TR8-9
- TE pg. 252
- *What Do You Do With a Tail Like This?*, Text Collection pgs. 24-31
- Think-Pair-Share Routine TR2-3
- TE pg. 253
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 253-254
- By-the-Way Words - scorpion
- Benchmark Vocabulary - pesky, warn
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155
- TE pg. 254
- *What Do You Do With a Tail Like This?*, Text Collection pgs. 24-27
- Main Idea Graphic Organizer TR36

Resources:

Lesson 10 - WRITING: Informative/Explanatory Writing

- TE pg. 261
- TE pg. 258

Grade 1 Reading/Writing

Discuss the many ways writers plan their writing.
Volunteers share their ideas.

Teach and Model:

- **Writing Process: Plan** - Review pgs. 28-31 in *What Do You Do With a Tail Like This?* Discuss the features of a question. Model asking and answering the question.

Prepare to Write:

- **Plan a Question and an Answer** - Explain that a question asks something. Review first word of a question. Model writing a question and researching the answer.

Independent Writing Practice:

- **Write** - Class brainstorms a list of animals in the texts. Scholars choose an animal, draw a picture, write a question, and research an answer.

Share Writing:

- Volunteers share questions. Discuss sources of information to locate answers.

Learning Opportunities/Strategies:

Lesson 11 - READING: Ask and Answer Questions

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand that informational texts have features that help them determine main topics. Features in the text can help answer questions.
- **Engage Scholars** - Reread the title and discuss. Display text pgs. 32-35 and discuss animals. Remind scholars of the Essential Questions: How do features in informational texts help readers understand the main topic? How does the organizational structure of a text help writers explain information?
- **Read** - Follow the Read Aloud Routine to read pgs. 24-35 of *What Do You Do With a Tail Like This?* focusing on how animals use their eyes.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What did you learn about animals' eyes?

Close Read:

- TE pg. 258
- *What Do You Do With a Tail Like This?*, Text Collection pgs. 28-31

- TE pg. 259
- Teacher Modeled Writing (Question)

- TE pg. 260
- Informational Texts about Animals
- Post-Its
- Digital Options
- Drawing/Writing Paper

- TE pg. 260
- Student Writing

Resources:

Lesson 11 - READING: Ask and Answer Questions

- TE pg. 262
- TE pg. 262
- *What Do You Do With a Tail Like This?*, Text Collection pgs. 32-35
- TE pg. 262
- *What Do You Do With a Tail Like This?*, Text Collection pgs. 24-35
- Read Aloud Routine TR8-9
- TE pg. 262
- *What Do You Do With a Tail Like This?*, Text Collection pgs. 32-35
- Think-Pair-Share Routine TR2-3

Grade 1 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Ask and Answer Questions** - Explain that readers ask questions as they read a text. Complete with class the T-Chart to model asking and answering questions.

Learning Opportunities/Strategies:

Lesson 11 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Match Nouns and Verbs** - Explain that when a noun names one thing, the verb usually ends in -s or -es and that -s is added to most verbs to make them singular. Provide examples and discuss.

Set the Purpose:

- **Writing Process: Draft** - Review the writing process. Volunteers share their planning from previous lesson. Explain that writers use text and pictures to tell facts about a topic.

Teach and Model:

- **Writing Process: Draft** - Review pg. 34 of *What Do You Do With a Tail Like This?* Discuss facts about eagles, chameleons, and fish. Provide examples of question-and-answer format to help scholars understand. Discuss illustration on pg. 35.

Prepare to Write:

- **Write a Question and an Answer** - Write the question from Lesson 10, "*What do chameleons eat?*" Discuss researching the answer. Model how to write the answer using facts from the research.

Independent Writing Practice:

- **Write** - Review scholars' questions from Lesson 10. Scholars write their question, answer, and then draw a picture.

Share Writing:

- Volunteers share their question and answer with group. Discuss ideas for illustrations.

- TE pg. 263
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 263-264
- By-the-Way Words - chameleon, bush baby
- Benchmark Vocabulary - spot, squirt
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155
- TE pg. 264
- *What Do You Do With a Tail Like This?*, Text Collection pgs. 32-35
- T-Chart Graphic Organizer TR39

Resources:

Lesson 11 - WRITING: Informative/Explanatory Writing

- TE pg. 271
- TE pg. 268
- Student Work from Lesson 10
- TE pg. 268
- *What Do You Do With a Tail Like This?* Text Collection pgs. 33-35
- TE pg. 269
- Teacher Modeled Writing (Question and Answer)
- TE pg. 270
- Drawing/Writing Paper
- Digital Options
- TE pg. 270
- Student Writing

Grade 1 Reading/Writing

Learning Opportunities/Strategies:

Lesson 12 - READING: Use Illustrations to Understand Details

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Learners understand that living things have certain behaviors that shape them and allow them to survive. Discuss illustrations.
- **Engage Scholars** - Point out that the author identifies the topic with a question. Display pg. 36-39 and discuss. Share the Essential Questions: How do features in informational texts help readers understand the main topic? How does the organizational structure of a text help writers explain information?
- **Read** - Follow the Read Aloud Routine to reread pgs. 36-43 of *What Do You Do With a Tail Like This?* Scholars focus on what animals do with their feet and mouths.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What did you learn about animal feet?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Illustrations and Text** - Model completing with class Web-A graphic organizer to model how the text and illustrations work together.

Learning Opportunities/Strategies:

Lesson 12 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Verbs *is* and *are*** - Explain that *is* and *are* are forms of the verb *to be*. Provide examples of using the verb *is* after singular nouns and *are* after plural nouns.

- Writing Keystone Checklist

Resources:

Lesson 12 - READING: Use Illustrations to Understand Details

- TE pg. 272
- TE pg. 272
- *What Do You Do With a Tail Like This?*, Text Collection pgs. 36-39
- TE pg. 272
- *What Do You Do With a Tail Like This?*, Text Collection pgs. 36-43
- Read Aloud Routine TR8-9
- TE pg. 272
- *What Do You Do With a Tail Like This?*, Text Collection pgs. 36-43
- Think-Pair-Share Routine TR2-3
- TE pg. 273
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 273-274
- By-the-Way Words - gecko, anteater
- Benchmark Vocabulary -sticky, scoop, swallow
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155
- TE pg. 274
- *What Do You Do With a Tail Like This?*, Text Collection pgs. 40-43
- Web-A Graphic Organizer TR44

Resources:

Lesson 12 - WRITING: Informative/Explanatory Writing

- TE pg. 281

Grade 1 Reading/Writing

Set the Purpose:

- **Writing Process: Revise, Edit, Publish** - Review the steps in the writing process. Explain that the prior lesson was the first draft and that learner will now revise, edit, and publish their writing.

Teach and Model:

- **Writing Process: Revise, Edit, Publish** - Explain to scholars the purpose of revising, editing, and publishing. Model using *What Do You Do With a Tail Like This?* Using sentences, discuss possible revisions.

Prepare to Write:

- **Revise, Edit and Publish a Question and an Answer** - Review purpose of revising, editing, and publishing. Model these steps using the question and answer used in lesson 11.

Independent Writing Practice:

- **Revise, Edit, Publish** - Scholars revise, edit, and publish their questions and answers.

Share Writing:

- Volunteers share their published pieces with the class. Create a class question-and-answer book.

Learning Opportunities/Strategies:

Performance-Based Assessment:

- **Informative/Explanatory Task:** Write Questions and Answers - Scholars will use facts from *Time to Sleep* and *What Do You Do With a Tail Like This?* to write questions and answers about animals.
- **Scholars will:**
 - write two questions of their own about one or two animals they read about.
 - find the answers to their questions in the books and write them.
 - use correct end punctuation.

Prepare:

- **Review** - Discuss Essential Questions: How do features in informational texts help readers understand the main topic? How does the organizational structure of a text help writers explain information? Read aloud the Performance-Based Assessment.
- **Revisit the Text** - Remind scholars that the two stories include facts about animals. Display pgs. 20-23 in *What Do You Do With a Tail Like This?* to show example of a question and answer in an

- TE pg. 278

- TE pg. 278
- *What Do You Do With a Tail Like This?*, Text Collection pgs. 16-43

- TE pg. 279
- Teacher Modeled Writing (Question and Answer)

- TE pg. 280
- Student Writing from Lesson 11
- Digital Options

- TE pg. 280
- Student Writing

Resources:

Performance-Based Assessment:

- TE pg. 282
- Reproducible pg. 286

- TE pg. 283
- Performance-Based Assessment

- TE pg. 283
- *Time to Sleep* pg. 2
- *What Do You Do With a Tail Like This?* Text Collection pgs. 20-23

Grade 1 Reading/Writing

informational text. Display pg. 2 of *Time to Sleep* showing a different question and answer. Explain that scholars will use facts from the two stories to write their questions and answers.

Learning Opportunities/Strategies:

Performance-Based Assessment:

Create: Encourage scholars to refer to any writings they did in Module B. Scholars work independently to write questions and answers for the task while teacher circulates to assist if necessary.

Score Writing: Use Informative Writing Rubric

Present: Follow suggestions for scholars to share their writing with the class or in small groups.

Reflect and Respond: For scholars receiving a score of 0, 1, or 2, follow If...then... suggestions to support them as they complete other Performance-Based Assessments.

Resources:

Performance-Based Assessment:

- TE pg. 284
- Notebooks, Paper, Pencils
- *Time to Sleep*
- *What Do You Do With a Tail Like This?*
- Digital Options

- TE pg. 287 Informative Writing Rubric

- TE pg. 288

- TE pg. 289

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Extension • Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Extension • Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Support • Sleuth • Foundational Skills • Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> • Unlock the Text • Unlock the Writing • Performance- 	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Support • Sleuth • Foundational Skills • Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> • Unlock the Text • Unlock the Writing

Grade 1 Reading/Writing

		<p>Based Assessment Lesson</p> <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<ul style="list-style-type: none"> • Unlock Language Learning • Performance-Based Assessment Lesson <p>Scaffolded Instruction - English Language Learners If...then...Quick Check</p> <p>ReadyUp! Intervention</p>
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Unit Two: Becoming a Classroom Citizen - Module A

Stage 1: Desired Results

Standards & Indicators:

NJSLS Foundational Skills: Reading Language

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (**including those listed in RF.K.1**); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.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.
- **L.RF.1.2.C.** - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **L.RF.1.2.D.** - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.3.A.** - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- **L.RF.1.3.B.** - Decode regularly spelled one-syllable words.
- **L.RF.1.3.F** - Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old)
- **L.RF.1.3.G** - Recognize the parts of high-frequency words that are regular and the parts that are irregular
- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.1.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.1.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.1.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS Reading

- **RI.CR.1.1.** - Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RI.CI.1.2.** - Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RI.IT.1.3.** - Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- **RI.TS.1.4.** - With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- **RI.PP.1.5.** - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RI.MF.1.6.** - With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas
- **RI.AA.1.7.** - Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.

Grade 1 Reading/Writing

- **RI.CT.1.8.** - Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

NJSLS Foundational Skills: Writing Language

- **L.WF.1.1.** - Demonstrate command of the conventions of writing, (including those proficiencies listed in L.WF.K.1):
 - A. Write the upper and lowercase alphabets from memory.
 - B. Write a common grapheme (letter or letter group) for each phoneme.
 - C. Orally segment the phonemes in any single syllable, spoken word.
 - D. Recognize that each syllable is organized around a vowel sound.
- **L.WF.1.2.** - Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words, including those proficiencies listed in L.WF.K.2), with:
 - A. Short vowels and single consonants.
- **L.WF.1.3** - Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3):
 - A. Write sentences with increasing complexity.
 - B. Supply the “who,” “is doing,” “what,” in a subject-verb-object frame.
 - C. Capitalize the first word of a sentence, days of the week, months, names of people and proper names.
 - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - E. Use commas in dates and to separate single words in a series.
 - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
 - G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
 - H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because)
- **L.VL.1.2.** - Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
 - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
 - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **L.VI.1.3.** - With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 - B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - C. 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).
 - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - E. 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.

NJSLS Writing

- **W.AW.1.1.** - With prompts and support, write opinion pieces on a topic or texts.
- **W.AW.1.1.A.** - Introduce an opinion.
- **W.AW.1.1.B** - Support the opinion with facts or other information and examples related to the topic.
- **W.AW.1.1.C** - Provide a conclusion.
- **W.WP.1.4.** - With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.1.4.A** - With prompts and support, identify audience and purpose before writing.
- **W.WP.1.4.B** - With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
- **W.WR.1.5** - With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

Grade 1 Reading/Writing

- **W.SE.1.6.** - With guidance and support from adults, gather and select information from multiple sources to answer a question about a topic.
- **W.RW.1.7** - Engage in discussion, drawing, and writing in brief but regular writing tasks.

NJSLS Speaking and Listening

- **SL.PE.1.1.** - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.PE.1.1.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).
- **SL.PE.1.1.B.** - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **SL.PE.1.1.C** - Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3.** - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.PI.1.4.** - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS1.6.** - Produce complete sentences when appropriate to task and situation.

NJSLS Social Studies

- **6.1.2.CivicsPI.2:** Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
- **6.1.2.CivicsPI.4:** Explain how all people, not just official leaders, play important roles in a community.
- **6.1.2.CivicsDP.2:** Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- **6.1.2.CivicsPR.1:** Determine what makes a good rule or law.
- **6.1.2.CivicsPR.3:** Analyze classroom rules and routines and describe how they are designed to benefit the common good
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

NJSLS Health and Physical Education

- **2.1.2.EH.5:** Explain healthy ways of coping with stressful situations.
- **2.2.2.MSC.6:** Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
- **2.2.2.MSC.7:** Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
- **2.1.2.SSH.8:** Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).

NJSLS - Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school, and community.
- **9.1.2.FP.2** - Differentiate between financial wants and needs.
- **9.1.2.PB.2** - Explain why an individual would choose to save money.
- **9.2.2.CAP.1** - Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CI.1** - Demonstrate openness to new ideas and perspectives.
- **9.4.2.CT.2** - Identify possible approaches and resources to execute a plan.
- **9.4.2.DC.7** - Describe actions peers can take to positively impact climate change.
- **9.4.2.GCA:1:** - Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- **9.4.2.TL.5** - Describe the difference between real and virtual experiences.

Grade 1 Reading/Writing

<p><u>Central Idea / Enduring Understanding:</u></p> <p>Readers understand that key details help them determine the central message in a text.</p> <p>Writers understand that opinions are supported by reasons.</p> <p>Learners understand that citizenship begins with becoming a contributing member of a classroom community.</p>	<p><u>Essential/Guiding Question:</u></p> <p>How do readers retell text to demonstrate understanding of the central message?</p> <p>How do writers support an opinion?</p>
<p><u>Content: (Module Goals)</u></p> <p>Readers will retell stories and demonstrate understanding of the central message.</p> <p>Writers will write an opinion and supply reasons for it.</p> <p>Learners will identify ways in which children contribute to a classroom community.</p> <p>Text Complexity Measures - TR48 - TR54</p> <p>The following measures and considerations create a three-part model to gauge the difficulty of a particular text.</p> <ul style="list-style-type: none"> ● Quantitative Measures <ul style="list-style-type: none"> ○ Lexile ● Qualitative Measures <ul style="list-style-type: none"> ○ Literary/Informational Text ○ Text Structure ○ Language and Vocabulary ○ Theme and Knowledge Demands ● Reader and Task Consideration <ul style="list-style-type: none"> ○ Motivation, Knowledge, Experiences of Students ○ Difficulty of the Task or Questions Posed 	<p><u>Skills(Objectives):</u></p> <p>Reading</p> <ul style="list-style-type: none"> ● Story Elements ● Describe Characters ● Setting ● Central Message ● Compare Stories <p>Writing</p> <ul style="list-style-type: none"> ● Write an Opinion About a Character ● Write a Reason to Support an Opinion ● Write and Support an Opinion About a Character ● Write an Opinion About a Story ● Write and Support an Opinion ● Write an Opinion Using Adjectives ● Create an Opinion Poster ● Plan an Opinion ● Revise, Edit, and Publish an Opinion

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <p>Performance-Based Assessment:</p> <ul style="list-style-type: none"> ● Opinion Task: Write About Classroom Citizens - Scholars will think about <i>The Recess Queen</i> and <i>A Fine, Fine School</i> and how characters acted as good classroom citizens. Scholars will write their opinion about how good classroom citizens act and supply a reason for the opinion. ● Scholars will: <ul style="list-style-type: none"> ○ draw a picture that shows how a good classroom citizen acts. ○ write a sentence that states their opinion. ○ supply a reason that supports their opinion. 	<p><u>Other Evidence:</u></p> <p>Beginning of Year Assessment:</p> <ul style="list-style-type: none"> ● Baseline Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Reading Keystones <ul style="list-style-type: none"> ○ Benchmark Vocabulary Practice ○ Text Analysis Practice/Application ○ Write in Response to Reading ● Reading Keystone Rubrics <ul style="list-style-type: none"> ○ Reading/Language Analysis ○ Write in Response to Reading ○ Benchmark Vocabulary ● Writing Keystones: <ul style="list-style-type: none"> ○ Checklists ● Writing Rubrics: <ul style="list-style-type: none"> ○ Narrative ○ Informative/Explanatory ○ Opinion ● Oral Reading Fluency Quick Checks
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Grade 1 Reading/Writing

	Summative Assessments: <ul style="list-style-type: none"> • Selection Test - Anchor Text • Performance-Based Assessment - Module A & B • End-of-Unit Assessment
Stage 3: Learning Plan	
<p><u>Learning Opportunities/Strategies:</u> Lesson 1 - READING: Identify Story Elements</p> <p>Build Understanding:</p> <ul style="list-style-type: none"> • Set the Purpose - Share the Enduring Understanding: Readers understand that key details help them determine the central message of the text. • Engage Scholars - Introduce <i>A Fine, Fine School</i>. Think about the Essential Questions: How do readers retell text to demonstrate understanding of the central message? How do writers support an opinion? • Read - Follow Shared Reading Routine to read <i>A Fine, Fine School</i>. Scholars echo read and focus on what the story is mainly about. • Turn and Talk - Follow Think-Pair-Share Routine to discuss the characters and how they are important to the story. <p>Close Read:</p> <ul style="list-style-type: none"> • Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. • By-the-Way Words & Benchmark Vocabulary - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words. <p>Reading Analysis:</p> <ul style="list-style-type: none"> • Story Elements - Complete Three-Column Chart with class identifying the three important story elements: characters, setting, and events. <p><u>Learning Opportunities/Strategies:</u> Lesson 1 - WRITING: Opinion Writing</p> <p>Conventions Mini-Lesson:</p> <ul style="list-style-type: none"> • Use Commas in a Series - Explain when words are written in a list in a sentence, they are separated by commas. Provide example. <p>Set the Purpose:</p>	<p><u>Resources:</u> Lesson 1 - READING: Identify Story Elements</p> <ul style="list-style-type: none"> • TE pg. 12 • TE pg. 12 • <i>A Fine, Fine School</i>, Text Collection pg. 5 • TE pg. 12 • <i>A Fine, Fine School</i>, Text Collection pgs. 5-29 • Shared Reading Routine TR14-15 • TE pg. 12 • <i>A Fine, Fine School</i>, Text Collection pgs. 5-29 • Think-Pair-Share Routine TR2-3 • TE pg. 13 • <i>A Fine, Fine School</i>, Text Collection pgs. 5-29 • Whole Class Discussion Routine TR4-5 • Small Group Discussion Routine TR6-7 • TE pgs. 13-14 • By-the-Way Words - principal, shapes, dinosaurs • Benchmark Vocabulary - learning, proud • Benchmark Vocabulary Routine for Literary Text TR28-31 • Generative Vocabulary Chart TE pgs. 2-5 • TE pg. 14 • <i>A Fine, Fine School</i>, Text Collection pgs. 5-29 • Three-Column Chart TR40 <p><u>Resources:</u> Lesson 1 - WRITING: Opinion Writing</p> <ul style="list-style-type: none"> • TE pg. 21

Grade 1 Reading/Writing

- **State an Opinion** - Define the word opinion. Explain that likes and dislikes are common forms of opinions.

Teach and Model:

- **State an Opinion** - Explain to scholars that opinions are how a person feels or thinks about a topic. Opinions cannot be proven. Discuss facts. Provide examples of a fact and an opinion about math and discuss.

Prepare to Write:

- **Write an Opinion About a Character** - Discuss the guiding questions about opinions. Explain to scholars that they need to identify a topic to write an opinion. Scholars respond to "What do you think of ____?" Model and discuss responses.

Independent Writing Practice:

- **Illustrate and Write** - Review meaning of fact and opinion. Scholars review the story *A Fine, Fine School* to write one fact and one opinion about Mr. Keene. Scholars then complete a drawing or other visual to clarify their thoughts.

Share Writing:

- Scholars share their writing and drawing with the class identifying the fact and the opinion.

Learning Opportunities/Strategies:

Lesson 2 - Reading: Describe Characters

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that opinions are supported by reasons.
- **Explore Poetry** - Read the poem *School Bus* and discuss.
- **Engage Scholars** - Display pg. 5 of *A Fine, Fine School* and discuss the illustration. Review Essential Questions: How do readers retell text to demonstrate understanding of the central message? How do writers support an opinion?
- **Read** - Follow the Shared Reading Routine to read *A Fine, Fine School* pausing to have students choral read "Isn't this a fine, fine school?"
- **Turn and Talk** - Follow the Think-Pair-Share Routine after reading *A Fine, Fine School* and discuss what happens to the children in the story.

Close Read:

- TE pg. 18

- TE pg. 18

- TE pg. 19

- TE pg. 20
- *A Fine, Fine School*, Text Collection pgs. 5-29
- Drawing/Writing Paper
- Digital Options

- TE pg. 20
- Student Writing/Drawing

Resources:

Lesson 2 - Reading: Describe Characters

- TE pg. 22

- TE pg. 22
- *School Bus*, Text Collection pg. 61

- TE pg. 22
- *A Fine, Fine School*, Text Collection pg. 5

- TE pg. 22
- *A Fine, Fine School*, Text Collection pgs. 5-29
- Shared Reading Routine TR14-15

- TE pg. 22
- *A Fine, Fine School*, Text Collection pgs. 5-29
- Think-Pair-Share Routine TR2-3

Grade 1 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Describe Characters** - Complete Web B with class to describe Beans.

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Understand Verb Tenses** - Explain that verbs tell about actions that happened in the past, present, or future. Provide examples.

Set the Purpose:

- **Support an Opinion** - Remind Scholars that facts are true and opinions are thoughts or feelings. Writers name the topic, state how they feel, and use details to support their feeling when writing opinions.

Teach and Model:

- **Support an Opinion** - Review the features of facts and opinions. Using the example "Children should do homework everyday.", discuss as an opinion and add details to support it. By providing details, it helps the reader understand the opinion. Share student models and discuss.

Prepare to Write:

- **Write a Reason to Support an Opinion** - Review opinions written in Lesson 1 and add reasons to support them. Encourage Scholars to organize their reasons. Provide models using a supporting sentence or adding to opinion using the word "because".

Independent Writing Practice:

- **Write** - Scholars review opinion from Lesson 1 and write a reason to support the way they think or feel.

Share Writing:

- Scholars share their writing with the class identifying the opinion and the reason that supports it.

- TE pg. 23
- *A Fine, Fine School*, Text Collection pgs. 5-29
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 23-24
- Benchmark Vocabulary - strolled, waved
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 24
- *A Fine, Fine School*, Text Collection pgs. 7-10
- Web B TR45

Resources

Lesson 2 - WRITING: Opinion Writing

- TE pg. 31

- TE pg. 28

- TE pg. 28

- TE pg. 29
- Teacher Modeled Writing (Opinion)

- TE pg. 30
- Opinions from Lesson 1
- Digital Options
- Writing Paper

- TE pg. 30
- Student Writing

Grade 1 Reading/Writing

Learning Opportunities/Strategies:

Lesson 3 - READING: Use Key Details to Understand Story Elements

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that opinions are supported by reasons. Scholars will listen for opinions in *A Fine, Fine School*.
- **Engage Scholars** - Use the illustrations in *A Fine, Fine School* to help learner review main events. Review Essential Questions: How do readers retell text to demonstrate understanding of the central message? How do writers support an opinion?
- **Read** - Follow the Shared Reading Routine to read *A Fine, Fine School* focusing on how the illustrations help the reader understand the character's feelings.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss why Mr. Keene thinks there should be school on the weekend and how teachers and children feel about having school on the holidays.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Setting** - Review setting as where and when a story happens. Display and complete with class Web B by adding details about the setting.

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Capitalize Dates and Names of People** - State the date and identify that the month and day are capitalized. Scholars write their name and birthday capitalizing as necessary.

Set the Purpose:

Resources:

Lesson 3 - READING: Use Key Details to Understand Story Elements

- TE pg. 32
- *A Fine, Fine School*, Text Collection pgs. 5-29
- TE pg. 32
- *A Fine, Fine School*, Text Collection pgs. 5-29
- TE pg. 32
- *A Fine, Fine School*, Text Collection pgs. 5-29
- Shared Reading Routine TR14-15
- TE pg. 32
- *A Fine, Fine School*, Text Collection pgs. 5-29
- Think-Pair-Share Routine TR2-3
- TE pg. 33
- *A Fine, Fine School*, Text Collection pgs. 13-17
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 33-34
- By-the-Way Words - calendar
- Benchmark Vocabulary - announced, everything
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5
- TE pg. 34
- *A Fine, Fine School*, Text Collection pgs. 5-29
- Web B TR45

Resources:

Lesson 3 - WRITING: Opinion Writing

- TE pg. 38

Grade 1 Reading/Writing

- **State and Support an Opinion** - Review opinions and how writers support opinions. Scholars will state and support an opinion about another character.

Teach and Model:

- **State and Support an Opinion** - Provide an opinion from *Stellaluna*. Discuss topic/book, opinion, and reasons that support the opinion. Model with an example from *A Fine, Fine School*.

Prepare to Write:

- **Write and Support an Opinion About a Character** - As a class, write opinions about characters in previously read books. Review characters in prior stories. Model opinion writing with a reason using *Dragons and Giants*.

Independent Writing Practice:

- **Write** - Scholars will write an opinion and support it with reasons and/or examples about a character in *A Fine, Fine School*.

Share Writing:

- Scholars share their writing with the class identifying the opinion and the reason that supports it.

Learning Opportunities/Strategies:

Lesson 4 - READING: Describe Story Elements

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Learners understand that citizenship begins with becoming a contributing member of a classroom community. Focus on good classroom citizenship.
- **Engage Scholars** - Display pg. 5 of *A Fine, Fine School*. Review Essential Questions: How do readers retell text to demonstrate understanding of the central message? How do writers support an opinion.
- **Read** - Follow the Shared Reading Routine to read pgs. 18-21 in *A Fine, Fine School* focusing on Tillie's explanation to Mr. Keene.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss what Mr. Keene learns from Tillie?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 38
- *A Fine, Fine School*, Text Collection pgs. 5-29

- TE pg. 38
- *Stellaluna*
- *A Fine, Fine School*, Text Collection pgs. 19

- TE pg. 39
- *Dragons and Giants*, Unit 1 Text Collection pg. 9
- Teacher Modeled Writing(Opinion)

- TE pg. 40
- *A Fine, Fine School*, Text Collection pgs. 5-29
- Writing Paper
- Digital Options

- TE pg. 40
- Student Writing

Resources:

Lesson 4 - READING: Describe Story Elements

- TE pg. 42

- TE pg. 42
- *A Fine, Fine School*, Text Collection pg. 5

- TE pg. 42
- *A Fine, Fine School*, Text Collection pgs. 18-21
- Shared Reading Routine TR14-15

- TE pg. 42
- *A Fine, Fine School*, Text Collection pgs. 18-21
- Think-Pair-Share Routine TR2-3

- TE pg. 43
- *A Fine, Fine School*, Text Collection pgs. 18-21
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

Grade 1 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Characters** - List the characters from *A Fine, Fine School*. Explain that readers learn about characters by what they say and do and how they relate to other characters. Display and complete T-Chart with class about characters.

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Use Quotation Marks** - Write a quotation and circle the quotation marks. Explain that the quotation marks identify the exact words someone says. Using pg. 20 of *A Fine, Fine School*, identify quotation marks and exact words.

Set the Purpose:

- **State an Opinion** - Remind scholars that opinions show what characters think, feel, and believe about something.

Teach and Model:

- **State an Opinion** - People have opinions about many different things. Model opinions about certain foods using the word “dislike” followed by the reason. Provide examples from *A Fine, Fine School* pgs. 15-16.

Prepare to Write:

- **Write an Opinion About a Story** - Remind scholars that opinions are statements about beliefs or feelings. Brainstorm feeling words and write for future reference. Model writing opinions using feeling words and discuss.

Independent Writing Practice:

- **Write** - Scholars imagine themselves as characters in story *A Fine, Fine School*. Write an opinion to Mr. Keene about his decision to have more school.

Share Writing:

- Volunteers share their writing with the class. Discuss as a class if they agree with the opinion.

- TE pgs. 43-44
- By-the-Way Words - creek
- Benchmark Vocabulary - office, worried
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 44
- *A Fine, Fine School*, Text Collection pgs. 18-21
- T-Chart TR39

Resources:

Lesson 4 - WRITING: Opinion Writing

- TE pg. 51
- *A Fine, Fine School*, Text Collection pg. 20

- TE pg. 48

- TE pg. 48
- *A Fine, Fine School*, Text Collection pgs. 15-16

- TE pg. 49
- Teacher Modeled Writing (Opinion)

- TE pg. 50
- *A Fine, Fine School*, Text Collection pgs. 18-21
- Writing Paper
- Digital Options

- TE pg. 50
- Student Writing

Grade 1 Reading/Writing

Learning Opportunities/Strategies:

Lesson 5 - READING: Understand Author's Word Choice

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that opinions are supported by reasons.
- **Explore Poetry** - Display and read poem *School Bus*. Identify characteristics of poems. Identify words that appeal to senses or show feeling.
- **Engage Scholars** - Recall major events of *A Fine, Fine School* while focusing on the Essential Questions: How do readers retell text to demonstrate understanding of the central message? How do writers support an opinion?
- **Read** - Follow the Shared Reading Routine to read pgs. 22-29 of *A Fine, Fine School*.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: Why do the children wonder if Mr. Keene will make their little brothers and sisters come to school?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Word Choice** - Define adjective and complete Web B graphic organizer with class.

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Use Adjectives** - Define adjective and provide examples. Scholars identify adjectives on pg. 28 of *A Fine, Fine School*.

Set the Purpose:

- **Word Choice: Opinions** - Remind scholars that opinions are supported with reasons/examples. Word choice helps readers identify an opinion.

Resources:

Lesson 5 - READING: Understand Author's Word Choice

- TE pg. 52
- TE pg. 52
- *School Bus*, Text Collection pg. 61
- TE pg. 52
- *A Fine, Fine School*, Text Collection pgs. 5-29
- TE pg. 52
- *A Fine, Fine School*, Text Collection pgs. 22-29
- Shared Reading Routine TR14-15
- TE pg. 52
- *A Fine, Fine School*, Text Collection pgs. 22-29
- Think-Pair-Share Routine TR2-3
- TE pg. 53
- *A Fine, Fine School*, Text Collection pgs. 22-24
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 54
- Benchmark Vocabulary - enormous, cheer
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5
- TE pg. 54
- *A Fine, Fine School*, Text Collection pgs. 7 & 28
- Web B TR45

Resources:

Lesson 5 - WRITING: Opinion Writing

- TE pg. 61
- *A Fine, Fine School*, Text Collection pg. 28
- TE pg. 58

Grade 1 Reading/Writing

Teach and Model:

- **Word Choice: Opinions** - Remind scholars to ask questions to help identify opinions. Provide example on pg. 11 of *A Fine, Fine School* and discuss. Scholars page through illustrations to help identify reasons that support opinions.

Prepare to Write:

- **Write and Support an Opinion** - Share the opinion written in Lesson 4. Model how to support the opinion and rewrite in different ways.

Independent Writing Practice:

- **Write** - Scholars review opinion they wrote in Lesson 4. Rewrite the opinion to include a reason from the text to support it.

Share Writing:

- Volunteers share their writing with the class. Discuss with class the characters opinions of Mr. Keene.

Learning Opportunities/Strategies:

Lesson 6 - READING: Identify the Central Message of a Story

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Learners understand that citizenship begins with becoming a contributing member of a classroom community.
- **Engage Scholars** - Display title page of *A Fine, Fine School*. Review plot, thinking about the Essential Questions: How do readers retell text to demonstrate understanding of the central message? How do writers support an opinion?
- **Read** - Follow the Shared Reading Routine to read pgs. 24-29 of *A Fine, Fine School*. Focus on things children learn outside school.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: Who is unable to learn when the children are in school every day?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use

- TE pg. 58
- *A Fine, Fine School*, Text Collection pgs. 5-29

- TE pg. 59
- Teacher Modeled Writing (Opinion)

- TE pg. 60
- *A Fine, Fine School*, Text Collection pgs. 5-29
- Student Writing form Lesson 4
- Digital Options

- TE pg. 60
- Student Writing

Resources:

Lesson 6 - READING: Identify the Central Message of a Story

- TE pg. 62
- TE pg. 62
- *A Fine, Fine School*, Text Collection pgs. 5-29
- TE pg. 62
- *A Fine, Fine School*, Text Collection pgs. 24-29
- Shared Reading Routine TR14-15
- TE pg. 62
- *A Fine, Fine School*, Text Collection pgs. 24-29
- Think-Pair-Share Routine TR2-3
- TE pg. 63
- *A Fine, Fine School*, Text Collection pgs. 5-29
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 63-64
- By-the-Way Words - mean
- Benchmark Vocabulary - younger

Grade 1 Reading/Writing

the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Central Message** - Stories have a central message that isn't always stated. Model identifying the lesson learned from the text.

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Use Commas** - Explain that commas are used in dates and in lists. Provide examples. Write sample sentences and have Scholars identify where commas are needed.

Set the Purpose:

- **State and Support an Opinion** - Opinion writing tells how writers think or feel about a topic. Writers support their opinions. Scholars will write their opinion and support it with details.

Teach and Model:

- **State and Support an Opinion** - Explain that a book review is a type of opinion writing. Provide student model of a book review and discuss with the class.

Prepare to Write:

- **Write an Opinion About a Story** - Review the process of writing an opinion. Plan an opinion, list opinion words, list reasons, write opinion, and support it. Point out the connection between opinion, word, and reason.

Independent Writing Practice:

- **Write** - Scholars work in small groups to decide on an opinion about *A Fine, Fine School*. Write a sentence and a reason to support their opinion.

Share Writing:

- Groups with differing opinions meet, share, and debate. Discuss additional examples or reasons that support the opinion.

Learning Opportunities/Strategies:

Lesson 7 - READING: Understand How Author's Word Choice Appeals to the Senses

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand that key details help them determine the central message in a text.

- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5
- TE pg. 64
- *A Fine, Fine School*, Text Collection pgs. 5-29

Resources:

Lesson 6 - WRITING: Opinion Writing

- TE pg. 71
- TE pg. 68
- TE pg. 68
- *A Fine, Fine School*, Text Collection pgs. 5-29
- TE pg. 69
- Teacher Model Writing (Opinion)

- TE pg. 70
- *A Fine, Fine School*, Text Collection pgs. 5-29
- Writing Paper
- Digital Options
- TE pg. 70
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 7 - READING: Understand How Author's Word Choice Appeals to the Senses

- TE pg. 72

Grade 1 Reading/Writing

- **Engage Scholars** - Introduce *The Recess Queen* pg. 31. Discuss title page and make predictions. Share the Essential Questions: How do readers retell text to demonstrate understanding of the central message? How do writers support an opinion?
- **Read** - Follow the Shared Reading Routine to read *The Recess Queen* focusing on what the story is mainly about.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the story and what character you would like in your class and why.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Word Choice** - Review the five senses. Read first two lines on pg. 37 and discuss words that appeal to the senses.

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Understand Verb Tense: Past, Present, Future** - Verbs are action words that tell when things happen. Verb endings differ depending on when things happen. Discuss examples using characters from *The Recess Queen*.

Set the Purpose:

- **State an Opinion** - Review opinion and ability to support it. Explain that scholars will write an opinion about a character in *The Recess Queen*.

Teach and Model:

- **State an Opinion** - Prompt discussion about the characters and words used to describe them. Read the two excerpts and discuss words that help readers understand the characters.

Prepare to Write:

- TE pg. 72
- *The Recess Queen*, Text Collection pgs. 30-60

- TE pg. 72
- *The Recess Queen*, Text Collection pgs. 30-60
- Shared Reading Routine TR14-15

- TE pg. 72
- *The Recess Queen*, Text Collection pgs. 30-60
- Think-Pair-Share Routine TR2-3

- TE pg. 73
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 73-74
- By-the-Way Words - charged
- Benchmark Vocabulary - bullied
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 74
- *The Recess Queen*, Text Collection pg. 37

Resources:

Lesson 7 - WRITING: Opinion Writing

- TE pg. 81
- *The Recess Queen*, Text Collection pgs. 30-60

- TE pg. 78
- *The Recess Queen*, Text Collection pgs. 30-60

- TE pg. 78
- *The Recess Queen*, Text Collection pgs. 34-35, 46

Grade 1 Reading/Writing

- **Write an Opinion About a Character** - Review format for writing an opinion. Model thinking aloud about the story to formulate opinions about the characters using the words and illustrations in the text. Write opinion and discuss.

Independent Writing Practice:

- **Write** - Scholars look through *The Recess Queen*, choose a character, draw an illustration of the character, and write an opinion only about that character.

Share Writing:

- Volunteers share their opinion with a partner. Orally state reasons for their opinions.

Learning Opportunities/Strategies:

Lesson 8 - READING: Use Context Clues to Understand Words in Stories

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Scholars understand that citizenship begins with becoming a contributing member of the classroom. Discuss what it means to be a good classroom citizen.
- **Engage Scholars** - Display and discuss *The Recess Queen* pgs. 31 & 33. Remind learner of the Essential Questions: How do readers retell text to demonstrate understanding of the central message? How do writers support an opinion?
- **Read** - Follow the Shared Reading Routine to read *The Recess Queen* focusing on unfamiliar words.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss what the illustrations tell you about how Jean treats the other children and what they think of her.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- TE pg. 79
- *The Recess Queen*, Text Collection pgs. 30-60
- Teacher Modeled Writing (Opinion)

- TE pg. 80
- *The Recess Queen*, Text Collection pgs. 30-60
- Drawing/Writing Paper
- Digital Options

- TE pg. 80
- Student Illustration/Opinion

Resources:

Lesson 8 - READING: Use Context Clues to Understand Words in Stories

- TE pg. 82
- TE pg. 82
- *The Recess Queen*, Text Collection pgs. 31, 33
- TE pg. 82
- *The Recess Queen*, Text Collection pgs. 30-60
- Shared Reading Routine TR14-15
- TE pg. 82
- *The Recess Queen*, Text Collection pgs. 30-60
- Think-Pair-Share Routine TR2-3
- TE pg. 83
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 83-84
- By-the-Way Words - crossed
- Benchmark Vocabulary - nobody
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

Grade 1 Reading/Writing

- **Context Clues** - Display and complete with class the T-Chart to model defining an unknown word such as the word *swung* on pg. 33 using context clues.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Using Indefinite Pronouns** - Review definition of a pronoun. Define indefinite pronoun as a pronoun not specific to someone. Write sentences about recess using indefinite pronouns.

Set the Purpose:

- **Support an Opinion** - Review opinion scholars wrote in Lesson 7. Discuss the importance of supporting the opinion with reasons.

Teach and Model:

- **Support an Opinion** - Volunteers share their opinions with the group. Prompt discussion about the opinions. Provide student model opinion and discuss details that support and do not support the opinion.

Prepare to Write:

- **Write a Reason to Support an Opinion** - Review opinions from Lesson 7. Explain that the opinion needs support. Look through story for illustrations to support opinion and flag several examples. Model writing opinion and supporting reason using the word *because*.

Independent Writing Practice:

- **Write** - Review opinion from prior lesson. Scholars page through story to find evidence to support their opinion. Write opinion and supporting details.

Share Writing:

- Volunteers share their writing with the group. Discuss how reasons supported their opinions.

Learning Opportunities/Strategies:

Lesson 9 - READING: Use Author's Words and Phrases to Describe Characters

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand that key details help them determine the central message in a text. Focus on understanding the characters to determine central message.

- TE pg. 84
- *The Recess Queen*, Text Collection pg. 33
- T-Chart TR39

Resources:

Lesson 8 - WRITING: Opinion Writing

- TE pg. 91

- TE pg. 88
- Student Writing from Lesson 7

- TE pg. 88
- *The Recess Queen*, Text Collection pgs. 30-60

- TE pg. 89
- Post-Its
- Teacher Model Writing (Opinion with Supporting Detail)

- TE pg. 90
- Student Writing from Lesson 7
- *The Recess Queen*, Text Collection pgs. 30-60
- Digital Options

- TE pg. 90
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 9 - READING: Use Author's Words and Phrases to Describe Characters

- TE pg. 92

Grade 1 Reading/Writing

- **Engage Scholars** - Discuss illustrations pgs. 33-37 of *The Recess Queen*. Share the Essential Questions: How do readers retell text to demonstrate understanding of the central message? How do writers support an opinion?
- **Read** - Follow the Shared Reading Routine to read aloud pgs. 36-39 of *The Recess Queen* focusing on interesting words the author used.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: How does the author describe Jean's behavior on the playground?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Word Choice** - Review meaning of adjective. Discuss adjectives used to describe the character Katie Sue in *The Recess Queen*.

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Possessive Pronouns** - Point out that possessive pronouns show ownership. Discuss examples. Have volunteers name items in their desk. Write sentences showing possession for the item.

Set the Purpose:

- **Word Choice: Opinions** - Point out that word choice helps readers understand writer's opinion and thoughts/feelings on a topic.

Teach and Model:

- **Word Choice: Opinions** - Volunteers share their opinions about characters in *The Recess Queen*. Reread pgs. 37-38 and discuss the writer's word choice.

Prepare to Write:

- **Write an Opinion Using Adjectives** - Word choice is important in writing. Discuss word choice to describe characters in *The Recess Queen*. Explain

- TE pg. 92
- *The Recess Queen*, Text Collection pgs. 30-60

- TE pg. 92
- *The Recess Queen*, Text Collection pgs. 30-60
- Shared Reading Routine TR14-15

- TE pg. 92
- *The Recess Queen*, Text Collection pgs. 30-60
- Think-Pair-Share Routine TR2-3

- TE pg. 93
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 94
- Benchmark Vocabulary - tiny
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 94
- *The Recess Queen*, Text Collection pgs. 38, 46

Resources:

Lesson 9 - WRITING: Opinion Writing

- TE pg. 101

- TE pg. 98

- TE pg. 98
- *The Recess Queen*, Text Collection pgs. 37-38

- TE pg. 99
- Teacher Model Writing (Opinion Word Choice)

Grade 1 Reading/Writing

that readers form opinions about characters based on words writers use.

Independent Writing Practice:

- **Write** - Review opinion statement scholars wrote in Lessons 7 & 8. Scholars work with partner to write an opinion and reason about a different character including at least one describing word.

Share Writing:

- Volunteers share their writing with the class. As a class, discuss word choice.

Learning Opportunities/Strategies:

Lesson 10 - READING: Describe Characters Using Key Details

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand that key details help them determine the central message in a text.
- **Engage Scholars** - Partners review the *The Recess Queen* retelling the story. Share the Essential Questions: How do readers retell text to demonstrate understanding of the central message? How do writers support an opinion?
- **Read** - Follow the Shared Reading Routine to read pgs. 44-47 of *The Recess Queen* focusing on words and phrases that repeat.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What does Jean learn about Katie Sue?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Character** - Discuss main characters in story. Display and complete the T-chart with class to enter information about characters.

Learning Opportunities/Strategies:

Lesson 10 - WRITING: Opinion Writing

- TE pg. 100
- Student Writing from Lessons 7 & 8
- *The Recess Queen*, Text Collection pgs. 30-60
- Digital Options

- TE pg. 100
- Student Writing

Resources:

Lesson 10 - READING: Describe Characters Using Key Details

- TE pg. 102
- TE pg. 102
- *The Recess Queen*, Text Collection pgs. 30-60
- TE pg. 102
- *The Recess Queen*, Text Collection pgs. 30-60
- Shared Reading Routine TR14-15
- TE pg. 102
- *The Recess Queen*, Text Collection pgs. 30-60
- Think-Pair-Share Routine TR2-3
- TE pg. 103
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 103-104
- By-the-Way Words - set the record straight, bolted
- Benchmark Vocabulary - snarled, bossy
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5
- TE pg. 104
- *The Recess Queen*, Text Collection pgs. 30-60
- T-Chart Graphic Organizer TR39

Resources:

Lesson 10 - WRITING: Opinion Writing

Grade 1 Reading/Writing

Conventions Mini-Lesson:

- **Using Adjectives** - Adjectives tell more about nouns. Reread pg. 38 and discuss adjectives that describe Katie Sue. Volunteers share adjectives to describe Jean.

Set the Purpose:

- **State and Support an Opinion** - Posters depicting citizenship can be opinion writing because it tells what the writer thinks or feels about citizenship.

Teach and Model:

- **State and Support an Opinion** - Discuss features of a poster. Share the two student model's and discuss which is more effective.

Prepare to Write:

- **Create an Opinion Poster** - As a class, brainstorm ways to express an opinion about bullying. Brainstorm and list adjectives to describe bullies and those trying to stop bullies. List actions that might stop a bully. Model thinking aloud how to create a poster on the topic.

Independent Writing Practice:

- **Write** - Scholars work in small groups to create an anti-bullying poster. Posters include headlines, opinions, illustration, and reason to support opinion.

Share Writing:

- Volunteers share their posters with the class. Encourage scholars to discuss.

Learning Opportunities/Strategies:

Lesson 11 - READING: Understand and Describe Author's Word Choice

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Writers understand that opinions are supported by reasons.
- **Explore Poetry** - Display and read *Countdown to Recess* on pg. 61. Discuss poem and rhyming words.
- **Engage Scholars** - Work with scholars to retell the story. Remind scholars of the Essential Questions: How do readers retell text to demonstrate understanding of the central message? How do writers support an opinion?
- **Read** - Follow the Shared Reading Routine to read pgs. 48-57 of *The Recess Queen* focusing on word choice.

- TE pg. 111
- *The Recess Queen*, Text Collection pg. 38

- TE pg. 108

- TE pg. 108

- TE pg. 109
- Teacher Model Writing (Poster)

- TE pg. 110
- Poster Paper, Pencils, Crayons
- Digital Options

- TE pg. 110
- Student Poster

Resources:

Lesson 11 - READING: Understand and Describe Author's Word Choice

- TE pg. 112
- TE pg. 112
- *Countdown to Recess*, Text Collection pg. 61
- TE pg. 112
- *The Recess Queen*, Text Collection pgs. 30-60
- TE pg. 112
- *The Recess Queen*, Text Collection pgs. 30-60
- Shared Reading Routine TR14-15

Grade 1 Reading/Writing

- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: Why does Jean jump rope with Katie Sue?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Rhythm and Rhyme** - Explain difference between rhythm and rhyme. Read aloud examples on pg. 51.

Learning Opportunities/Strategies:

Lesson 11 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Use Personal Pronouns: I and me** - Review pronouns. Point out that *I* and *me* are personal pronouns used when talking about something you did. Supply sentence frames for Scholars to complete orally.

Set the Purpose:

- **Writing Process: Plan an Opinion** - Describe the steps in the writing process. Explain steps to writing an opinion piece and what needs to be done at each step. Focus on planning part of the opinion writing.

Teach and Model:

- **Writing Process: Draft** - Suggest using a graphic organizer to organize thoughts. Display sample T-chart and discuss.

Prepare to Write:

- **Plan an Opinion** - Review the planning steps of the writing process. Model positive and negative opinions about the two stories using the table on pg. 119.

Independent Writing Practice:

- **Write** - Scholars choose a story to write an opinion about. Working in partners, scholars discuss and complete a T-chart or web of the positive or negative opinions of the story including reasons to support their opinion.

- TE pg. 112
- *The Recess Queen*, Text Collection pgs. 30-60
- Think-Pair-Share Routine TR2-3

- TE pg. 113
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 103-104
- By-the-Way Words - thundered
- Benchmark Vocabulary - dared, stared
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 114
- *The Recess Queen*, Text Collection pgs. 51, 53

Resources:

Lesson 11 - WRITING: Opinion Writing

- TE pg. 121
- Sentence Frames

- TE pg. 118

- TE pg. 118
- T-Chart

- TE pg. 119
- Teacher Model Writing (Opinion Table)
- *A Fine, Fine School*, Text Collection pgs. 5-29
- *The Recess Queen*, Text Collection pgs. 30-60

- TE pg. 120
- Graphic Organizer
- Digital Options

Grade 1 Reading/Writing

Share Writing:

- Volunteers share how their partner discussions went.

Learning Opportunities/Strategies:

Lesson 12 - READING: Use Key Details to Identify the Central Message

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Learners understand that citizenship begins with becoming a contributing member of a classroom community.
- **Engage Scholars** - Discuss the pictures on pg. 50-51 of *The Recess Queen*. Share the Essential Questions: How do readers retell text to demonstrate understanding of the central message? How do writers support an opinion?
- **Read** - Follow the Shared Reading Routine to read pgs. 51-60 of *The Recess Queen* focusing on how the action on the playground is changing.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: How does Katie Sue change the mood of the playground in the story?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Central Message** - Explain that a story often has a message or lesson that may not be stated. Compare how characters act at the beginning of the story and how they change at the end to help in identifying the lesson.

Learning Opportunities/Strategies:

Lesson 12 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Using Indefinite Pronouns** - Review definition of a pronoun. Define indefinite pronoun as a pronoun not specific to someone. Discuss examples and have scholars supply nouns for indefinite pronouns.

- TE pg. 120
- Graphic Organizer

Resources:

Lesson 12 - READING: Use Key Details to Identify the Central Message

- TE pg. 122
- TE pg. 122
- *The Recess Queen*, Text Collection pgs. 30-60
- TE pg. 122
- *The Recess Queen*, Text Collection pgs. 51-60
- Shared Reading Routine TR14-15
- TE pg. 122
- *The Recess Queen*, Text Collection pgs. 30-60
- Think-Pair-Share Routine TR2-3

- TE pg. 123
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 123-124
- By-the-Way Words - romping
- Benchmark Vocabulary - disaster, giggled
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 124
- *The Recess Queen*, Text Collection pgs. 30-60

Resources:

Lesson 12 - WRITING: Opinion Writing

- TE pg. 131

Grade 1 Reading/Writing

Set the Purpose:

- **Writing Process: Write an Opinion** - Review steps to writing an opinion piece and check off steps scholars already completed.

Teach and Model:

- **Writing Process: Write an Opinion** - Review opinion statement on pg. 10 of *A Fine, Fine School* and pg. 35 of *The Recess Queen*. Discuss the words used to help tell the opinion.

Prepare to Write:

- **Write an Opinion About a Story** - Model the writing steps by reviewing the T-chart that was completed in Lesson 11. Share the steps as you model writing the opinion statement. Discuss including strong reasons and examples to support it.

Independent Writing Practice:

- **Write** - Scholars work with partners from Lesson 11 and write an opinion and supporting statement about one of the texts.

Share Writing:

- Volunteers share their writing with the class. Class identifies opinion and support. Explain that there are more steps to the writing process and opportunity to revise and edit.

Learning Opportunities/Strategies:

Lesson 13 - READING: Compare and Contrast Characters and Events

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand that key details help them determine the central message in a text. Tell scholars they will retell both stories.
- **Engage Scholars** - Essential Questions: How do readers retell text to demonstrate understanding of the central message? How do writers support an opinion? Review features of sentences. Discuss comparing and contrasting characters and events after retelling.
- **Read** - Picture walk through both stories. Follow the Shared Reading Routine to read pgs. 19-29 of *A Fine, Fine School* and pgs. 51-60 of *The Recess Queen*. Focus on how stories are alike and different.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss how Mr. Keene helps and how Katie Sue is a good classroom citizen.

- TE pg. 128

- TE pg. 128
- *A Fine, Fine School*, Text Collection pgs. 5-29
- *The Recess Queen*, Text Collection pgs. 30-60

- TE pg. 129
- Teacher Model Writing (Opinion Writing)
- T-Chart from Lesson 11

- TE pg. 130
- Student Writing
- Digital Options

- TE pg. 130
- Student Writing

Resources:

Lesson 13 - READING: Compare and Contrast Characters and Events

- TE pg. 132

- TE pg. 132
- *A Fine, Fine School*, Text Collection pgs. 5-29
- *The Recess Queen*, Text Collection pgs. 30-60

- TE pg. 132
- *A Fine, Fine School*, Text Collection pgs. 19-29
- *The Recess Queen*, Text Collection pgs. 51-60
- Shared Reading Routine TR14-15

- TE pg. 132
- *A Fine, Fine School*, Text Collection pgs. 19-29
- *The Recess Queen*, Text Collection pgs. 51-60
- Think-Pair-Share Routine TR2-3

Grade 1 Reading/Writing

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare Stories** - Display and complete with class Story Sequence B to record story elements.

Learning Opportunities/Strategies:

Lesson 13 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Use Conjunctions** - Explain that conjunctions connect words, phrases, clauses, and sentences. Discuss the words *and*, *but*, *or*, *so*, and *because* as conjunctions. The word *because* connects an opinion with a reason. Provide examples.

Set the Purpose:

- **Writing Process: Revise, Edit, and Publish** - Review what scholars wrote in previous lessons. Scholars will add details, edit, and publish their writing. Discuss steps completed.

Teach and Model:

- **Writing Process: Revise, Edit, and Publish** - Review the student model and solicit suggestions to revise and edit.

Prepare to Write:

- **Revise, Edit, and Publish an Opinion** - Revisit opinion written in Lesson 12. Discuss with class ways to revise the original piece. Model the procedure to edit the writing. Explain the various ways to publish a piece of writing.

Independent Writing Practice:

- **Write** - Scholars work to revise, edit, and publish their writing.

Share Writing:

- Volunteers share their published pieces with a partner.

- TE pg. 133
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 133-134
- By-The-Way Words - worried
- Benchmark Vocabulary - learning, everything
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5
- TE pg. 134
- Story Sequence B TR38
- *A Fine , Fine School*, Text Collection

Resources:

Lesson 13 - WRITING: Opinion Writing

- TE pg. 141
- TE pg. 138
- Student Writing from Lesson 12
- TE pg. 138
- Student Model
- TE pg. 139
- Teacher Model (Opinion Writing)
- TE pg. 140
- Student Writing from Lesson 12
- Digital Options
- TE pg. 140
- Student Writing
- Writing Keystone Checklist

Grade 1 Reading/Writing

Learning Opportunities/Strategies:

Performance-Based Assessment:

- **Opinion Task:** Write About Classroom Citizens - Scholars will think about *The Recess Queen* and *A Fine, Fine School* and how characters acted as good classroom citizens. Scholars will write their opinion about how good classroom citizens act and supply a reason for the opinion.
- **Scholars will:**
 - draw a picture that shows how a good classroom citizen acts.
 - write a sentence that states their opinion.
 - supply a reason that supports their opinion.

Prepare:

- **Review** - Discuss Essential Questions: How do readers retell text to demonstrate an understanding of the central message? How do writers support an opinion? Read aloud the Performance-Based Assessment. Working in small groups, scholars discuss how Katie Sue in *The Recess Queen* and Tillie in *A Fine, Fine School* act as good classroom citizens.
- **Revisit the Text** - Remind scholars that before Katie Sue came to school, no one asked Mean Jean to play. Encourage discussion on ways to act responsibly and make a positive contribution to the classroom.

Learning Opportunities/Strategies:

Performance-Based Assessment:

Create: Encourage scholars to focus on one characteristic of a good classroom citizen. Scholars work independently to write an opinion and reason to support it while teacher circulates to assist if necessary.

Score Writing: Use Opinion Writing Rubric

Present: Follow suggestions for scholars to share their writing with the class or in small groups.

Reflect and Respond: For scholars receiving a score of 0, 1, or 2, follow If...then... suggestions to support them as they complete other Performance-Based Assessments.

Resources:

Performance-Based Assessment:

- TE pg. 142
- Student Reproducible pg. 146

- TE pg. 143
- Performance-Based Assessment
- *A Fine, Fine School*, Text Collection pgs. 5-29
- *The Recess Queen*, Text Collection pgs. 30-60

- TE pg. 143
- *A Fine, Fine School*, Text Collection pgs. 5-29
- *The Recess Queen*, Text Collection pgs. 30-60

Resources:

Performance-Based Assessment:

- TE pg. 144
- Notebooks, Paper
- Pencils, Crayons, Markers
- *A Fine, Fine School*, Text Collection pgs. 5-29
- *The Recess Queen*, Text Collection pgs. 30-60
- Digital Options

- TE pg. 147 Opinion Writing Rubric

- TE pg. 148
- Digital Options

- TE pg. 149

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal	Reader's & Writer's Journal	Reader's & Writer's Journal	Reader's & Writer's Journal

Grade 1 Reading/Writing

<ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Extension • Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Extension • Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Support • Sleuth • Foundational Skills • Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> • Unlock the Text • Unlock the Writing • Performance-Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Support • Sleuth • Foundational Skills • Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> • Unlock the Text • Unlock the Writing • Unlock Language Learning • Performance-Based Assessment Lesson <p>Scaffolded Instruction - English Language Learners If...then...Quick Check</p> <p>ReadyUp! Intervention</p>
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Unit Two: Becoming a Classroom Citizen - Module B

Stage 1: Desired Results

Standards & Indicators:

NJSLS Foundational Skills: Reading Language

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (**including those listed in RF.K.1**); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.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.
- **L.RF.1.2.B.** - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **L.RF.1.2.C.** - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **L.RF.1.2.D.** - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)

Grade 1 Reading/Writing

- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.3.A.** - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- **L.RF.1.3.B.** - Decode regularly spelled one-syllable words.
- **L.RF.1.3.F** - Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old)
- **L.RF.1.3.G** - Recognize the parts of high-frequency words that are regular and the parts that are irregular
- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.1.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.1.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.1.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS Reading

- **RL.CR.1.1.** - Ask and answer questions about key details in a **literary** text.
- **RL.CI.1.2.** - Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** - Describe characters, settings, and major event(s) in a story, using key details.
- **RL.TS.1.4.** -With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- **RL.PP.1.5.** - Identify who is telling the story at various points in a text.
- **RL.MF.1.6.** - With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **RL.CT.1.8.** - Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

NJSLS Foundational Skills: Writing Language

- **L.WF.1.1.** - Demonstrate command of the conventions of writing, (including those proficiencies listed in L.WF.K.1):
 - A. Write the upper and lowercase alphabets from memory.
 - B. Write a common grapheme (letter or letter group) for each phoneme.
 - C. Orally segment the phonemes in any single syllable, spoken word.
 - D. Recognize that each syllable is organized around a vowel sound.
- **L.WF.1.2.** - Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words, including those proficiencies listed in L.WF.K.2), with:
 - A. Short vowels and single consonants.
- **L.WF.1.3** - Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3):
 - A. Write sentences with increasing complexity.
 - B. Supply the “who,” “is doing,” “what,” in a subject-verb-object frame.
 - C. Capitalize the first word of a sentence, days of the week, months, names of people and proper names.
 - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - E. Use commas in dates and to separate single words in a series.
 - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
 - G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
 - H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because
- **L.VL.1.2.** - Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
 - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
 - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Grade 1 Reading/Writing

- **L.VI.1.3.** - With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 - B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - C. 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).
 - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - E. 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.

NJSLS Writing

- **W.AW.1.1.** - With prompts and support, write opinion pieces on a topic or texts.
- **W.AW.1.1.A.** - Introduce an opinion.
- **W.AW.1.1.B.** - Support the opinion with facts or other information and examples related to the topic.
- **W.AW.1.1.C.** - Provide a conclusion.
- **W.WP.1.4.** - With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.1.4.A** - With prompts and support, identify audience and purpose before writing.
- **W.WP.1.4.B** - With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
- **W.WR.1.5** - With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
- **W.SE.1.6.** - With guidance and support from adults, gather and select information from multiple sources to answer a question about a topic.
- **W.RW.1.7** - Engage in discussion, drawing, and writing in brief but regular writing tasks.

NJSLS Speaking and Listening

- **SL.PE.1.1.** - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.PE.1.1.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).
- **SL.PE.1.1.B.** - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **SL.PE.1.1.C** - Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3.** - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.PI.1.4.** - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS1.6.** - Produce complete sentences when appropriate to task and situation.

NJSLS Social Studies

- **6.1.2.CivicsPI.4:** Explain how all people, not just official leaders, play important roles in a community
- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsPR.3:** Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Grade 1 Reading/Writing

- **6.1.2.Geo.SV.4:** Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
- **6.1.2.HistoryUP.1:** Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- **6.1.2.HistoryUP.2:** Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

NJSLS Health and Physical Education

2.1.2.SSH.5: Identify basic social needs of all people.

2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.

2.1.2.EH.5: Explain healthy ways of coping with stressful situations.

NJSLS - Career Readiness, Life Literacies, and Key Skills

- **9.1.2.FP.3** - Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society)
- **9.1.2.PB.1** - Determine various ways to save and places in the local community that help people save and accumulate money over time.
- **9.1.2.PB.2** - Explain why an individual would choose to save money.
- **9.2.2.CAP.2** - Explain why employers are willing to pay individuals to work
- **9.4.2.DC.3** - Explain how to be safe online and follow safe practices when using the internet.
- **9.4.2.DC.4** - Compare information that should be kept private to information that might be made public.

Central Idea / Enduring Understanding:

Readers understand that illustrations and details in a text help them identify the main idea or central message.

Writers understand that experiences can be compared and contrasted.

Learners understand that we are all connected to people beyond our own communities.

Essential/Guiding Question:

How do readers use illustrations and details in literary and informational texts?

How do writers use what they read to share information about a topic?

Content: (Module Goals)

Readers will use key details and illustrations in texts to demonstrate knowledge of main ideas and central messages.

Writers will create an explanatory text that compares and contrasts experiences.

Learners will understand that children contribute to a global classroom community.

Text Complexity Measures - TR48 - TR54

The following measures and considerations create a three-part model to gauge the difficulty of a particular text.

- **Quantitative Measures**
 - Lexile
- **Qualitative Measures**
 - Literary/Informational Text
 - Text Structure
 - Language and Vocabulary
 - Theme and Knowledge Demands
- **Reader and Task Consideration**

Skills(Objectives):

Reading

- Retell
- Illustrations
- Story Events
- Central Message
- Text Features
- Locate Key Details
- Photographs and Illustrations
- Compare and Contrast
- Describe Connections
- Main Topic/Central Message

Writing

- Write a Fact
- Write to Name the Main Topic
- Write a Detail About a Text
- Write a Caption for an Illustration
- Write a Fact about a Topic
- Plan Informative Text Using a Concept Web
- Write Informative Text
- Revise Informative Text
- Edit and Publish Informative Text

Grade 1 Reading/Writing

- Motivation, Knowledge, Experiences of Students
- Difficulty of the Task or Questions Posed

Stage 2: Assessment Evidence

Performance Task(s):

Performance-Based Assessment:

- **Informative/Explanatory Task:** Write About Global Students - Scholars will think about what they have learned about students from around the world. They will choose one student from *Far from Home* or *Going to School*. Scholars will compare and contrast their own school experiences with this student's school experiences.
- **Scholars will:**
 - choose one student that they read about.
 - draw a picture that shows how school is the same or different for them and the student they chose.
 - write a statement that tells one similarity between the two school experiences.
 - write a statement that tells one difference between the two school experiences.

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1 - READING: Retell Story Events in Order

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Learners understand that we are all connected to people beyond our own communities. Review retelling in sequence.
- **Engage Scholars** - Introduce the book *Far From Home*. Discuss the title and illustrations. Guide scholars to make predictions. Think about the Essential Questions: How do readers use illustrations and details in literary and informational texts? How do writers use what they read to share information about a topic?
- **Read** - Follow Shared Reading Routine to read *Far from Home*. Focus on what the story is mainly about.

Resources:

Lesson 1 - READING: Retell Story Events in Order

- TE pg. 162
- TE pg. 162
- *Far from Home*
- TE pg. 162
- *Far from Home*
- Shared Reading Routine TR14-15

Grade 1 Reading/Writing

- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What does Bryan think is strange about school in China?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Retell** - Review that retelling a story includes things that happen in the beginning, middle, and end of a story. Display and complete with class Story Sequence A graphic organizer.

Learning Opportunities/Strategies:

Lesson 1 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use Verbs to Tell About the Present** - Define verb and discuss verbs in present tense. Guide scholars to tell some things they do at school and write verbs on board.

Set the Purpose:

- **Write Facts About a Topic** - Remind scholars that informative writing tells about a topic using facts.

Teach and Model:

- **Write Facts About a Topic** - Discuss the difference between narrative and informative writing. Introduce realistic fiction and discuss using the guiding questions. Provide examples of how story would be written if it were an informative text.

Prepare to Write:

- **Write a Fact** - Explain that informative texts may give facts about real people and events that have happened. Scholars will write facts about the first day of school. Model brainstorming ideas and list on board. Write fact and discuss.

Independent Writing Practice:

- **Write** - Brainstorm a list of things to do at school. Scholars choose one thing and illustrate themselves

- TE pg. 162
- *Far from Home*
- Think-Pair-Share Routine TR2-3

- TE pg. 163
- *Far from Home*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 163-164
- By-the-Way Words - China
- Benchmark Vocabulary - perfect, tidy
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 152-155

- TE pg. 164
- *Far from Home* pgs. 6-7
- Story Sequence A TR37

Resources:

Lesson 1 - WRITING: Informative/Explanatory Writing

- TE pg. 171

- TE pg. 168

- TE pg. 168
- *Far from Home* pgs. 11, 14

- TE pg. 169
- Teacher Modeled Writing (Facts)

- TE pg. 170
- Drawing/Writing Paper
- Digital Options

Grade 1 Reading/Writing

doing that activity then write a fact about the illustration.

Share Writing:

- Scholars share their illustration and fact with a partner.

Learning Opportunities/Strategies:

Lesson 2 - Reading: Use Illustrations to Tell About a Story

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that illustrations and details in a text help them identify the main idea or central message.
- **Engage Scholars** - Review *Far from Home* looking at illustrations to recall events while thinking about the Essential Questions: How do readers use illustrations and details in literary and informational texts? How do writers use what they read to share information about a topic?
- **Read** - Follow the Shared Reading Routine to read *Far from Home* and focus on words that tell about characters and events.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What happens when Bryan moves to China?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Illustrations** - Explain that illustrations can help readers understand more about the characters, setting, and events. Model using pg. 6.

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- TE pg. 170
- Student Illustrations/Writing

Resources:

Lesson 2 - Reading: Use Illustrations to Tell About a Story

- TE pg. 172
- TE pg. 172
- *Far from Home*
- TE pg. 172
- *Far from Home*
- Shared Reading Routine TR14-15
- TE pg. 172
- *Far from Home*
- Think-Pair-Share Routine TR2-3

- TE pg. 173
- *Far from Home*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 173-174
- By-the-Way Words - chopsticks
- Benchmark Vocabulary - animals
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 152-155
- TE pg. 174
- *Far from Home* pgs. 6, 10-11

Resources

Lesson 2 - WRITING: Informative/Explanatory Writing

Grade 1 Reading/Writing

- **Use Personal Pronouns** - Review pronoun and define personal pronoun. Provide sample sentences replacing names with personal pronouns.

Set the Purpose:

- **Write a Topic Sentence** - Writers of informative texts write about one idea using facts and details.

Teach and Model:

- **Write a Topic Sentence** - Remind scholars that *Far from Home* is a realistic fiction that could happen in real life. Model identifying the topic of an informative text using the title page and excerpts from the story.

Prepare to Write:

- **Write to Name the Main Topic** - Explain that you will work together to write a topic sentence. Read aloud a familiar text such as *Time to Sleep*. Model identifying the topic by looking at the title, photographs, illustrations, and headings. Write a topic sentence and discuss.

Independent Writing Practice:

- **Write** - Scholars work with a partner to discuss main topic of *Far from Home* and write a topic sentence using a provided sentence frame.

Share Writing:

- Volunteers share their writing with a partner to discuss how their sentences are similar and different.

Learning Opportunities/Strategies:

Lesson 3 - READING: Use Author's Words to Understand Characters

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that illustrations and details in a text help them identify the main idea or central message.
- **Introduce Myths** - Define a myth and share a myth about China with the class. Discuss what can be learned about China.
- **Engage Scholars** - Review illustrations on pgs. 3-7 of text to recall events. Review Essential Questions: How do readers use illustrations and details in literary and informational texts? How do writers use what they read to share information about a topic?
- **Read** - Follow the Shared Reading Routine to read *Far from Home* pgs. 3-7 focusing on details that tell about the characters.

- TE pg.181

- TE pg. 178

- TE pg. 178
- *Far from Home* pgs. 8, 16

- TE pg. 179
- *Time to Sleep*
- Teacher Modeled Writing (Topic Sentence)

- TE pg. 180
- *Far from Home*
- Digital Options
- Writing Paper

- TE pg. 180
- Student Writing

Resources:

Lesson 3 - READING: Use Author's Words to Understand Characters

- TE pg. 182

- TE pg. 182
- Myth about China

- TE pg. 182
- *Far from Home* pgs. 3-7

- TE pg. 182
- *Far from Home* pgs. 3-7
- Shared Reading Routine TR14-15

Grade 1 Reading/Writing

- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What happens at the beginning of the story?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Word Choice** - Discuss the word *perfect* for with class.

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use Singular and Plural Pronouns** - Review pronouns take the place of nouns. Provide sample sentences and replace underlined nouns with singular or plural pronouns.

Set the Purpose:

- **Provide Key Details** - Review that a main topic is what the text is mostly about and that writers sometimes include key details in photographs and illustrations.

Teach and Model:

- **Provide Key Details** - Guide discussion about the illustration on pg. 7 of *Far from Home* and what key details the reader can learn from the illustration. Discuss the key details in the illustration on pg. 11 and the text that corresponds to it.

Prepare to Write:

- **Write a Detail About a Text** - Review the story *Stellaluna* with class. Model identifying key details from the story by having scholars identify more and list on board. Illustrate a key detail from the list and write a sentence about the key details in the illustration.

Independent Writing Practice:

- **Write** - Scholars illustrate something they learned about China and write a sentence about the key details in their illustration.

- TE pg. 182
- *Far from Home* pgs. 3-7
- Think-Pair-Share Routine TR2-3

- TE pg. 183
- *Far from Home*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 183-184
- Benchmark Vocabulary - neatly, shocked
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 152-155

- TE pg. 184
- *Far from Home* pg. 3

Resources:

Lesson 3 - WRITING: Informative/Explanatory Writing

- TE pg. 191

- TE pg. 188

- TE pg. 188
- *Far from Home* pg. 7

- TE pg. 189
- *Stellaluna* pg. 30
- Teacher Modeled Writing (Sentence)

- TE pg. 190
- *Far From Home*
- Drawing/Writing Paper

Grade 1 Reading/Writing

Share Writing:

- Scholars share their illustrations and sentences with a partner.

Learning Opportunities/Strategies:

Lesson 4 - READING: Tell About Major Story Events

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that illustrations and details in a text help them identify the main idea or central message.
- **Engage Scholars** - Review pgs. 8-11 in *Far from Home*. Discuss features of sentences. Review Essential Questions: How do readers use illustrations and details in literary and informational texts? How do writers use what they read to share information about a topic?
- **Read** - Follow the Shared Reading Routine to read *Far from Home* pgs. 8-11 focusing on what is happening in this part of the story.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: How does Bryan feel on his first day of school?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Story Events** - Display and complete with class Sequence Chart to list story events.

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Possessive Pronouns** - Review definition of pronoun. Identify possessive pronouns and list on board. Scholars take turns using in a sentence.

Set the Purpose:

- Digital Options
- TE pg. 190
- Student Illustrations/Writing

Resources:

Lesson 4 - READING: Tell About Major Story Events

- TE pg. 192
- TE pg. 192
- *Far from Home* pgs. 8-11
- TE pg. 192
- *Far from Home* pgs. 8-11
- Shared Reading Routine TR14-15
- TE pg. 192
- *Far from Home* pgs. 8-11
- Think-Pair-Share Routine TR2-3

- TE pg. 193
- *Far from Home*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 193-194
- By-the-Way Words - class monitor, invented
- Benchmark Vocabulary - promised, exercise
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 152-155
- TE pg. 194
- *Far from Home* pgs. 8
- Sequence Chart Graphic Organizer TR46

Resources:

Lesson 4 - WRITING: Informative/Explanatory Writing

- TE pg. 201

Grade 1 Reading/Writing

- **Write Facts About a Text** - Remind scholars that informative writing includes facts to help the reader understand more about the topic.

Teach and Model:

- **Write Facts About a Text** - Writers tell facts about a story. Using the illustration and text on pg. 5 of *Far from Home*, discuss the key facts from the story.

Prepare to Write:

- **Write a Fact** - Explain that informative texts give facts about a topic. Using pg. 6 of *Far from Home*, model finding true information in the text and illustration. Write a fact about what is happening in this part of the story.

Independent Writing Practice:

- **Write** - Scholars choose an event or illustration from pgs. 8-11 in *Far from Home* and write a sentence that tells facts about the event or illustration.

Share Writing:

- Volunteers share their sentences with a partner. Discuss how they know their sentences tell facts.

Learning Opportunities/Strategies:

Lesson 5 - READING: Understand a Story's Central Message

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Learners understand that we are all connected to people beyond our own communities.
- **Explore Poetry** - Display and read *Crayons*. Discuss, visualize, & recite with expression.
- **Engage Scholars** - Discuss illustrations on pgs. 12-16. Think about Essential Questions: How do readers use illustrations and details in literary and informational texts? How do writers use what they read to share information about a topic?
- **Read** - Follow the Shared Reading Routine to read pgs. 12-16 of *Far from Home* focusing on details about characters and events.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What does Bryan learn at school?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking Scholars to support their answers with evidence.

- TE pg. 198

- TE pg. 198
- *Far from Home* pg. 5

- TE pg. 199
- *Far from Home* pg. 6
- Teacher Modeled Writing (Facts)

- TE pg. 200
- *Far from Home* pgs. 8-11
- Digital Options
- Writing Paper

- TE pg. 200
- Student Writing

Resources:

Lesson 5 - READING: Understand a Story's Central Message

- TE pg. 202

- TE pg. 202
- *Crayons*, Text Collection pg. 62

- TE pg. 202
- *Far from Home* pgs. 12-16

- TE pg. 202
- *Far from Home* pgs. 12-16
- Shared Reading Routine TR14-15

- TE pg. 202
- *Far from Home* pgs. 12-16
- Think-Pair-Share Routine TR2-3

- TE pg. 203
- *Far from Home*
- Whole Class Discussion Routine TR4-5

Grade 1 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Central Message** - Complete the Main Idea graphic organizer with class to identify central message and key details.

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use Adjectives** - Define adjective. Provide sentences and identify the adjective. Scholars supply additional adjectives.

Set the Purpose:

- **Write Captions for Illustrations** - Explain that a caption is a sentence near a photograph or illustration that gives more information about it.

Teach and Model:

- **Write Captions for Illustrations** - Display photograph or illustration from a chosen text. Read captions and discuss. Show illustration on pg. 9 of *Far from Home* and read text. Discuss a caption that could be added.

Prepare to Write:

- **Write a Caption for an Illustration** - Explain that you will add a caption to an illustration in *Far from Home*. As scholars look at illustration on pg. 10, ask guiding questions. Model writing a caption for the illustration.

Independent Writing Practice:

- **Write** - Review illustrations on pgs. 12-16 of *Far from Home*. Scholars choose an illustration and write a caption describing what is happening.

Share Writing:

- Volunteers share the illustration and the caption they wrote with a partner discussing the information they included and why.

- Small Group Discussion Routine TR6-7
- TE pgs. 203-204
- By-the-Way Words - kung fu, scolded
- Benchmark Vocabulary - enjoy, lesson
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 152-155
- TE pg. 204
- *Far from Home* pgs. 12-16
- Main Idea Graphic Organizer TR36

Resources:

Lesson 5 - WRITING: Informative/Explanatory Writing

- TE pg. 211
- TE pg. 208
- TE pg. 208
- Any Text with a Caption
- *Far from Home*, pg. 9
- TE pg. 209
- *Far from Home*, pg. 10
- Teacher Modeled Writing (Caption)
- TE pg. 210
- *Far from Home* pgs. 12-16
- Digital Options
- TE pg. 210
- Student Writing

Grade 1 Reading/Writing

Learning Opportunities/Strategies:

Lesson 6 - READING: Use Text Features to Learn About a Topic

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand that illustrations and details in a text help them identify the main idea or central message.
- **Engage Scholars** - Display cover of *Going to School* and make predictions. Share the Essential Questions: How do readers use illustrations and details in literary and informational texts? How do writers use what they read to share information about a topic?
- **Read** - Follow the Shared Reading Routine to read pgs. 3-5 in *Going to School* focusing on understanding what the text is mostly about.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: Where are the schools in this book located?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Text Features** - Informational texts often have features i.e. headings, photographs, etc. Use pg. 3 of *Going to School* to discuss these features with class.

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use Prepositions** - Prepositions show relationship between a noun and another word in a sentence. Provide sample sentences and discuss. Scholars complete sentence frames.

Set the Purpose:

- **Write Facts About a Topic** - Writers of informational text want readers to learn more about a topic.

Resources:

Lesson 6 - READING: Use Text Features to Learn About a Topic

- TE pg. 212
- TE pg. 212
- *Going to School*
- TE pg. 212
- *Going to Sleep* pgs. 3-5
- Shared Reading Routine TR14-15
- TE pg. 212
- *Going to Sleep* pgs 3-5
- Think-Pair-Share Routine TR2-3
- TE pg. 213
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 213-214
- By-the-Way Words - customs, snowmobiles
- Benchmark Vocabulary - countries, villages, learn
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155
- TE pg. 214
- *Going to School*, pg. 3

Resources:

Lesson 6 - WRITING: Informative/Explanatory Writing

- TE pg. 221
- TE pg. 218

Grade 1 Reading/Writing

Teach and Model:

- **Write Facts About a Topic** - Review pg. 3 of *Going to School*. Guide discussion about the heading, facts, sentences, etc. Provide examples to show how to write interesting facts.

Prepare to Write:

- **Write a Fact About a Text** - Explain that writers look for information about their topic in other books. Model researching facts found on pg. 3 of *Going to School* and write an interesting fact. Discuss other ways to write the fact.

Independent Writing Practice:

- **Write** - Scholars review pgs. 4-5 in *Going to School* tagging parts they find interesting. Orally tell two things learned then work independently to illustrate one of the things learned and write a sentence.

Share Writing:

- Volunteers share their illustrations and sentences.

Learning Opportunities/Strategies:

Lesson 7 - READING: Locate Key Information in a Text

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Learners understand that we are all connected to people beyond our own communities.
- **Explore Cultures** - Read myth/story about a country discussed in *Going to School*.
- **Engage Scholars** - Display *Going to School*. Discuss the text features on pgs. 6-7. Share the Essential Questions: How do readers use illustrations and details in literary and informational texts? How do writers use what they read to share information about a topic?
- **Read** - Follow the Shared Reading Routine to read pgs. 6-9 of *Going to School* focusing on details about schools.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What do children learn in school?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 218
- *Going to School* pg. 3

- TE pg. 219
- Teacher Modeled Writing (Fact)

- TE pg. 220
- *Going to School*, pgs. 4-5
- Digital Options
- Drawing/Writing Paper

- TE pg. 220
- Student Illustration/Sentence

Resources:

Lesson 7 - READING: Locate Key Information in a Text

- TE pg. 222
- TE pg. 222
- Myths/Stories
- TE pg. 222
- *Going to School*, pgs. 6-7
- TE pg. 222
- *Going to School* pgs. 6-9
- Shared Reading Routine TR14-15
- TE pg. 222
- *Going to School* pgs. 6-9
- Think-Pair-Share Routine TR2-3
- TE pg. 223
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

Grade 1 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Locate Key Details** - Display and complete with class Web B to identify facts and details from the photographs and captions.

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Prepositions** - Review definition of preposition. Explain that it gives information on where, when, or how. Provide examples and discuss.

Set the Purpose:

- **Writing Process: Plan** - Discuss and review writing process. During the planning process, writers gather facts and details about their topic.

Teach and Model:

- **Writing Process: Plan** - Review pgs. 6-7 in *Going to School*. Discuss facts and details about school using guiding questions. Provide models.

Prepare to Write:

- **Plan Informative Text Using a Concept Web** - Explain that scholars will plan a writing that compares and contrast two children in *Going to School*. Create a list of the children on pgs. 16-23. Model choosing a student from the text and gather information using a graphic organizer.

Independent Writing Practice:

- **Write** - Remind scholars that they will be writing an informative piece that will start with a concept web about one of the students in the story. Scholars review pgs. 6-9 to find one child to write about and complete web.

Share Writing:

- Scholars share their web with a partner marking details they find most interesting.

- TE pgs. 223-224
- By-the-Way Words - Aboriginal Australian, uniforms.
- Benchmark Vocabulary - languages, community, weather
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155

- TE pg. 224
- *Going to School* pgs. 6-7
- Web B TR45

Resources:

Lesson 7 - WRITING: Informative/Explanatory Writing

- TE pg. 231

- TE pg. 228

- TE pg. 228
- *Going to School* pgs. 6-7

- TE pg. 229
- *Going to School* pgs. 16-23
- Teacher Modeled Writing (Graphic Organizer)

- TE pg. 230
- *Going to School* pgs. 6-9
- Digital Options
- Web B Graphic Organizer

- TE pg. 230
- Web B Graphic Organizer

Grade 1 Reading/Writing

Learning Opportunities/Strategies:

Lesson 8 - READING: Identify Information from Pictures

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand that illustrations and details in a text help them identify the main idea or central message.
- **Engage Scholars** - Display pgs. 3-9 in *Going to School* and recall information. Share the Essential Questions: How do readers use illustrations and details in literary and informational texts? How do writers use what they read to share information about a topic?
- **Read** - Follow the Shared Reading Routine to read *Going to School* pgs. 10-15 focusing on key details in the text and pictures.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss what the children in school learn and do on pgs. 10-15.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Photographs and Illustrations** - Display and complete with class the T-Chart to model locating information in text and pictures.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use Singular and Plural Nouns with Matching Verbs** - Review definition of singular and plural nouns. Provide sentences for students to finish.

Set the Purpose:

- **Writing Process: Plan** - Discuss and review the steps of the writing process focusing on planning.

Teach and Model:

- **Writing Process: Plan** - Review that the topic is what the text is mostly about and that in informative

Resources:

Lesson 8 - READING: Identify Information from Pictures

- TE pg. 232
- TE pg. 232
- *Going to School* pgs. 3-9
- TE pg. 232
- *Going to School* pgs. 10-15
- Shared Reading Routine TR14-15
- TE pg. 232
- *Going to School* pgs. 10-15
- Think-Pair-Share Routine TR2-3

- TE pg. 233
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 233-234
- By-the-Way Words - Inuit, especially, scientist
- Benchmark Vocabulary - native, library, subject
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155
- TE pg. 234
- *Going to School* pgs. 10-11
- T-Chart Graphic Organizer TR39

Resources:

Lesson 8 - WRITING: Informative/Explanatory Writing

- TE pg. 241
- TE pg. 238
- TE pg. 238
- *Going to School* pgs. 12-13

Grade 1 Reading/Writing

writing writers use facts and details to tell about the topic. Provide models of facts from *Going to School* pgs. 12-13.

Prepare to Write:

- **Plan Informative Text Using a Concept Web** - Remind scholars that they will be comparing and contrasting two children in *Going to School*. Review the list created in Lesson 7. Choose another child from the list and complete graphic organizer with class.

Independent Writing Practice:

- **Write** - Remind scholars that they will write an informative piece that compares and contrasts two children. Scholars complete concept web about the second child. Review pgs. 10-15 and complete Web B graphic organizer.

Share Writing:

- Volunteers share their concept webs from both lessons with a partner and point out facts and details that are similar.

Learning Opportunities/Strategies:

Lesson 9 - READING: Tell How Information is Connected

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Learners understand that we are all connected to people beyond our own communities.
- **Engage Scholars** - Display pgs. 6-15 of *Going to School*. Point out Russia and South Africa on map pgs. 4-5 and discuss. Share the Essential Questions: How do readers use illustrations and details in literary and informational texts? How do writers use what they read to share information about a topic?
- **Read** - Follow the Shared Reading Routine to read *Going to School* pgs. 16-19 focusing on key details about schools in Russia and South Africa.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What can children learn about in school?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for

- TE pg. 239
- *Going to School*
- Teacher Modeled Writing (Graphic Organizer)
- List of Students from Lesson 7

- TE pg. 240
- *Going to School* pgs. 10-15
- Digital Options
- Web B Graphic Organizer

- TE pg. 240
- Student Concept Webs

Resources:

Lesson 9 - READING: Tell How Information is Connected

- TE pg. 242
- TE pg. 242
- *Going to School* pgs. 4-15
- TE pg. 242
- *Going to School* pgs. 16-19
- Shared Reading Routine TR14-15
- TE pg. 242
- *Going to School* pgs. 16-19
- Think-Pair-Share Routine TR2-3
- TE pg. 243
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 243-244
- By-the-Way Words - focus, metro, Afrikaans

Grade 1 Reading/Writing

Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare and Contrast** - Model locating information on how the schools in the story are alike. Complete with class the “alike” and “different” side of graphic organizer.

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Capitalize Proper Nouns: Particular Places** - Review definition of proper noun. Explain that countries and cities are proper nouns. Provide sample sentence and identify words to capitalize.

Set the Purpose:

- **Writing Process: Draft** - Review the steps to the writing process. Remind scholars that they completed the planning by gathering facts about the two children.

Teach and Model:

- **Writing Process: Draft** - Discuss comparisons in *Going to School*. Provide examples from pgs. 17 and 19 and discuss.

Prepare to Write:

- **Write Informative Text** - When you compare, you tell how things are alike. Review the concept webs for similarities of two children. Model writing a sentence to compare the two students.

Independent Writing Practice:

- **Write** - Scholars review concept webs for facts that tell how children and schools are similar. Write a comparison sentence.

Share Writing:

- Encourage scholars to draw a picture for their sentence. Volunteers share their drawings and sentences.

Learning Opportunities/Strategies:

Lesson 10 - READING: Describe Connections Between People

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand that

- Benchmark Vocabulary - ballet, classmates
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155

- TE pg. 244
- *Going to School*
- Compare and Contrast Graphic Organizer TR33

Resources:

Lesson 9 - WRITING: Informative/Explanatory Writing

- TE pg. 251
- Sample Sentence

- TE pg. 248

- TE pg. 248
- *Going to School* pgs. 17, 19

- TE pg. 249
- Concept Webs from Lesson 7 & 8
- Teacher Modeled Writing (Comparison)

- TE pg. 250
- Concept Webs from Lesson 7 & 8
- Digital Options
- Drawing/Writing Paper

- TE pg. 250
- Student Writing/Drawings
- Writing Keystone Checklist

Resources:

Lesson 10 - READING: Describe Connections Between People

- TE pg. 252

Grade 1 Reading/Writing

illustrations and details in a text help them identify the main idea or central message.

- **Explore Poetry** - Display and read aloud *Numbers* pointing out rhyming words.
- **Engage Scholars** - Discuss sentence features using pgs. 20-23 of *Going to School*. Share the Essential Questions: How do readers use illustrations and details in literary and informational texts? How do writers use what they read to share information about a topic?
- **Read** - Follow the Shared Reading Routine to reread pgs. 20-23 in *Going to School* focusing on key details about schools in US & UK.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What is special about these schools?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Describe Connections** - Discuss making connections by comparing/contrasting. Complete graphic organizer with class.

Learning Opportunities/Strategies:

Lesson 10 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Capitalize Proper Nouns: Particular People** - Review definition of proper noun. Identify names of children in *Going to School*. Provide sample sentence to correct.

Set the Purpose:

- **Writing Process: Draft** - Review the writing process: plan, write, revise, edit, and publish.

Teach and Model:

- **Writing Process: Draft** - Discuss the facts and details in *Going to School* and use the guiding questions to compare and contrast the United States

- TE pg. 252
- *Numbers*, Text Collection pg. 63
- TE pg. 252
- *Going to School*, pgs. 20-23
- TE pg. 252
- *Going to School*, pgs. 20-23
- Shared Reading Routine TR14-15
- TE pg. 252
- *Going to School*, pgs. 20-23
- Think-Pair-Share Routine TR2-3

- TE pg. 253
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 253-254
- By-the-Way Words - Braille, subway, chess, college
- Benchmark Vocabulary - blind, diagrams, city
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155
- TE pg. 254
- *Going to School*
- Compare and Contrast Graphic Organizer TR33

Resources:

Lesson 10 - WRITING: Informative/Explanatory Writing

- TE pg. 261
- *Going to School*
- TE pg. 258
- TE pg. 258
- *Going to School* pgs. 20, 22

Grade 1 Reading/Writing

and the United Kingdom. Provide examples from the story on pgs. 20 and 22.

Prepare to Write:

- **Write Informative Text** - Define contrast as telling how things are different. Continue with draft from Lesson 9 by writing a sentence to contrast two children. Review concept webs and model writing contrast sentence.

Independent Writing Practice:

- **Write** - Review concept webs from Lesson 7 & 8 and locate facts that show how the children were different. Scholars write one sentence to show the contrast.

Share Writing:

- Encourage scholars to draw a picture for their sentence. Volunteers share their drawings and sentences.

Learning Opportunities/Strategies:

Lesson 11 - READING: Identify the Main Topic and Central Message

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Writers understand that experiences can be compared and contrasted.
- **Engage Scholars** - Display the books *Far from Home* and *Going to School*. Share the Essential Questions: How do readers use illustrations and details in literary and informational texts? How do writers use what they read to share information about a topic?
- **Read** - Follow the Shared Reading Routine to read aloud pgs. 10-16 of *Far from Home* and pgs. 3-9 of *Going to School* focusing on how people from different communities are connected.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: How are the schools in these texts different?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary and Informational Text to teach the meanings of words. Use the

- TE pg. 259
- Concept Webs from Lesson 7 & 8
- Teacher Modeled Writing (Contrast Sentence)

- TE pg. 260
- Concept Webs from Lesson 7 & 8
- Digital Options
- Writing Paper

- TE pg. 260
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 11 - READING: Identify the Main Topic and Central Message

- TE pg. 262

- TE pg. 262
- *Far from Home*
- *Going to School*

- TE pg. 262
- *Far from Home* pgs. 10-16
- *Going to School* pgs. 3-9
- Shared Reading Routine TR14-15

- TE pg. 262
- *Far from Home* pgs. 10-16
- *Going to School* pgs. 3-9
- Think-Pair-Share Routine TR2-3

- TE pg. 263
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 263-264
- Benchmark Vocabulary - enjoy, subject
- Benchmark Vocabulary Routine for Informational Text TR24-27

Grade 1 Reading/Writing

Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Main Topic/Central Message** - Review graphic organizer from Lesson 5 on central message of *Far from Home*. Complete the Main Idea graphic organizer with class identifying central message and key details for *Going to School*.

Learning Opportunities/Strategies:

Lesson 11 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Capitalization and Punctuation** - Review rules for capitalization and punctuation. Discuss examples. Write sample sentence on board and discuss.

Set the Purpose:

- **Writing Process: Revise** - Review the writing process. Scholars completed planning and drafting. Discuss revising as a way to improve their writing.

Teach and Model:

- **Writing Process: Revise** - Discuss that when writers revise they reread their writing to look for areas that are not clear or need more details. Show examples of descriptive sentences in *Going to School* pgs. 4 & 7.

Prepare to Write:

- **Revise Informative Text** - Remind Scholars of the sentences written in prior lessons. Discuss that the first step to revise is to read the writing. Role-play a reviewer of the writing. Model gathering more information and revise first sentence. Invite scholars to assist revising the second sentence.

Independent Writing Practice:

- **Write** - Scholars meet with a partner to review their drafts to ask questions or make suggestions. Scholars revise their sentences.

Share Writing:

- Volunteers share their drafts and revisions with a partner.

Learning Opportunities/Strategies:

Lesson 12 - READING: Tell About Stories and Informational Texts

Build Understanding:

- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 152-155

- TE pg. 264
- *Far from Home*
- *Going to School*
- Main Idea Graphic Organizer from Lesson 5
- Main Idea Graphic Organizer TR36

Resources:

Lesson 11 - WRITING: Informative/Explanatory Writing

- TE pg. 271
- Sample Sentence

- TE pg. 268

- TE pg. 268
- *Going to School* pgs. 4, 7

- TE pg. 269
- Teacher Modeled Writing (Revising)

- TE pg. 270
- Student Writing
- Digital Options

- TE pg. 270
- Student Writing

Resources:

Lesson 12 - READING: Tell About Stories and Informational Texts

Grade 1 Reading/Writing

- **Set the Purpose** - Share the following Enduring Understanding: Writers understand that experiences can be compared and contrasted.
- **Engage Scholars** - Show the books *Far from Home* and *Going to School* pointing out text features. Share the Essential Questions: How do readers use illustrations and details in literary and informational texts? How do writers use what they read to share information about a topic?
- **Read** - Follow the Shared Reading Routine to read aloud *Far from Home* and pgs. 14-21 of *Going to School* focusing on how the texts are similar and different.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What do children do in school?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary and Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Stories and Informational Text** - Display and complete with class the T-Chart to list how stories and informational text are different.

Learning Opportunities/Strategies:

Lesson 12 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use Articles** - Explain that *a*, *an*, and *the* as articles. Discuss when to use each one. Write sample sentences on board and have Scholars supply the correct article.

Set the Purpose:

- **Writing Process: Edit and Publish** - Review the steps in the writing process. Explain that Scholars have completed the first three steps.

Teach and Model:

- **Writing Process: Edit and Publish** - Explain the final two steps as editing and publishing. Tell

- TE pg. 272

- TE pg. 272
- *Far from Home*
- *Going to School*

- TE pg. 272
- *Far from Home*
- *Going to School* pgs. 14-21
- Shared Reading Routine TR14-15

- TE pg. 272
- Think-Pair-Share Routine TR2-3

- TE pg. 273
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 273-274
- Benchmark Vocabulary - lesson, classmates
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 152-155

- TE pg. 274
- *Far from Home*
- *Going to School*
- T-Chart Graphic Organizer TR39

Resources:

Lesson 12 - WRITING: Informative/Explanatory Writing

- TE pg. 281

- TE pg. 278

- TE pg. 278
- Editing Checklist

Grade 1 Reading/Writing

scholars that an editing checklist makes editing easier. Discuss checklist and model checking for capitalization and punctuation using *Going to School* pgs. 16 & 19.

Prepare to Write:

- **Edit and Publish Informative Text** - Display revised sentences. Model editing by checking spelling of children's names and punctuation. Discuss the many different ways to publish a finished piece.

Independent Writing Practice:

- **Write** - Scholars read their revised sentences, edit for mistakes, and publish their writing.

Share Writing:

- Scholars present their writing to the class. Discuss the similarities and differences.

Learning Opportunities/Strategies:

Performance-Based Assessment:

- **Informative/Explanatory Task: Write About Global Students** - Scholars will think about what they have learned about students from around the world. They will choose one student from *Far from Home* or *Going to School*. Scholars will compare and contrast their own school experiences with this student's school experiences.
- **Scholars will:**
 - choose one student that they read about.
 - draw a picture that shows how school is the same or different for them and the student they chose.
 - write a statement that tells one similarity between the two school experiences.
 - write a statement that tells one difference between the two school experiences.

Prepare:

- **Review** - Discuss Essential Questions: How do readers use illustrations and details in literary and informational texts? How do writers use what they read to share information about a topic? Read aloud the Performance-Based Assessment.
- **Revisit the Text** - Remind scholars that they read about students around the world. Model identifying ways schools are similar/different using *Far from Home* pg. 14. Scholars will write about a student in one of the texts that goes to school in a place different than them.

- *Going to School* pgs. 16, 19

- TE pg. 279
- Revised Sentences from Lesson 11
- Teacher Modeled Writing (Sentences)

- TE pg. 280
- Writing Paper
- Digital Options

- TE pg. 280
- Student Writing

Resources:

Performance-Based Assessment:

- TE pg. 282
- Student Reproducible pg. 286

- TE pg. 283
- Performance-Based Assessment

- TE pg. 283
- *Far from Home* pg. 14
- *Going to School*

Grade 1 Reading/Writing

<u>Learning Opportunities/Strategies:</u> Performance-Based Assessment: Create: Encourage scholars to choose a student they found interesting. Scholars work independently to write sentences comparing and contrasting their own school experience with a student in one of the texts. Teacher circulates to assist if necessary. Score Writing: Use Informative Writing Rubric Present: Follow suggestions for scholars to share their writing with the class or in small groups. Reflect and Respond: For scholars receiving a score of 0, 1, or 2, follow If...then... suggestions to support them as they complete other Performance-Based Assessments.		<u>Resources:</u> Performance-Based Assessment: <ul style="list-style-type: none">TE pg. 284Writing Paper, Drawing PaperPencils, Crayons, Markers<i>Far from Home</i><i>Going to School</i>Digital Options <ul style="list-style-type: none">TE pg. 287 Informative Writing Rubric <ul style="list-style-type: none">TE pg. 288Digital Options <ul style="list-style-type: none">TE pg. 289	
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
<u>High-Achieving Students</u>	<u>On Grade Level Students</u>	<u>Struggling Students</u>	<u>Special Needs/ELL</u>
Reader's & Writer's Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis ExtensionSleuth Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis ExtensionSleuth Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis SupportSleuthFoundational SkillsGuided Writing Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading Scaffolded Strategies Handbook: <ul style="list-style-type: none">Unlock the TextUnlock the WritingPerformance-Based Assessment Lesson	Reader's & Writer's Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis SupportSleuthFoundational SkillsGuided Writing Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading Scaffolded Strategies Handbook: <ul style="list-style-type: none">Unlock the TextUnlock the WritingUnlock Language LearningPerformance-Based Assessment Lesson

Grade 1 Reading/Writing

		Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention	Scaffolded Instruction - English Language Learners If...then...Quick Check ReadyUp! Intervention
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Unit Three: Making Choices - Module A

Stage 1: Desired Results

NJSLS Foundational Skills: Reading Language

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (**including those listed in RF.K.1**); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.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.
- **L.RF.1.2.A.** - Distinguish long from short vowel sounds in spoken single-syllable words.
- **L.RF.1.2.B.** - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **L.RF.1.2.C.** - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **L.RF.1.2.D.** - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.3.A.** - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- **L.RF.1.3.B.** - Decode regularly spelled one-syllable words.
- **L.RF.1.3.C.** - Know final -e and common vowel team conventions for representing long vowel sounds.
- **L.RF.1.3.D.** - Distinguish long and short vowels when reading regularly spelled one-syllable words
- **L.RF.1.3.F.** - Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old)
- **L.RF.1.3.G.** - Recognize the parts of high-frequency words that are regular and the parts that are irregular
- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.1.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.1.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.1.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS Reading

- **RL.CR.1.1.** - Ask and answer questions about key details in a **literary** text.
- **RL.CI.1.2.** - Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** - Describe characters, settings, and major event(s) in a story, using key details.
- **RL.TS.1.4.** -With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- **RL.PP.1.5.** - Identify who is telling the story at various points in a text.
- **RL.MF.1.6.** - With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **RL.CT.1.8.** - Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

NJSLS Foundational Skills: Writing Language

- **L.WF.1.1.** - Demonstrate command of the conventions of writing, (including those proficiencies listed in L.WF.K.1):
 - A. Write the upper and lowercase alphabets from memory.
 - B. Write a common grapheme (letter or letter group) for each phoneme.

Grade 1 Reading/Writing

- C. Orally segment the phonemes in any single syllable, spoken word.
- D. Recognize that each syllable is organized around a vowel sound.
- **L.WF.1.2.** - Demonstrate command of the conventions of encoding the spelling common, regular, single-syllable words, including those proficiencies listed in L.WF.K.2), with:
 - A. Short vowels and single consonants.
 - B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubles letters (off, will, mess).
 - C. Initial and final consonant blends (must, slab, plump).
- **L.WF.1.3** - Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3):
 - A. Write sentences with increasing complexity.
 - B. Supply the "who," "is doing," "what," in a subject-verb-object frame.
 - C. Capitalize the first word of a sentence, days of the week, months, names of people and proper names.
 - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - E. Use commas in dates and to separate single words in a series.
 - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
 - G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
 - H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because)
- **L.VL.1.2.** - Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
 - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
 - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **L.VI.1.3.** - With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 - B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - C. 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).
 - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - E. 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.

NJSLS Writing

- **W.NW.1.3.** - With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
- **W.NW.1.3.A** - Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
- **W.NW.1.3.B** - Provide dialogue and/or description and details of experiences, events, or characters.
- **W.NM.1.3.C** - Use transitional words to manage sequence of events.
- **W.NW.1.3.D** - Provide a reaction to the experiences of events.
- **W.WP.1.4.** - With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.1.4.A** - With prompts and support, identify audience and purpose before writing.
- **W.WP.1.4.B** - With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
- **W.SE.1.6.** - With prompting and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
- **W.RW.1.7** - Engage in discussion, drawing, and writing in brief but regular writing tasks.

Grade 1 Reading/Writing

NJSLS Speaking and Listening

- **SL.PE.1.1.** - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.PE.1.1.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).
- **SL.PE.1.1.B.** - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **SL.PE.1.1.C** - Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3.** - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.PI.1.4.** - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS1.6.** - Produce complete sentences when appropriate to task and situation.

NJSLS for Mathematics

- **1.M.4** - Know the comparative values of coins and all dollar bills (e.g., a dime is of greater value than a nickel). Use appropriate notation (e.g., 69¢, \$10).
- **1.M.5** - Use dollars in the solutions of problems up to \$20. Find equivalent monetary values (e.g., a nickel is equivalent in value to five pennies). Show monetary values in multiple ways. For example, show 25¢ as two dimes and one nickel, and as five nickels. Show \$20 as two tens and as 20 ones.

NJSLS Social Studies

- **6.1.2.GeoPP.1:** Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
- **6.1.2.Geo.SV.4:** Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
- **6.1.2.EconET.4:** Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
- **6.1.2.EconET.5:** Describe how local and state governments make decisions that affect individuals and the community.
- **6.1.2.EconEM.2:** Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
- **6.1.2.EconEM.3:** Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).

NJSLS Health and Physical Education

- **2.3.2.PS. 1:** Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
- **2.1.2.EH.1-2** Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. Identify what it means to be responsible and list personal responsibilities.

NJSLS - Career Readiness, Life Literacies, and Key Skills.

- **9.2.2.CAP.2** - Explain why employers are willing to pay individuals to work.
- **9.4.2.DC.3** - Explain how to be safe online and follow safe practices when using the internet.
- **9.4.2.DC.6** - Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.IML.4** - Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).

Central Idea / Enduring Understanding:

Readers understand that they can learn lessons through characters and events in stories.

Essential/Guiding Question:

How do readers recognize the sequence of events in a story?

Grade 1 Reading/Writing

<p>Writers understand that stories need appropriately sequenced events.</p> <p>Learners understand that people choose to use their resources to get what they want and need.</p>	<p>How can writers use certain words to signal the sequence of events?</p>
<p><u>Content: (Module Goals)</u></p> <p>Readers will retell stories in appropriate sequence and demonstrate understanding of the stories' lessons.</p> <p>Writers will write a narrative of events using words to signal their sequence.</p> <p>Learners will understand that people make choices about spending money.</p> <p>Text Complexity Measures - TR48 - TR54 The following measures and considerations create a three-part model to gauge the difficulty of a particular text.</p> <ul style="list-style-type: none"> ● Quantitative Measures <ul style="list-style-type: none"> ○ Lexile ● Qualitative Measures <ul style="list-style-type: none"> ○ Literary/Informational Text ○ Text Structure ○ Language and Vocabulary ○ Theme and Knowledge Demands ● Reader and Task Consideration <ul style="list-style-type: none"> ○ Motivation, Knowledge, Experiences of Students ○ Difficulty of the Task or Questions Posed 	<p><u>Skills(Objectives):</u></p> <p>Reading</p> <ul style="list-style-type: none"> ● Retell Story Events ● Use Illustrations and Details to Tell About Events ● Use Details to Tell About Characters ● Use Illustrations and Details to Tell About Setting ● Understand a Story's Central Message ● Ask and Answer Questions About Key Details ● Compare and Contrast Stories <p>Writing</p> <ul style="list-style-type: none"> ● Retell Story Events ● Write Story Events ● Put Story Events in Order ● Add Time and Sequence Words ● Revise Sentences ● Write a Story Ending ● Write Story Events in Order ● Plan a Story ● Revise a Story ● Edit a Story ● Create a Final Book

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <p>Performance-Based Assessment:</p> <ul style="list-style-type: none"> ● Narrative Task: Write About Choices - The selections in this unit are about choices and making decisions. Scholars will write a short story about a choice they made to save or spend money. ● Scholars will: <ul style="list-style-type: none"> ○ write a short story with a beginning, middle, and end. ○ recount two or more appropriately sequenced events. ○ use temporal words to signal the sequence of events. 	<p><u>Other Evidence:</u></p> <p>Beginning of Year Assessment:</p> <ul style="list-style-type: none"> ● Baseline Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Reading Keystones <ul style="list-style-type: none"> ○ Benchmark Vocabulary Practice ○ Text Analysis Practice/Application ○ Write in Response to Reading ● Reading Keystone Rubrics <ul style="list-style-type: none"> ○ Reading/Language Analysis ○ Write in Response to Reading ○ Benchmark Vocabulary ● Writing Keystones: <ul style="list-style-type: none"> ○ Checklists ● Writing Rubrics: <ul style="list-style-type: none"> ○ Narrative ○ Informative/Explanatory ○ Opinion ● Oral Reading Fluency Quick Checks
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Grade 1 Reading/Writing

	Summative Assessments: <ul style="list-style-type: none"> • Selection Test - Anchor Text • Performance-Based Assessment - Module A & B • End-of-Unit Assessment
Stage 3: Learning Plan	
<p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 1 - READING: Retell Story Events in Order</p> <p>Build Understanding:</p> <ul style="list-style-type: none"> • Set the Purpose - Share the Enduring Understanding: Writers understand that stories need appropriately sequenced events. • Engage Scholars - Introduce <i>The Winners' Choice</i> and make predictions. Think about the Essential Questions: How do readers recognize the sequence of events in a story? How can writers use certain words to signal the sequence of events? • Read - Follow Shared Reading Routine to read <i>The Winners' Choice</i> focusing on what the story is mainly about. • Turn and Talk - Follow Think-Pair-Share Routine to discuss the characters and how they are important to the story. <p>Close Read:</p> <ul style="list-style-type: none"> • Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. • Benchmark Vocabulary - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words. <p>Reading Analysis:</p> <ul style="list-style-type: none"> • Retell - Display and complete the Story Sequence A graphic organizer with class to record the beginning, middle, and end on pgs. 3-5 of <i>The Winners' Choice</i> 	<p><u>Resources:</u></p> <p>Lesson 1 - READING: Retell Story Events in Order</p> <ul style="list-style-type: none"> • TE pg. 12 • TE pg. 12 • <i>The Winners' Choice</i> • TE pg. 12 • <i>The Winners' Choice</i> • Shared Reading Routine TR14-15 • TE pg. 12 • <i>The Winners' Choice</i> • Think-Pair-Share Routine TR2-3 • TE pg. 13 • <i>The Winners' Choice</i> • Whole Class Discussion Routine TR4-5 • Small Group Discussion Routine TR6-7 • TE pgs. 13-14 • Benchmark Vocabulary - trophy, money • Benchmark Vocabulary Routine for Literary Text TR28-31 • Generative Vocabulary Chart TE pgs. 2-5 • TE pg. 14 • <i>The Winners' Choice</i> pgs. 3-5 • Story Sequence A Graphic Organizer TR37
<p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 1 - WRITING: Narrative Writing</p> <p>Conventions Mini-Lesson:</p> <ul style="list-style-type: none"> • Use Personal Pronouns - Explain and identify personal pronouns. Write sample sentences and guide scholars to replace underlined noun with the correct personal pronoun. 	<p><u>Resources:</u></p> <p>Lesson 1 - WRITING: Narrative Writing</p> <ul style="list-style-type: none"> • TE pg. 21 • Sample Sentence

Grade 1 Reading/Writing

Set the Purpose:

- **Recount Beginning, Middle and End** - Review narrative writing and that events in stories happen in order.

Teach and Model:

- **Recount Beginning, Middle and End** - Recount *The Winners' Choice* using the guiding questions to discuss the beginning, middle, and end of the story.

Prepare to Write:

- **Retell Story Events** - Explain to scholars that they will draw the beginning, middle, and end of a story. Model identifying events using a familiar story listing events of board. Draw pictures to show events from beginning, middle, and end. Display and discuss the sequence.

Independent Writing Practice:

- **Illustrate and Write** - Partners page through *The Winners' Choice* looking for events. Scholars draw (on separate sheets of paper) an event from the beginning, middle, and end of the story.

Share Writing:

- Scholars share their illustrations and use them to retell the story.

Learning Opportunities/Strategies:

Lesson 2 - Reading: Use Illustrations and Details to Tell About Events

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand they can learn lessons through the characters and events in a story.
- **Engage Scholars** - Look at illustrations on pgs. 3-5 of *The Winners' Choice* and discuss what the characters are doing. Review Essential Questions: How do readers recognize the sequence of events in a story? How can writers use certain words to signal the sequence of events?
- **Read** - Follow the Shared Reading Routine to read *The Winners' Choice* pgs. 3-5 focusing on what happens at the beginning of the story.
- **Turn and Talk** - Follow the Think-Pair-Share Routine after reading *The Winners' Choice* to discuss the question: What exciting news does Coach Ramos tell the team?

- TE pg. 18

- TE pg. 18
- *The Winners' Choice*

- TE pg. 19
- Familiar Story (e.g., The Ugly Duckling)
- Drawing Paper

- TE pg. 20
- *The Winners' Choice*
- Drawing Paper
- Digital Options

- TE pg. 20
- Student Drawings

Resources:

Lesson 2 - Reading: Use Illustrations and Details to Tell About Events

- TE pg. 22

- TE pg. 22
- *The Winners' Choice* pgs. 3-5

- TE pg. 22
- *The Winners' Choice* pgs. 3-5
- Shared Reading Routine TR14-15

- TE pg. 22
- *The Winners' Choice* pgs. 3-5
- Think-Pair-Share Routine TR2-3

Grade 1 Reading/Writing

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Describe Events** - Complete Web B with class to identify the events at the beginning of the story.

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Use Possessive Pronouns** - Explain that possessive pronouns show that an object or person belongs to someone. Write sentences and volunteers add correct possessive pronoun.

Set the Purpose:

- **Write About Story Events** - Remind scholars that stories have events that happen in order.

Teach and Model:

- **Write About Story Events** - Discuss what happens in the beginning of *The Winners' Choice* using guided questions. Provide models from pg. 3-5 and discuss.

Prepare to Write:

- **Write Story Events** - Remind scholars about sequence of events. Display drawings from lesson one about a familiar story. Write a sentence for the beginning event. Repeat with middle event. Reread sentences and discuss.

Independent Writing Practice:

- **Write** - Scholars review drawings from Lesson 1 depicting beginning and middle event. Write one sentence for each event.

Share Writing:

- Scholars share their sentences and explain how the details in their drawings helped them to write about the event.

- TE pg. 23
- *The Winners' Choice* pgs. 3-5
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 23-24
- Benchmark Vocabulary - golden, spend, gasped
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5
- TE pg. 24
- *The Winners' Choice* pgs. 3-5
- Web B TR45

Resources

Lesson 2 - WRITING: Narrative Writing

- TE pg. 31
- TE pg. 28
- TE pg. 28
- *The Winners' Choice* pgs. 3-5
- TE pg. 29
- Drawings from Lesson 1
- Teacher Modeled Writing (Sentences)
- TE pg. 30
- Drawings from Lesson 1
- Digital Options
- Paper
- TE pg. 30
- Student Writing

Grade 1 Reading/Writing

Learning Opportunities/Strategies:

Lesson 3 - READING: Use Details to Tell About Characters

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand they can learn lessons through the characters and events in stories.
- **Explore Poetry** - Read the poem *Mud Pies a Penny* and discuss pointing out rhyming words.
- **Engage Scholars** - Use the illustrations in *The Winners' Choice* to help learner review characters. Review Essential Questions: How do readers recognize the sequence of events in a story? How can writers use certain words to signal the sequence of events?
- **Read** - Follow the Shared Reading Routine to read text focusing on how the illustrations help the reader understand the character.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: What ideas do the teammates have about ways to spend money?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Describe Characters** - Display and complete the T-chart with class to record what characters say and do.

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Adjectives** - Adjectives tell about nouns. Scholars work with a partner and use adjectives to describe what each is wearing.

Set the Purpose:

Resources:

Lesson 3 - READING: Use Details to Tell About Characters

- TE pg. 32
- TE pg. 32
- *Mud Pies a Penny*, Text Collection pg. 58
- TE pg. 32
- *The Winners' Choice* pgs. 6-11
- TE pg. 32
- *The Winners' Choice* pgs. 6-11
- Shared Reading Routine TR14-15
- TE pg. 32
- *The Winners' Choice* pgs. 6-11
- Think-Pair-Share Routine TR2-3
- TE pg. 33
- *The Winners' Choice* pgs. 6-11
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 33-34
- By-the-Way Words - skate park
- Benchmark Vocabulary - teammates
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5
- TE pg. 34
- *The Winners' Choice* pgs. 6-11
- T-Chart Graphic Organizer TR39

Resources:

Lesson 3 - WRITING: Narrative Writing

- TE pg. 38

Grade 1 Reading/Writing

- **Write About Story Events in Order** - Events occur in the beginning, middle, and end of a story. They are told in order or sequence.

Teach and Model:

- **Write About Story Events in Order** - Using *The Winners' Choice* pgs. 6-11, discuss the events using the guiding questions. Guide scholars to understand that writers tell events in an order that makes sense.

Prepare to Write:

- **Put Story Events in Order** - Display the sentences written in Lesson 2 - beginning and middle event. Discuss. Display illustration from Lesson 1 showing the end event. Model writing a sentence about the end. Write the three sentences on the board in random order and have scholars place in the correct order.

Independent Writing Practice:

- **Write** - Scholars review illustrations they drew from Lesson 1. Write a sentence for end. Provide 3 strips of paper. Scholars write their sentences on the strips and mix up. Partners put events in correct order.

Share Writing:

- Scholars share their sentences with class and identify beginning, middle, and end events.

Learning Opportunities/Strategies:

Lesson 4 - READING: Understand the Words Authors Use

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that stories need appropriately sequenced events.
- **Engage Scholars** - Look at illustrations on pgs. 12-17 in *The Winners' Choice* to review events and sentence structure. Review Essential Questions: How do readers recognize the sequence of events in a story? How can writers use certain words to signal the sequence of events?
- **Read** - Follow the Shared Reading Routine to read pgs. 12-17 in *The Winners' Choice* focusing on the words and details the author uses.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What happens in this part of the story?

Close Read:

- TE pg. 38

- TE pg. 38
- *The Winners' Choice* pgs. 6-11

- TE pg. 39
- Sentences from Lesson 2
- Illustrations from Lesson 1

- TE pg. 40
- Sentence Strips
- Illustrations from Lesson 1
- Digital Options

- TE pg. 40
- Student Writing

Resources:

Lesson 4 - READING: Understand the Words Authors Use

- TE pg. 42

- TE pg. 42
- *The Winners' Choice* pgs. 12-17

- TE pg. 42
- *The Winners' Choice* pgs. 12-17
- Shared Reading Routine TR14-15

- TE pg. 42
- *The Winners' Choice* pgs. 12-17
- Think-Pair-Share Routine TR2-3

Grade 1 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Word Choice** - Make a list of interesting words used in this part of the story. Discuss words of similar meaning. Use “gasped” as an example and discuss.

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Use Possessive Nouns** - Review definition of a noun and explain that possessive nouns show ownership. The nouns often have an apostrophe and an s at the end. Provide examples and have Scholars supply possessive noun.

Set the Purpose:

- **Use Temporal Words** - Remind scholars that events are told in sequence. Writers often use words that about time or sequence in their writing.

Teach and Model:

- **Use Temporal Words** - Explain that time and sequence words help the reader understand the order of events. Supply a story using time and sequence words and discuss. Scholars identify words from your story. Provide additional examples from pg. 16 of *The Winners' Choice*.

Prepare to Write:

- **Add Time and Sequence Words** - Display sentences from Lesson 2 & 3. Brainstorm a list of time words with scholars and write on board. Model rewriting the sentences with sequence words to make the events easier to follow.

Independent Writing Practice:

- **Write** - Scholars review their sentences and add time or sequential words to help readers follow the order. Rewrite the sentences using these words.

Share Writing:

- TE pg. 43
- *The Winners' Choice* pgs. 12-17
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 43-44
- By-the-Way Words - earthquake
- Benchmark Vocabulary - safe, brave
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5
- TE pg. 44
- *The Winners' Choice* pgs. 12-17

Resources:

Lesson 4 - WRITING: Narrative Writing

- TE pg. 51
- TE pg. 48
- TE pg. 48
- *The Winners' Choice* pg. 16
- Teacher's Story
- TE pg. 49
- Sentences from Lesson 2 & 3
- TE pg. 50
- *The Winners' Choice*
- Sentences from Lesson 3
- Digital Options

Grade 1 Reading/Writing

- Volunteers share their sentences with the class. Discuss as a class and identify the words and phrases used to show sequence.

Learning Opportunities/Strategies:

Lesson 5 - READING: Use Illustrations and Details to Tell About Setting

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand they can learn lessons through the characters and events in the story. Explain the setting of the story.
- **Engage Scholars** - Look at illustrations pgs. 3-17, discuss events, and make predictions. Review Essential Questions: How do readers recognize the sequence of events in a story? How can writers use certain words to signal the sequence of events?
- **Read** - Follow the Shared Reading Routine to read pgs. 18-21 of *The Winners' Choice* focusing on details about the setting.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: Where and when does this part of the story take place?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

Climate Change connected to standard SL.PE.1.1.

Discuss the impact an earthquake would have in your community.

- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Setting** - Display and complete with class Web B to list details about the setting.

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Conjunctions** - Review that a sentence has a subject and verb. Explain that conjunctions can be used to combine sentences. Identify conjunctions and when they are used. Write simple sentences on

- TE pg. 50
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 5 - READING: Use Illustrations and Details to Tell About Setting

- TE pg. 52
- TE pg. 52
- *The Winners' Choice* pgs. 3-17
- TE pg. 52
- *The Winners' Choice* pgs. 18-21
- Shared Reading Routine TR14-15
- TE pg. 52
- *The Winners' Choice* pgs. 18-21
- Think-Pair-Share Routine TR2-3

- TE pg. 53
- *The Winners' Choice* pgs. 18-21
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 54
- Benchmark Vocabulary - damage, zooming
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 54
- *The Winners' Choice* pgs. 18-19
- Web B TR45

Resources:

Lesson 5 - WRITING: Narrative Writing

- TE pg. 61
- Simple Sentences

Grade 1 Reading/Writing

board and have volunteers suggest conjunctions to combine.

Set the Purpose:

- **Revise to Add Details** - Remind scholars that narratives have sequence of events. Explain that writers use details to describe things.

Teach and Model:

- **Revise and Add Details** - Read two descriptions to scholars and discuss. Guide scholars to identify details from *The Winners' Choice* that help readers understand the events. Use models from pgs. 18 & 20 and discuss.

Prepare to Write:

- **Revise Sentences** - Reread sentences written in Lesson 4. Explain that revising means rereading and adding details to your sentences. Role-play a reviewer and give suggestions. Display illustrations and ask for suggestions to add detail. Write list on board. Model revising the sentences.

Independent Writing Practice:

- **Write** - Scholars work with a partner to revise their sentences. Partners read sentences, ask questions, and make suggestions. Scholars then revise their sentences.

Share Writing:

- Volunteers share their revised sentences with the class. Scholars identify details that helped them picture the events.

Learning Opportunities/Strategies:

Lesson 6 - READING: Understand a Story's Central Message

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Scholars understand that people choose to use their resources to get what they want and need.
- **Engage Scholars** - Look at illustrations, pgs. 22-24 of *The Winners' Choice*. Review end of story, thinking about the Essential Questions: How do readers recognize the sequence of events in a story? How can writers use certain words to signal the sequence of events?
- **Read** - Follow the Shared Reading Routine to read pgs. 22-24 of *The Winners' Choice*. Focus on details about the characters.

- TE pg. 58

- TE pg. 58
- Descriptions
- *The Winners' Choice* pgs. 18, 20

- TE pg. 59
- Sentences from Lesson 4
- Illustrations from Lesson 1
- Teacher Modeled Writing (Revised Sentences)

- TE pg. 60
- Sentences from Lesson 4
- Digital Options

- TE pg. 60
- Student Writing

Resources:

Lesson 6 - READING: Understand a Story's Central Message

- TE pg. 62

- TE pg. 62
- *The Winners' Choice* pgs. 22-24

- TE pg. 62
- *The Winners' Choice* pgs. 22-24
- Shared Reading Routine TR14-15

Grade 1 Reading/Writing

- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What does the team do with the prize money?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Central Message** - Display and complete with class the Main Idea graphic organizer listing key details to figure out the central message.

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Produce Compound Sentences** - Explain that you can combine two simple sentences. Provide example. Write simple sentences on board and have volunteers restate as a compound sentence.

Set the Purpose:

- **Write a Conclusion** - Remind scholars that story events occur at the beginning, middle, and end. Explain that the ending wraps up the action and tells how characters solve their problems.

Teach and Model:

- **Write a Conclusion** - Reread pgs. 22-24 of *The Winners' Choice* and guide discussion of how story ended. Provide models from pg. 24 and discuss.

Prepare to Write:

- **Write a Story Ending** - Review ending of *The Ugly Duckling* and work on writing a new ending. Model asking questions readers may have about what happens after the ending. Discuss possible endings and draw one on board. Write a new ending.

Independent Writing Practice:

- **Write** - Scholars work with partner to retell *The Winners' Choice* discussing things they wonder about the characters. Scholars draw a picture of a

- TE pg. 62
- *The Winners' Choice* pgs. 22-24
- Think-Pair-Share Routine TR2-3

- TE pg. 63
- *The Winners' Choice* pgs. 22-24
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 63-64
- By-the-Way Words - captain, referee
- Benchmark Vocabulary - need, want, position
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 64
- *The Winners' Choice* pgs. 22-24
- Main Idea Graphic Organizer TR36

Resources:

Lesson 6 - WRITING: Narrative Writing

- TE pg. 71
- Simple Sentences

- TE pg. 68

- TE pg. 68
- *The Winners' Choice* pgs. 22-24

- TE pg. 69
- Teacher Modeled Writing (New Ending)

- TE pg. 70
- *The Winners' Choice*
- Drawing Paper
- Digital Options

Grade 1 Reading/Writing

new ending for the story and write a sentence about what is happening.

Share Writing:

- Scholars share their new endings and identify details that helped them understand.

Learning Opportunities/Strategies:

Lesson 7 - READING: Identify Key Details in a Story

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand they can learn lessons through the characters and events in stories.
- **Engage Scholars** - Introduce *Hunter's Money Jar*. Discuss title page and make predictions. Share the Essential Questions: How do readers recognize the sequence of events in a story? How can writers use certain words to signal the sequence of events?
- **Read** - Follow the Shared Reading Routine to read *Hunter's Money Jar* focusing on what the story is mainly about.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: Why does Hunter have a money jar?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Narrator** - A narrator is one who tells the story and may be a character or not part of the story. Display pgs. 4 & 7 and identify narrator.

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Produce and Expand Compound Sentences** - Review combining simple sentences. Explain that writers may add more details. Provide examples. Write simple sentences on board and volunteers restate as compound sentence.

- TE pg. 70
- Student Writing

Resources:

Lesson 7 - READING: Identify Key Details in a Story

- TE pg. 72
- TE pg. 72
- *Hunter's Money Jar*
- TE pg. 72
- *Hunter's Money Jar*
- Shared Reading Routine TR14-15
- TE pg. 72
- *Hunter's Money Jar*
- Think-Pair-Share Routine TR2-3
- TE pg. 73
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 73-74
- By-the-Way Words - yard sale
- Benchmark Vocabulary - coins, bills
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5
- TE pg. 74
- *Hunter's Money Jar* pgs. 4 and 7

Resources:

Lesson 7 - WRITING: Narrative Writing

- TE pg. 81
- Simple Sentences

Grade 1 Reading/Writing

Set the Purpose:

- **Recount Events in Order** - Remind scholars that events happen in the beginning, middle, and end of a story. Writers make sure events are in an order that makes sense.

Teach and Model:

- **Recount Events in Order** - Review beginning, middle, and end of *Hunter's Money Jar*. Prompt discussion with the guiding questions. Provide models pgs. 16 & 20 and discuss.

Prepare to Write:

- **Write Story Events in Order** - Review story by displaying *The Winners' Choice* and discussing illustrations. Take note of events and write on board. Choose three events and place them in order. Model writing sentences about the events in the order they happened.

Independent Writing Practice:

- **Write** - Scholars orally recall two events from *Hunter's Money Jar*. Partners check to make sure events are told in order. Scholars work independently to write about events.

Share Writing:

- Scholars add drawings to clarify their writing. Volunteers share their writing and drawings.

Learning Opportunities/Strategies:

Lesson 8 - READING: Use Details to Tell About Characters

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand they can learn lessons through the characters and events in stories.
- **Engage Scholars** - Display and discuss *Hunter's Money Jar* pgs. 3-7. Remind learner of the Essential Questions: How do readers recognize the sequence of events in a story? How can writers use certain words to signal the sequence of events?
- **Read** - Follow the Shared Reading Routine to read pgs. 3-7 of *Hunter's Money Jar* focusing on what characters say and do.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the characters in the story.

Close Read:

- TE pg. 78

- TE pg. 78
- *Hunter's Money Jar*

- TE pg. 79
- *The Winners' Choice*
- Teacher Modeled Writing (Sequence)

- TE pg. 80
- *Hunter's Money Jar*
- Drawing/Writing Paper
- Digital Options

- TE pg. 80
- Student Writing/Drawing

Resources:

Lesson 8 - READING: Use Details to Tell About Characters

- TE pg. 82

- TE pg. 82
- *Hunter's Money Jar* pgs. 3-7

- TE pg. 82
- *Hunter's Money Jar* pgs. 3-7
- Shared Reading Routine TR14-15

- TE pg. 82
- *Hunter's Money Jar* pgs. 3-7
- Think-Pair-Share Routine TR2-3

Grade 1 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Characters** - Display and complete with class the T-Chart to record details found in the words and illustrations that tell about the character Hunter.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Identify Root Words and Their Inflectional Forms** - Discuss the following endings: -s, -ed, -ing. Provide examples. Write sentences on board and have volunteers identify root and ending.

Set the Purpose:

- **Writing Process: Plan** - Review process writing steps. Remind scholars that during planning they think about ideas for their stories.

Teach and Model:

- **Writing Process: Plan** - Review story elements and events using *Hunter's Money Jar* pgs. 3-7. Provide examples to show details about characters, setting, and events.

Prepare to Write:

- **Plan a Story** - Tell scholars they will be planning a class story. Brainstorm ideas and write on board. Choose an idea and plan events. Complete beginning event on graphic organizer. Invite scholars to suggest middle and end.

Independent Writing Practice:

- **Write** - Scholars work independently to brainstorm ideas about a time they had to make a choice. Scholars write one idea and draw beginning, middle, and end event in graphic organizer.

Share Writing:

- Volunteers share their graphic organizer to partner and tell about the events.

- TE pg. 83
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 83-84
- By-the-Way Words - skateboard
- Benchmark Vocabulary - shiny, bossy
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 84
- *Hunter's Money Jar* pg. 6
- T-Chart TR39

Resources:

Lesson 8 - WRITING: Narrative Writing

- TE pg. 91
- Sentences

- TE pg. 88

- TE pg. 88
- *Hunter's Money Jar* pgs. 3-7

- TE pg. 89
- Story Sequence A Graphic Organizer TR37

- TE pg. 90
- Story Sequence A Graphic Organizer TR37
- Digital Options

- TE pg. 90
- Complete Graphic Organizer

Grade 1 Reading/Writing

Learning Opportunities/Strategies:

Lesson 9 - READING: Ask and Answer Questions About Key Details

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Scholars understand that people choose to use their resources to get what they want and need.
- **Engage Scholars** - Display pgs. 8-11 of *Hunter's Money Jar* and discuss end punctuation. Share the Essential Questions: How do readers recognize the sequence of events in a story? How can writers use certain words to signal the sequence of events?
- **Read** - Follow the Shared Reading Routine to read aloud pgs. 8-11 of *Hunter's Money Jar* focusing on key details about story elements.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the places Scratch sees.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Ask and Answer Questions** - Display and complete with the class the T-Chart to use key details in the story to answer the question.

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Use Possessive Pronouns** - Review pronouns. Discuss possessive pronouns *my, her, his, its, your, our, and their*. Write sentence frames and have volunteers supply possessive pronoun.

Set the Purpose:

- **Writing Process: Draft** - Review five steps of writing process. Discuss that in the planning step, writers think about events and the details they want to include in the draft.

Teach and Model:

Resources:

Lesson 9 - READING: Ask and Answer Questions About Key Details

- TE pg. 92
- TE pg. 92
- *Hunter's Money Jar* pgs. 8-11
- TE pg. 92
- *Hunter's Money Jar* pgs. 8-11
- Shared Reading Routine TR14-15
- TE pg. 92
- *Hunter's Money Jar* pgs. 8-11
- Think-Pair-Share Routine TR2-3
- TE pg. 93
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 93-94
- By-the-Way Words - relatives
- Benchmark Vocabulary -count, bank
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5
- TE pg. 94
- *Hunter's Money Jar* pg. 8
- T-Chart Graphic Organizer TR39

Resources:

Lesson 9 - WRITING: Narrative Writing

- TE pg. 101
- Sentence Frames
- TE pg. 98

Grade 1 Reading/Writing

<ul style="list-style-type: none"> • Writing Process: Draft - Use the guiding questions to discuss the sequence of events in <i>Hunter's Money Jar</i> pgs. 8-11. Provide models on pgs. 8 & 11 of details writer gives about events in the story. <p>Prepare to Write:</p> <ul style="list-style-type: none"> • Write a Story - Review that story events occur in order and you will begin writing a story about something the class has done together. Display Story Sequence chart from Lesson 8. Review beginning, middle, and end events. Model writing the beginning event of the story. Volunteers suggest sentences. Continue to the middle event of class story. <p>Independent Writing Practice:</p> <ul style="list-style-type: none"> • Write - Scholars review their Story Sequence chart from Lesson 8 and begin to write their stories. <p>Share Writing:</p> <ul style="list-style-type: none"> • Volunteers share their writing with the class. As a class, discuss details that helped reader follow story events. Ask questions as needed. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 10 - READING: Tell About Words and Details in a Story</p> <p>Build Understanding:</p> <ul style="list-style-type: none"> • Set the Purpose - Share the following Enduring Understanding: Writers understand that stories need appropriately sequenced events. • Explore Poetry - Display poem and read aloud. Discuss features and identify rhyming words. • Engage Scholars - View pgs. 12-17 of <i>Hunter's Money Jar</i> and recall story. Share the Essential Questions: How do readers recognize the sequence of events in a story? How can writers use certain words to signal the sequence of events? • Read - Follow the Shared Reading Routine to read pgs. 12-17 of <i>Hunter's Money Jar</i> focusing on interesting words and details. • Turn and Talk - Follow the Think-Pair-Share Routine to discuss the question: What does Hunter do at the toy store? <p>Close Read:</p> <ul style="list-style-type: none"> • Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. 	<ul style="list-style-type: none"> • TE pg. 98 • <i>Hunter's Money Jar</i> <ul style="list-style-type: none"> • TE pg. 99 • Story Sequence Chart from Lesson 8 • Teacher Modeled Writing (Class Story) <ul style="list-style-type: none"> • TE pg. 100 • Story Sequence Chart from Lesson 8 • Writing Paper • Digital Options <ul style="list-style-type: none"> • TE pg. 100 • Student Writing <p><u>Resources:</u></p> <p>Lesson 10 - READING: Tell About Words and Details in a Story</p> <ul style="list-style-type: none"> • TE pg. 102 <ul style="list-style-type: none"> • TE pg. 102 • <i>My Lemonade Stand</i>, Text Collection pg. 57 <ul style="list-style-type: none"> • TE pg. 102 • <i>Hunter's Money Jar</i> pgs. 12-17 <ul style="list-style-type: none"> • TE pg. 102 • <i>Hunter's Money Jar</i> pgs. 12-17 • Shared Reading Routine TR14-15 <ul style="list-style-type: none"> • TE pg. 102 • <i>Hunter's Money Jar</i> pgs. 12-17 • Think-Pair-Share Routine TR2-3 <ul style="list-style-type: none"> • TE pg. 103 • Whole Class Discussion Routine TR4-5 • Small Group Discussion Routine TR6-7
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Grade 1 Reading/Writing

- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Categorize Words** - Display and complete with class Web A graphic organizer to list words that tell about money.

Learning Opportunities/Strategies:

Lesson 10 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Use Commas in a Series** - Use commas to separate items in sentences with a list of three or more things. Provide sentences with lists and volunteers add commas.

Set the Purpose:

- **Writing Process: Draft** - Review five steps. Remind scholars that writers write about events in order and use time and sequential words.

Teach and Model:

- **Writing Process: Draft** - Retell *Hunter's Money Jar* pgs. 12-17 using time and sequence words. Scholars identify words in the retell. Provide examples from story pgs. 13 & 16.

Prepare to Write:

- **Write an Ending for a Story** - Remind class that you began writing a story in the last lesson and today you will finish it. Review what you wrote in Lesson 9 and display sequence chart from Lesson 8. Write an ending including time and sequence words.

Independent Writing Practice:

- **Write** - Scholars review what they have written. Work with partner to orally tell ending and then write the ending.

Share Writing:

- Partners share stories and retell each other's story with events in order.

Learning Opportunities/Strategies:

Lesson 11 - READING: Understand a Story's Central Message

Build Understanding:

- TE pgs. 103-104
- Benchmark Vocabulary - sell, waste, earn
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 104
- *Hunter's Money Jar* pgs. 12-13
- Web A Graphic Organizer TR44

Resources:

Lesson 10 - WRITING: Narrative Writing

- TE pg. 111

- TE pg. 108

- TE pg. 108
- *Hunter's Money Jar* pgs. 12-17

- TE pg. 109
- Teacher Modeled Writing (Class Story from Lesson 9)
- Sequence Chart from Lesson 8

- TE pg. 110
- Student Writing
- Digital Options

- TE pg. 110
- Student Writing

Resources:

Lesson 11 - READING: Understand a Story's Central Message

Grade 1 Reading/Writing

<ul style="list-style-type: none"> • Set the Purpose - Share the following Enduring Understanding: Scholars understand that people choose to use their resources to get what they want and need. • Engage Scholars - Review pgs. 18-24 of <i>Hunter's Money Jar</i> and discuss ending. Volunteers share experiences with buying/saving. Share the Essential Questions: How do readers recognize the sequence of events in a story? How can writers use certain words to signal the sequence of events? • Read - Follow the Shared Reading Routine to read pgs. 18-24 of <i>Hunter's Money Jar</i> focusing on characters' actions. • Turn and Talk - Follow the Think-Pair-Share Routine to discuss the question: What does Hunter do to earn more money? <p>Close Read:</p> <ul style="list-style-type: none"> • Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. • By-the-Way Words & Benchmark Vocabulary - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words. <p>Reading Analysis:</p> <ul style="list-style-type: none"> • Central Message - Display and complete with class the Main Idea graphic organizer listing key details to figure out the central message. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 11 - WRITING: Narrative Writing</p> <p>Conventions Mini-Lesson:</p> <ul style="list-style-type: none"> • Use Past, Present, and Future Tense Verbs - Explain that verbs show action. Discuss tense and provide examples. Write verbs on board and have volunteer identify as past, present, or future. <p>Set the Purpose:</p> <ul style="list-style-type: none"> • Writing Process: Revise - Review the steps in the writing process. Remind scholars that they planned and drafted a story about a time they made a choice. Revising is the time to improve the writing by making changes and additions. <p>Teach and Model:</p> <ul style="list-style-type: none"> • Writing Process: Revise - Display revising checklist and discuss. Using <i>Hunter's Money Jar</i> 	<ul style="list-style-type: none"> • TE pg. 112 • TE pg. 112 • <i>Hunter's Money Jar</i> pgs. 18-24 • TE pg. 112 • <i>Hunter's Money Jar</i> pgs. 18-24 • Shared Reading Routine TR14-15 • TE pg. 112 • <i>Hunter's Money Jar</i> pgs. 18-24 • Think-Pair-Share Routine TR2-3 • TE pg. 113 • Whole Class Discussion Routine TR4-5 • Small Group Discussion Routine TR6-7 • TE pgs. 103-104 • By-the-Way Words - cash register • Benchmark Vocabulary - chores, crowded, piles • Benchmark Vocabulary Routine for Literary Text TR28-31 • Generative Vocabulary Chart TE pgs. 2-5 • TE pg. 114 • <i>Hunter's Money Jar</i> pgs. 18-19 • Main Idea Graphic Organizer TR36 <p><u>Resources:</u></p> <p>Lesson 11 - WRITING: Narrative Writing</p> <ul style="list-style-type: none"> • TE pg. 121 • TE pg. 118 • TE pg. 118 • Revising Checklist
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Grade 1 Reading/Writing

pgs. 18 & 22, discuss where writer added details to make it easier to understand.

Prepare to Write:

- **Revise a Story** - Display revising checklist and explain that today you will revise the story about something the class did together. Display and read story from Lesson 9-10. Role-play a reviewer and give your opinion. Revise story for each item on the checklist.

Independent Writing Practice:

- **Write** - Scholars work with a partner to revise their stories. Read story to partner, ask questions, make suggestions, and revise using revising checklist.

Share Writing:

- Volunteers share original story and then their revised story. Discuss how adding details and temporal words made the story better.

Learning Opportunities/Strategies:

Lesson 12 - READING: Compare and Contrast Stories

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand they can learn lessons through the characters and events in stories.
- **Engage Scholars** - Display covers of both stories. Recall details from both stories. Share the Essential Questions: How do readers recognize the sequence of events in a story? How can writers use certain words to signal the sequence of events?
- **Read** - Follow the Shared Reading Routine to read pgs. 16-23 of *The Winners' Choice* and pgs. 12-17 of *Hunter's Money Jar* focusing on how the action on details about the characters.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the characters in both stories.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- *Hunter's Money Jar* pgs. 18, 24

- TE pg. 119
- Teacher Modeled Writing (Class Story from Lesson 9 & 10)
- Revising Checklist

- TE pg. 120
- Student Writing from Lesson 9 & 10
- Digital Options
- Revising Checklist

- TE pg. 120
- Graphic Organizer

Resources:

Lesson 12 - READING: Compare and Contrast Stories

- TE pg. 122

- TE pg. 122
- *The Winners' Choice*
- *Hunter's Money Jar*

- TE pg. 122
- *The Winners' Choice* pgs. 16-23
- *Hunter's Money Jar* pgs. 12-17
- Shared Reading Routine TR14-15

- TE pg. 122
- *The Winners' Choice* pgs. 16-23
- *Hunter's Money Jar* pgs. 12-17
- Think-Pair-Share Routine TR2-3

- TE pg. 123
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 123-124
- Benchmark Vocabulary - ruined, aisles
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

Grade 1 Reading/Writing

- **Compare and Contrast** - Display and complete with class the Venn Diagram to compare and contrast a character in each story.

Learning Opportunities/Strategies:

Lesson 12 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Conjunctions** - Explain that sentences can be combined using words such as *and*, *but*, *because*, *so*, and *or*. Discuss how these words show a relationship between ideas. Practice combining sentences with conjunctions.

Set the Purpose:

- **Writing Process: Edit** - Review steps of process writing. Explain when editing writers make sure there are no errors in capitalization, punctuation, and spelling.

Teach and Model:

- **Writing Process: Edit** - Display the editing checklist and discuss. Using pg. 22 of *The Winners' Choice*, point out examples of punctuation and capitalization.

Prepare to Write:

- **Edit a Story** - Display the revised story from Lesson 11 and the editing checklist. Model reading the story to check for errors in capitalization questioning scholars as you do. Repeat for punctuation and spelling.

Independent Writing Practice:

- **Write** - Display checklist as scholars reread their revised stories several times checking for and circling mistakes in capitalization, punctuation, and spelling. Scholars rewrite sentences correcting mistakes.

Share Writing:

- Scholars share their writing with a partner and discuss the editing process. What part of the process was easy or difficult?

Learning Opportunities/Strategies:

Lesson 13 - READING: Make Connections

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand they can learn lessons through the characters and events in stories.

- TE pg. 124
- *The Winners' Choice* pg. 22
- *Hunter's Money Jar* pg. 16
- Venn Diagram TR43

Resources:

Lesson 12 - WRITING: Narrative Writing

- TE pg. 131

- TE pg. 128

- TE pg. 128
- *The Winners' Choice* pg. 22
- Editing Checklist

- TE pg. 129
- Teacher Modeled Writing (Revised Class Story)
- Editing Checklist

- TE pg. 130
- Editing Checklist
- Student Writing
- Digital Options

- TE pg. 130
- Student Writing

Resources:

Lesson 13 - READING: Make Connections

- TE pg. 132

Grade 1 Reading/Writing

- **Engage Scholars** - Display both books and discuss sentence features within each book. Share the Essential Questions: How do readers recognize the sequence of events in a story? How can writers use certain words to signal the sequence of events?
- **Read** - Follow the Shared Reading Routine to read pgs. 6-11 and pgs. 20-24 of *The Winners' Choice* and pgs. 22-24 of *Hunter's Money Jar*. Focus on interesting words and details.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss some ways people use their money.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Make Connections** - Find and discuss with class the meaning of the word "new" in both stories.

Learning Opportunities/Strategies:

Lesson 13 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Use Demonstratives** - Introduce the words *this*, *that*, *these*, and *those* and discuss the proper use of each. Have volunteers share sentences using these words.

Set the Purpose:

- **Writing Process: Publish** - Review steps of the writing process. Discuss steps completed and explain that the final step is to publish.

Teach and Model:

- **Writing Process: Publish** - A final copy is one with no mistakes and is one to share. Explain the different ways to publish a story. Display *The Winners' Choice* and talk about the cover and illustrations.

Prepare to Write:

- **Create a Final Book** - Tell scholars that the class story will be published in a book format. Model

- TE pg. 132
- *The Winners' Choice*
- *Hunter's Money Jar*

- TE pg. 132
- *The Winners' Choice* pgs. 6-11 and 20-24
- *Hunter's Money Jar* pgs. 22-24
- Shared Reading Routine TR14-15

- TE pg. 132
- *The Winners' Choice* pgs. 6-11 and 20-24
- *Hunter's Money Jar* pgs. 22-24
- Think-Pair-Share Routine TR2-3

- TE pg. 133
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 133-134
- Benchmark Vocabulary - stacked, adventure
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 134
- *The Winners' Choice* pg. 8
- *Hunter's Money Jar* pg. 24

Resources:

Lesson 13 - WRITING: Narrative Writing

- TE pg. 141

- TE pg. 138

- TE pg. 138
- *The Winners' Choice*

- TE pg. 139
- Teacher Model Writing (Class Story Book)

Grade 1 Reading/Writing

planning the first page of the book. Scholars discuss how to break up the rest of the story. Type the sentences on the correct pages and have scholars illustrate. Present the writing by reading and displaying illustration to the class.

Independent Writing Practice:

- **Write** - Scholars work with a partner to reread and break story into pages. Discuss illustrations they will use. Scholars write final copy, illustrate each page, and create a cover.

Share Writing:

- Volunteers share their published pieces and discuss illustrations.

Learning Opportunities/Strategies:

Performance-Based Assessment:

- **Narrative Task:** Write About Choices - The selections in this unit are about choices and making decisions. Scholars will write a short story about a choice they made to save or spend money.
- **Scholars will:**
 - write a short story with a beginning, middle, and end.
 - recount two or more appropriately sequenced events.
 - use temporal words to signal the sequence of events.

Prepare:

- **Review** - Discuss Essential Questions: How do readers recognize the sequence of events in a story? How can writers use certain words to signal the sequence of events? Read aloud the Performance-Based Assessment.
- **Revisit the Text** - Remind scholars that they read about characters that had to make a choice to either save or spend money. Read excerpt from each story and discuss the characters' reasons for their choice.

Learning Opportunities/Strategies:

Performance-Based Assessment:

Create: Encourage scholars to plan before writing by either discussing with a partner or completing a graphic organizer. Scholars work independently to write a short story including at least two events and temporal words while teacher circulates to assist if necessary.

- TE pg. 140
- Writing/Drawing Paper
- Digital Options

- TE pg. 140
- Student Book
- Writing Keystone Checklist

Resources:

Performance-Based Assessment:

- TE pg. 142
- Student Reproducible pg. 146

- TE pg. 143
- Performance-Based Assessment

- TE pg. 143
- *The Winners' Choice* pg. 22
- *Hunter's Money Jar* pgs. 18-20

Resources:

Performance-Based Assessment:

- TE pg. 144
- Writing Paper
- Pencils
- Story Sequence Graphic Organizer TR37
- Digital Options

Grade 1 Reading/Writing

Score Writing: Use Narrative Writing Rubric		<ul style="list-style-type: none">TE pg. 147 Narrative Writing Rubric	
Present: Follow suggestions for scholars to share their writing with the class or in small groups.		<ul style="list-style-type: none">TE pg. 148Digital Option	
Reflect and Respond: For scholars receiving a score of 0, 1, or 2, follow If...then... suggestions to support them as they complete other Performance-Based Assessments.		<ul style="list-style-type: none">TE pg. 149	
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis ExtensionSleuth Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading Text Club Routines TR24-27Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis ExtensionSleuth Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading Text Club Routines TR24-27Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis SupportSleuthFoundational SkillsGuided Writing Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading Scaffolded Strategies Handbook: <ul style="list-style-type: none">Unlock the TextUnlock the WritingPerformance-Based Assessment Lesson Scaffolded Instruction - Strategic Support If...then...Quick CheckReadyUp! Intervention	Reader's & Writer's Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis SupportSleuthFoundational SkillsGuided Writing Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading Scaffolded Strategies Handbook: <ul style="list-style-type: none">Unlock the TextUnlock the WritingUnlock Language LearningPerformance-Based Assessment Lesson Scaffolded Instruction - English Language Learners If...then...Quick CheckReadyUp! Intervention

Grade 1 Reading/Writing

Unit Three: Making Choices - Module B

Stage 1: Desired Results

Standards & Indicators:

NJSLS Foundational Skills: Reading Language

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (**including those listed in RF.K.1**); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.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.
- **L.RF.1.2.A.** - Distinguish long from short vowel sounds in spoken single-syllable words.
- **L.RF.1.2.B.** - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **L.RF.1.2.C.** - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **L.RF.1.2.D.** - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.3.A.** - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- **L.RF.1.3.B.** - Decode regularly spelled one-syllable words.
- **L.RF.1.3.C.** - Know final -e and common vowel team conventions for representing long vowel sounds.
- **L.RF.1.3.D.** - Distinguish long and short vowels when reading regularly spelled one-syllable words
- **L.RF.1.3.F** - Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old)
- **L.RF.1.3.G** - Recognize the parts of high-frequency words that are regular and the parts that are irregular
- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.1.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.1.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.1.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS Reading

- **RL.TS.1.4.** -With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- **RI.CR.1.1.** - Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RI.CI.1.2.** - Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RI.IT.1.3.** - Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- **RI.TS.1.4.** - With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- **RI.PP.1.5.** - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RI.MF.1.6.** - With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas
- **RI.AA.1.7.** - Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
- **RI.CT.1.8.** - Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

NJSLS Foundational Skills: Writing Language

- **L.WF.1.1.** - Demonstrate command of the conventions of writing, (including those proficiencies listed in L.WF.K.1):

Grade 1 Reading/Writing

- A. Write the upper and lowercase alphabets from memory.
- B. Write a common grapheme (letter or letter group) for each phoneme.
- C. Orally segment the phonemes in any single syllable, spoken word.
- D. Recognize that each syllable is organized around a vowel sound.
- **L.WF.1.2.** - Demonstrate command of the conventions of encoding the spelling common, regular, single-syllable words, including those proficiencies listed in L.WF.K.2), with:
 - A. Short vowels and single consonants.
 - B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubles letters (off, will, mess).
 - C. Initial and final consonant blends (must, slab, plump).
- **L.WF.1.3** - Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3):
 - A. Write sentences with increasing complexity.
 - B. Supply the "who," "is doing," "what," in a subject-verb-object frame.
 - C. Capitalize the first word of a sentence, days of the week, months, names of people and proper names.
 - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - E. Use commas in dates and to separate single words in a series.
 - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
 - G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
 - H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because
- **L.VL.1.2.** - Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
 - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
 - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **L.VI.1.3.** - With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 - B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - C. 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).
 - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - E. 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.

NJSLS Writing

- **W.NW.1.3.** - With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
- **W.NW.1.3.A** - Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
- **W.NW.1.3.B** - Provide dialogue and/or description and details of experiences, events, or characters.
- **W.NM.1.3.C** - Use transitional words to manage sequence of events.
- **W.NW.1.3.D** - Provide a reaction to the experiences of events.
- **W.WP.1.4.** - With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.1.4.A** - With prompts and support, identify audience and purpose before writing.
- **W.WP.1.4.B** - With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

Grade 1 Reading/Writing

- **W.SE.1.6.** - With prompting and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
- **W.RW.1.7** - Engage in discussion, drawing, and writing in brief but regular writing tasks.

NJSLS Speaking and Listening

- **SL.PE.1.1.** - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.PE.1.1.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).
- **SL.PE.1.1.B.** - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **SL.PE.1.1.C** - Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3.** - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.PI.1.4.** - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS1.6.** - Produce complete sentences when appropriate to task and situation.

NJSLS Social Studies

- **6.1.2.Geo.GI.1:** Explain why and how people, goods, and ideas move from place to place.
- **6.1.2.Geo.GI.2:** Use technology to understand the culture and physical characteristics of regions.
- **6.1.2.EconET.1:** Explain the difference between needs and wants.
- **6.1.2.EconET.2:** Cite examples of choices people make when resources are scarce.
- **6.1.2.EconET.3:** Describe how supply and demand influence price and output of products.
- **6.1.2.EconNE.2:** Describe examples of goods and services that governments provide.
- **6.1.2.EconEM.1:** Describe the skills and knowledge required to produce specific goods and services.

NJSLS Health and Physical Education

2.1.2.CHSS.2: Determine where to access home, school and community health professionals.

2.2.2.N.1 Explain different types of foods and food groups.

2.2.2.N.2: Explain why some foods are healthier to eat than others.

NJSLS - Career Readiness, Life Literacies, and Key Skills

- **9.1.2.FP.1** - Explain how emotions influence whether a person spends or saves.
- **9.2.2.CAP.2** - Explain why employers are willing to pay individuals to work.
- **9.4.2.DC.3** - Explain how to be safe online and follow safe practices when using the internet.
- **9.4.2.DC.6** - Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.IML.4** - Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).

Central Idea / Enduring Understanding:

Readers understand that the details in a text support the author's main points.

Writers understand that an opinion has to be supported with one or more reasons.

Learners understand that people make decisions about how to spend what they earn.

Essential/Guiding Question:

How can readers use the details in a text to identify the reasons that support an author's points?

How can writers use information to support an opinion?

Grade 1 Reading/Writing

Content: (Module Goals)

Readers will state and explain the reasons an author gives to support points in a text.

Writers will state and support an opinion and provide a conclusion.

Learners will understand that people make decisions by considering choices.

Text Complexity Measures - TR48 - TR54

The following measures and considerations create a three-part model to gauge the difficulty of a particular text.

- **Quantitative Measures**
 - Lexile
- **Qualitative Measures**
 - Literary/Informational Text
 - Text Structure
 - Language and Vocabulary
 - Theme and Knowledge Demands
- **Reader and Task Consideration**
 - Motivation, Knowledge, Experiences of Students
 - Difficulty of the Task or Questions Posed

Skills(Objectives):

Reading

- Identify Main Topic and Key Details
- Know and Use Text Features
- Identify Reasons to Support Points in a Text
- Compare Ideas Between Texts
- Compare and Contrast Information
- Make Connections Between Two Ideas
- Identify Reasons That Support an Author's Point
- Use Information in Texts and Pictures

Writing

- Write an Opinion
- Write a Supporting Opinion
- Write an Opinion and a Supporting Reason
- Write Opinion Words
- Use Facts to Support an Opinion
- Write a Concluding Statement
- Sort Words into Categories
- Choose a Topic for an Opinion
- Write an Opinion and List Reasons
- Write a Supporting Reason
- Write a Conclusion to an Opinion
- Clarify Meanings of Words and Phrases
- Add Details to Support an Opinion
- Publish an Opinion Blog Post

Stage 2: Assessment Evidence

Performance Task(s):

Performance-Based Assessment:

- **Opinion Task:** Write About Making Choices - In this module, scholars read about goods and services and how people make choices about which goods and services they purchase. As a class, Scholars will compose a list of goods (e.g., paper products) and services (e.g., butcher, baker) they find at their local grocery store. Then each learner will choose a good or service from the list that he or she feels is especially important and write his or her opinion about it. Scholars will support their opinion with a reason.
- **Scholars will:**
 - write a sentence that states their opinion about a good or service that is important to their family
 - supply a reason that supports their opinion.
 - write a concluding statement that restates their opinion.

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Grade 1 Reading/Writing

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1 - READING: Identify Main Topic and Key Details

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that different types of text can be used to analyze similar topics and ideas. Discuss earning, spending, buying, and selling.
- **Engage Scholars** - Introduce the book *Goods and Services*. Display title and page through and discuss pictures. Think about the Essential Questions: How can readers use the details in a text to identify the reasons that support an author's points? How can writers use information to support an opinion?
- **Read** - Follow Shared Reading Routine to read *Goods and Services*. Focus on the topic and the details the author uses to support the topic.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What did you learn about goods and services?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Main Topic and Key Details** - Display and complete with class Web B graphic organizer to list details that support the main topic.

Learning Opportunities/Strategies:

Lesson 1 - WRITING: Opinion Writing

Conventions:

- **Use Indefinite Pronouns** - Explain that *anyone*, *everything*, *some*, or *all* are indefinite pronouns that do not take the place of a specific noun. Provide examples.

Set the Purpose:

Resources:

Lesson 1 - READING: Identify Main Topic and Key Details

- TE pg. 162
- TE pg. 162
- *Goods and Services*, Text Collection pg. 5
- TE pg. 162
- *Goods and Services*, Text Collection pgs. 5-23
- Shared Reading Routine TR14-15
- TE pg. 162
- *Goods and Services*, Text Collection pgs. 5-23
- Think-Pair-Share Routine TR2-3
- TE pg. 163
- *Goods and Services*, Text Collection pgs. 5-23
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 163-164
- By-the-Way Words - income
- Benchmark Vocabulary - goods, services
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE pgs. 152-155
- TE pg. 164
- *Goods and Services*, Text Collection pgs. 5-23
- Web B Graphic Organizer TR45

Resources:

Lesson 1 - WRITING: Opinion Writing

- TE pg. 171

Grade 1 Reading/Writing

- **State an Opinion** - Remind scholars that opinions are somebody's thoughts or feelings about a topic and have certain characteristics.

Teach and Model:

- **State an Opinion** - Scholars should write opinions about topics they are familiar with. When writing opinions on unfamiliar topics, cite sources. Display student models and discuss.

Prepare to Write:

- **Write an Opinion** - Explain that writing an opinion begins with a topic. Ask "Are goods or services more important?" The answer is the opinion. Create a two column chart and write Scholars' ideas about "goods" and "services".

Independent Writing Practice:

- **Write** - Scholars review information in the two column chart and write their opinion to answer "Are goods or services more important?"

Share Writing:

- Scholars share their opinions with the class. Survey class to see what they believe is more important - goods or services.

Learning Opportunities/Strategies:

Lesson 2 - Reading: Know and Use Text Features

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Learners understand that people make decisions about how to spend what they earn.
- **Engage Scholars** - Display pg. 5 and identify goods and services shown. Share the Essential Questions: How can readers use the details in a text to identify the reasons that support an author's points? How can writers use information to support an opinion?
- **Read** - Follow the Shared Reading Routine to read *Goods and Services*. Think about things people want and need.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss what the characters choose to buy and if it is a want or need.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 168

- TE pg. 168
- Student Models

- TE pg. 169
- Two-Column Chart

- TE pg. 170
- Writing Paper
- Digital Options

- TE pg. 170
- Student Writing

Resources:

Lesson 2 - Reading: Know and Use Text Features

- TE pg. 172
- TE pg. 172
- *Goods and Services*, Text Collection pgs. 5-23
- TE pg. 172
- *Goods and Services*, Text Collection pgs. 5-23
- Shared Reading Routine TR14-15
- TE pg. 172
- *Goods and Services*, Text Collection pgs. 5-23
- Think-Pair-Share Routine TR2-3
- TE pg. 173
- *Goods and Services*, Text Collection pgs. 5-23
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

Grade 1 Reading/Writing

- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Text Features** - Display and complete the Three-Column Chart to list features used on pgs. 12-13.

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Opinion Writing

Conventions:

- **Use Common and Proper Nouns** - Explain that proper nouns name an actual person or place. Provide examples and guide scholars to write proper names of people and places they see everyday.

Set the Purpose:

- **Support an Opinion** - Tell scholars they will add a reason to their opinion to tell why they think or feel the way they do.

Teach and Model:

- **Support an Opinion** - Display student model and point out that the writer supports the opinion by using the word *because*.

Prepare to Write:

- **Write a Supporting Reason** - Review the opinion statement from Lesson 1. Use the guiding questions to write a statement to support the opinion.

Independent Writing Practice:

- **Write** - Scholars review their opinion and write a supporting reason for their opinion using information from the chart or from their own experiences.

Share Writing:

- Volunteers share their writing with the class and discuss if reason supports the opinion.

Learning Opportunities/Strategies:

Lesson 3 - READING: Identify the Main Topic of a Text

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that an opinion has to be supported with a reason. Focus on main topic of a section.
- **Engage Scholars** - Review *Goods and Services*. Guide scholars to supply main topic of entire book.

- TE pgs. 173-174
- Benchmark Vocabulary - want, need
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE pgs. 152-155

- TE pg. 174
- *Goods and Services*, Text Collection pgs. 12-13
- Three-Column Graphic Organizer TR40

Resources

Lesson 2 - WRITING: Opinion Writing

- TE pg.181

- TE pg. 178

- TE pg. 178
- Student Model

- TE pg. 179
- Teacher Modeled Writing (Opinion from Lesson 1)
- Two-Column Chart from Lesson 1

- TE pg. 180
- Opinion and Chart from Lesson 1
- Digital Options
- Paper

- TE pg. 180
- Student Writing

Resources:

Lesson 3 - READING: Identify the Main Topic of a Text

- TE pg. 182

- TE pg. 182
- *Goods and Services*, Text Collection pgs. 5-23

Grade 1 Reading/Writing

Review Essential Questions: How can readers use the details in a text to identify the reasons that support an author's points? How can writers use information to support an opinion?

- **Read** - Follow the Shared Reading Routine to read *Goods and Services*. Encourage Scholars to think about services and the people who provide them.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the kind of service you see most often in the community.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Word Choice** - Display and complete with class Web A graphic organizer to determine the main idea and supporting details on pg. 10.

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Opinion Writing

Conventions:

- **Identify Roots & Their Inflectional Forms** - Discuss the verb endings *-s*, *-ing*, and *-ed*. Provide examples and discuss when the action occurs. Write sentences and guide scholars to identify root and inflectional ending.

Set the Purpose:

- **State and Support an Opinion** - Review opinion writing as what a writer thinks, feels, or believes about a topic. Writers support opinions with facts and reasons.

Teach and Model:

- **State and Support an Opinion** - Explain that writers use words like *great*, *terrible*, *love*, *do not like*, *good*, or *bad* to state opinions. Display student models and discuss.

Prepare to Write:

- TE pg. 182
- *Goods and Services*, Text Collection pgs. 5-23
- Shared Reading Routine TR14-15

- TE pg. 182
- *Goods and Services*, Text Collection pgs. 5-23
- Think-Pair-Share Routine TR2-3

- TE pg. 183
- *Goods and Services*, Text Collection pgs. 5-23
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 183-184
- By-the-Way Words - government
- Benchmark Vocabulary - collects, taxes
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE pgs. 152-155

- TE pg. 184
- *Goods and Services*, Text Collection pgs. 10
- Web A Graphic Organizer TR44

Resources:

Lesson 3 - WRITING: Opinion Writing

- TE pg. 191
- Model Sentences

- TE pg. 188

- TE pg. 188
- Student Models

Grade 1 Reading/Writing

- **Write an Opinion and Supporting Reason** - Review text on pg. 11 and discuss photograph. Use the guiding questions to form and state an opinion about police officers. Support the opinion with a reason.

Independent Writing Practice:

- **Write** - Scholars revisit story and choose a section to write an opinion statement and supporting reason.

Share Writing:

- Scholars share their opinions and reasons with the class as the class identifies both the opinion and supporting reason.

Learning Opportunities/Strategies:

Lesson 4 - READING: Identify Reasons to Support Points in a Text

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that details in a text support the author's main points.
- **Engage Scholars** - Introduce *Supermarket* and discuss title page and picture. Share the Essential Questions: How can readers use the details in a text to identify the reasons that support an author's points? How can writers use information to support an opinion?
- **Read** - Follow the Shared Reading Routine to read *Supermarket* pgs. 24-56 focusing on the author's main points and all the ways information is given.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss what you can buy at a supermarket.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- TE pg. 189
- *Goods and Services*, Text Collection pg. 11
- Teacher Modeled Writing (Sentence)

- TE pg. 190
- *Goods and Services*, Text Collection pgs. 5-23
- Writing Paper
- Digital Options

- TE pg. 190
- Student Writing

Resources:

Lesson 4 - READING: Identify Reasons to Support Points in a Text

- TE pg. 192

- TE pg. 192
- *Supermarket*, Text Collection pgs. 24-25

- TE pg. 192
- *Supermarket*, Text Collection pgs. 24-56
- Shared Reading Routine TR14-15

- TE pg. 192
- *Supermarket*, Text Collection pgs. 24-56
- Think-Pair-Share Routine TR2-3

- TE pg. 193
- *Supermarket*, Text Collection pgs. 24-56
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 193-194
- By-the-Way Words - department
- Benchmark Vocabulary - supermarket, necessary, shoppers
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE pgs. 152-155

Grade 1 Reading/Writing

- **Supporting Points** - Display and complete with class the T-Chart to list the reasons the author gives to support the points she makes in the text.

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Opinion Writing

Conventions:

- **Adjectives That Compare** - Write *big*, *bigger*, *biggest* on board and explain how adjectives describe by comparing. Provide examples.

Set the Purpose:

- **State and Support an Opinion** - Remind scholars that opinions are what a writer thinks, feels, or believes.

Teach and Model:

- **State and Support an Opinion** - Use the guiding questions to discuss positive and negative words sometimes used to express opinions. Provide examples from *Supermarket*. Display student model and discuss.

Prepare to Write:

- **Write Opinion Words** - Review definition of opinion. Explain that scholars will write opinions about a food of choice. Display Web A graphic organizer and chart scholars' responses. Encourage use of both positive and negative words to describe food. Guide scholars to share words they would use to describe pizza and lemons.

Independent Writing Practice:

- **Write** - Scholars choose a food, list opinion words about that food, and illustrate the food.

Share Writing:

- Volunteers share their sentences with the class. Compile a list of favorite and least favorite foods. Scholars write sentence comparing foods they like and dislike.

Learning Opportunities/Strategies:

Lesson 5 - READING: Compare Ideas Between Texts

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that the details in the text support the author's main points.
- **Explore Poetry** - Read and discuss poem.

- TE pg. 194
- *Supermarket*, Text Collection pg. 41
- T-Chart TR39

Resources:

Lesson 4 - WRITING: Opinion Writing

- TE pg. 201
- TE pg. 198
- TE pg. 198
- *Supermarket*, Text Collection pgs. 28, 36
- Student Model
- TE pg. 199
- Web A Graphic Organizer TR44

- TE pg. 200
- Digital Options
- Drawing/Writing Paper

- TE pg. 200
- Student Writing
- Writing Paper

Resources:

Lesson 5 - READING: Compare Ideas Between Texts

- TE pg. 202
- TE pg. 202 *Food*, Text Collection pg. 59

Grade 1 Reading/Writing

- **Engage Scholars** - Review the texts. Discuss what each is about and how they are alike. Share the Essential Questions: How can readers use the details in a text to identify the reasons that support an author's points? How can writers use information to support an opinion?
- **Read** - Follow the Shared Reading Routine to read pg. 12 of *Goods and Services* and pgs. 30-36 in *Supermarket* focusing on facts in each.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the kinds of goods and services that can be found at a supermarket.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare Ideas** - Display and complete with class the T-Chart to make connections between both texts.

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Possessive Pronouns** - Possessive pronouns tell to whom something belongs. Provide examples and discuss. Supply sentences and have learner identify possessive pronoun.

Set the Purpose:

- **Support Opinions with Facts and Details** - Remind scholars that writers support opinions with facts. Read last sentence on pg. 27 of *Supermarket* and discuss.

Teach and Model:

- **Support Opinions with Facts and Details** - Facts tell true information about a topic. Read excerpts from *Supermarket* pg. 30. Identify opinion and facts to support it. Complete with pgs. 31-32 also.

- TE pg. 202
- *Supermarket*, Text Collection pgs. 24-56
- *Goods and Services*, Text Collection pgs. 5-23

- TE pg. 202
- *Goods and Services*, Text Collection pg. 12
- *Supermarket*, Text Collection pgs. 30-36
- Shared Reading Routine TR14-15

- TE pg. 202
- *Goods and Services*, Text Collection pg. 12
- *Supermarket*, Text Collection pgs. 30-36
- Think-Pair-Share Routine TR2-3

- TE pg. 203
- *Goods and Services*, Text Collection pg. 12
- *Supermarket*, Text Collection pgs. 30-36
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 204
- Benchmark Vocabulary - producers, farmers, decisions
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE pgs. 152-155

- TE pg. 204
- T-Chart TR39
- *Goods and Services* and *Supermarket*

Resources:

Lesson 5 - WRITING: Opinion Writing

- TE pg. 211

- TE pg. 208
- *Supermarket*, Text Collection pg. 27

- TE pg. 208
- *Supermarket*, Text Collection pgs. 30-32

Grade 1 Reading/Writing

Prepare to Write:

- **Use Facts to Support an Opinion** - Review positive and negative words using graphic organizer from Lesson 4. Model writing an opinion and supporting sentence. Rewrite using the word “because” to connect opinion to supporting reason.

Independent Writing Practice:

- **Write** - Scholars review their list of words from Lesson 4 and write an opinion and supporting statement.

Share Writing:

- Volunteers share their writing with the class. Scholars describe their food with details and feeling.

Learning Opportunities/Strategies:

Lesson 6 - READING: Compare and Contrast Information

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Learners will understand that people make decisions about how to spend what they earn.
- **Engage Scholars** - Display first few pages of text and discuss how they are alike and different. Share the Essential Questions: How can readers use the details in a text to identify the reasons that support an author's points? How can writers use information to support an opinion?
- **Read** - Follow the Shared Reading Routine to read pgs. 6-15 in *Goods and Services* and pgs. 36-44 in *Supermarket*. Scholars identify how both texts describe consumers.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: Who provides the goods for the departments at a supermarket?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- TE pg. 209
- Web A Graphic Organizer from Lesson 4
- Teacher Modeled Writing (Opinion)

- TE pg. 210
- List from Lesson 4
- Digital Options

- TE pg. 210
- Student Writing

Resources:

Lesson 6 - READING: Compare and Contrast Information

- TE pg. 212
- TE pg. 212
- *Supermarket*, Text Collection pgs. 24-56
- *Goods and Services*, Text Collection pgs. 5-23

- TE pg. 212
- *Supermarket*, Text Collection pgs. 24-56
- *Goods and Services*, Text Collection pgs. 5-23
- Shared Reading Routine TR14-15

- TE pg. 212
- *Supermarket*, Text Collection pgs. 24-56
- *Goods and Services*, Text Collection pgs. 5-23
- Think-Pair-Share Routine TR2-3

- TE pg. 213
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 213-214
- By-the-Way Words - bakery, dairy
- Benchmark Vocabulary - consumer, unpacked
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155

Grade 1 Reading/Writing

- **Compare and Contrast** - Display and complete with class the Venn Diagram to compare and contrast producers and consumers.

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Opinion Writing

Conventions:

- **Using Forms of *to be*** - Explain that *am, is, are, was, and were* are verbs that identify either present or past. Provide examples and discuss.

Set the Purpose:

- **Provide a Sense of Closure** - Review opinions and supporting facts. Explain that writers end their writing with a concluding statement that may restate the opinion or ask a question. Discuss guiding questions.

Teach and Model:

- **Provide a Sense of Closure** - Provide example from pg. 20 of *Goods and Services*. Discuss concluding statement.

Prepare to Write:

- **Write a Concluding Statement** - Explain that there are two main ways to write a concluding statement for an opinion: restate or question. Review opinion statement from Lesson 5. Model writing an example of a concluding statement and concluding question.

Independent Writing Practice:

- **Write** - Scholars review their writing from Lesson 4 & 5 then write a concluding statement or concluding question for their writing to provide a sense of closure.

Share Writing:

- Volunteers share their concluding statements and discuss how it wraps up their writing.

Learning Opportunities/Strategies:

Lesson 7 - READING: Sort Words into Categories

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand that the details in a text support the author's main points. Explain sorting words into categories.
- **Engage Scholars** - Review *Goods and Services*. Think of words to fit categories "goods" or "services". Share the Essential Questions: How can readers

- TE pg. 214
- Venn Diagram Graphic Organizer TR43
- *Supermarket and Goods and Services*

Resources:

Lesson 6 - WRITING: Opinion Writing

- TE pg. 221

- TE pg. 218

- TE pg. 218
- *Goods and Services* pg. 20

- TE pg. 219
- Opinion Statement from Lesson 5
- Teacher Modeled Writing (Concluding Statement and Concluding Question)

- TE pg. 220
- Opinion Writing from Lesson 4 & 5
- Digital Options
- Writing Paper

- TE pg. 220
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 7 - READING: Sort Words into Categories

- TE pg. 222

- TE pg. 222
- *Goods and Services*, Text Collection pgs. 5-23

Grade 1 Reading/Writing

use the details in a text to identify the reasons that support an author's points? How can writers use information to support an opinion?

- **Read** - Follow the Shared Reading Routine to read *Goods and Services* looking for examples of producers, consumers, goods, and services.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: When is Mary a producer and when is she a consumer? Use pgs. 16-17.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Categorize - Display and complete with class the Four-Column Chart** to sort words and information into categories - Producers, Consumers, Goods, Services.

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Opinion Writing

Conventions:

- **Subject-Verb Agreement** - Explain that you add -s to most verbs to tell what one person or thing does. Provide examples and discuss.

Set the Purpose:

- **Writing Process: Plan** - Discuss and review writing process. Tell scholars they will choose a topic for an opinion piece.

Teach and Model:

- **Writing Process: Plan** - Remind scholars that writers need a topic and that the text tells about that topic. Look at pg. 5 of *Goods and Services* and discuss that the title states the topic for the whole book. Explain that headings can also state topics using examples from pgs. 6 and 12.

Prepare to Write:

- **Choose a Topic for an Opinion** - Walk scholars through the steps to choosing a topic. Brainstorm and list topics about shopping on the board. Narrow the choices by explaining some topics are too large

- TE pg. 222
- *Goods and Services*, Text Collection pgs. 5-23
- Shared Reading Routine TR14-15

- TE pg. 222
- *Goods and Services*, Text Collection pgs. 5-23
- Think-Pair-Share Routine TR2-3

- TE pg. 223
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 223-224
- Benchmark Vocabulary - earn
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155

- TE pg. 224
- Four-Column Chart TR34
- *Goods and Services* Text Collection

Resources:

Lesson 7 - WRITING: Opinion Writing

- TE pg. 231

- TE pg. 228

- TE pg. 228
- *Goods and Services*, Text Collection pgs. 5-23

- TE pg. 229

Grade 1 Reading/Writing

or too small. Cross those topics off the list. Model the thought process of choosing a topic with a think aloud.

Independent Writing Practice:

- **Write** - Review topics discussed about shopping. Scholars choose a topic for their opinion piece and begin planning.

Share Writing:

- Scholars share their topic with the class. Discuss how to narrow the topic.

Learning Opportunities/Strategies:

Lesson 8 - READING: Make Connections Between Two Ideas

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Learners understand that people make decisions about how to spend what they earn.
- **Engage Scholars** - Review text *Goods and Services*. Share the Essential Questions: How can readers use the details in a text to identify the reasons that support an author's points? How can writers use information to support an opinion?
- **Read** - Follow the Shared Reading Routine to read aloud *Goods and Services* pgs. 18-22 focusing on two related ideas in the text.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: What kinds of services can you provide or what goods can you sell to earn money?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Connect Two Ideas** - Display and complete with class the T-Chart to model locating information in text about Producers and Consumers.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Opinion Writing

- TE pg. 230
- Digital Options

- TE pg. 230
- Student Topic

Resources:

Lesson 8 - READING: Make Connections Between Two Ideas

- TE pg. 232
- TE pg. 232
- *Goods and Services*, Text Collection pgs. 5-23

- TE pg. 232
- *Goods and Services*, Text Collection pgs. 5-23
- Shared Reading Routine TR14-15

- TE pg. 232
- *Goods and Services*, Text Collection pgs. 5-23
- Think-Pair-Share Routine TR2-3

- TE pg. 233
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 233-234
- By-the-Way Words - supplies
- Benchmark Vocabulary - choices
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155

- TE pg. 234
- *Goods and Services*, Text Collection pgs. 18-20
- T-Chart Graphic Organizer TR39

Resources:

Lesson 8 - WRITING: Opinion Writing

Grade 1 Reading/Writing

Conventions:

- **Form and Use Prepositions** - Review the prepositions during, beyond, and toward. Scholars use in sentences.

Set the Purpose:

- **Writing Process: Draft** - Discuss and review the steps of the writing process focusing on drafting.

Teach and Model:

- **Writing Process: Draft** - Review that writers name a topic and focus their writing on the topic using details. Identify topic on pg 12 of *Goods and Services*. Scholars identify supporting details on pgs. 12-13.

Prepare to Write:

- **Write an Opinion and List Reasons** - Explain that Scholars will list reasons to support their opinion about shopping. Share the guiding questions with scholars. Model stating the opinion and create a list of details supporting the opinion statement.

Independent Writing Practice:

- **Write** - Scholars choose a topic from list and write an opinion statement. List three details to support their opinion.

Share Writing:

- Volunteers share their writing with the class and discuss details that will best support their opinion.

Learning Opportunities/Strategies:

Lesson 9 - READING: Identify Reasons That Support an Author's Point

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Writers understand that an opinion has to be supported with one or more reasons.
- **Engage Scholars** - Review *Supermarket* and discuss the pictures making connections about supermarkets. Share the Essential Questions: How can readers use the details in a text to identify the reasons that support an author's points? How can writers use information to support an opinion?
- **Read** - Follow the Shared Reading Routine to read *Supermarket* pgs. 45-47 focusing on the point the author is making about supermarkets.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss how groceries get from the farm to your kitchen.

- TE pg. 241

- TE pg. 238

- TE pg. 238
- *Goods and Services*, Text Collection pgs. 5-23

- TE pg. 239
- *Goods and Services*, Text Collection pgs. 5-23
- Teacher Modeled Writing (Opinion/Supporting Details)

- TE pg. 240
- *Goods and Services*, Text Collection pgs. 5-23
- List of Topics from Lesson 7
- Digital Options

- TE pg. 240
- Student Writing

Resources:

Lesson 9 - READING: Identify Reasons That Support an Author's Point

- TE pg. 242

- TE pg. 242
- *Supermarket*, Text Collection pgs. 24-56

- TE pg. 242
- *Supermarket*, Text Collection pgs. 45-47
- Shared Reading Routine TR14-15

- TE pg. 242
- *Supermarket*, Text Collection pgs. 45-47
- Think-Pair-Share Routine TR2-3

Grade 1 Reading/Writing

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Supporting Reasons** - Display and complete with class Web B graphic organizer to Identify and list reasons and details that explain the point the author is making on pgs. 30-31 of *Supermarket*.

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Opinion Writing

Conventions:

- **Punctuate Exclamatory Sentences** - Explain that exclamatory sentences end with an exclamation point. Scholars add exclamation point to sentences.

Set the Purpose:

- **Support an Opinion** - Remind scholars that writers give reasons for their opinions in their writing.

Teach and Model:

- **Support an Opinion** - Using excerpts from *Supermarket*, discuss with scholars that writers supply reasons for their opinions either before or after writing their opinion. Review clue words that help identify opinion.

Prepare to Write:

- **Write a Supporting Reason** - Review that opinions are what a writer thinks, feels, or believes. Discuss opinion statement and list of reasons from previous lesson. Model writing reason sentence to support the opinion statement.

Independent Writing Practice:

- **Write** - Scholars review their opinion statement and list of supporting details. Choose one detail and write a sentence that supports their opinion.

Share Writing:

- Volunteers share their writing with the class. Scholars share how they chose their supporting detail.

- TE pg. 243
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 243-244
- By-the-Way Words - checkout counter, bar code
- Benchmark Vocabulary - inventory, spoiled
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155
- TE pg. 244
- *Supermarket*, Text Collection pgs. 30-31
- Web B Graphic Organizer TR45

Resources:

Lesson 9 - WRITING: Opinion Writing

- TE pg. 251
- TE pg. 248
- TE pg. 248
- *Supermarket*, Text Collection pgs. 27, 54-56
- TE pg. 249
- Concept Webs from Lesson 7 & 8
- Teacher Modeled Writing (Opinion Statement/Reason Sentence)
- TE pg. 250
- Opinion Statement and List from Previous Lesson
- Digital Options
- Paper
- TE pg. 250
- Student Writing

Grade 1 Reading/Writing

Learning Opportunities/Strategies:

Lesson 10 - READING: Determine Main Topic and Key Details

Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: Readers understand that details in a text support the author's main points.
- **Explore Poetry** - Display and read aloud *To Market, To Market* pointing out rhyming words.
- **Engage Scholars** - Display pg. 48 of *Supermarket* and discuss details in the pictures. Share the Essential Questions: How can readers use the details in a text to identify the reasons that support an author's points? How can writers use information to support an opinion?
- **Read** - Follow the Shared Reading Routine to reread pgs. 48-56 in *Supermarket* focusing on what happens in a supermarket.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss items you would put on a list to buy at the supermarket.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Main Topic/Key Details** - Display and complete with class the Main Idea organizer to determine and list main topic and key details from pgs. 48-52.

Learning Opportunities/Strategies:

Lesson 10 - WRITING: Opinion Writing

Conventions:

- **Use *to*, *two*, and *too*** - Explain when to use *to*, *two*, and *too*. Scholars practice using the words by completing sample sentences.

Set the Purpose:

- **Write a Concluding Statement** - Review opinions and discuss concluding sentences to wrap up the text when writing.

Resources:

Lesson 10 - READING: Determine Main Topic and Key Details

- TE pg. 252
- TE pg. 252
- *To Market To Market*, Text Collection pg. 60-63
- TE pg. 252
- *Supermarket*, Text Collection pg. 48
- TE pg. 252
- *Supermarket*, Text Collection pgs. 48-56
- Shared Reading Routine TR14-15
- TE pg. 252
- *Supermarket*, Text Collection pgs. 48-56
- Think-Pair-Share Routine TR2-3
- TE pg. 253
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 253-254
- By-the-Way Words - groceries
- Benchmark Vocabulary - average, celebrate
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155
- TE pg. 254
- *Supermarket*, Text Collection pgs. 48-52
- Main Idea Graphic Organizer TR36

Resources:

Lesson 10 - WRITING: Opinion Writing

- TE pg. 261
- TE pg. 258

Grade 1 Reading/Writing

Teach and Model:

- **Write a Concluding Statement** - Use the guiding question and discuss concluding statements. Provide sentences from *Supermarket* and discuss that concluding statements can be found at the end of a section or at the end of the text.

Prepare to Write:

- **Write a Conclusion to an Opinion** - Review opinions as how a writer thinks, feels, or believes and that opinions should be supported with details. Topics also need to have a concluding sentence. Display opinion statement and details from prior lesson. Model writing a concluding statement.

Independent Writing Practice:

- **Write** - Scholars continue their opinion piece by writing a concluding statement.

Share Writing:

- Volunteers share their writing with the class. Class identifies the topic, supporting details, and concluding sentence.

Learning Opportunities/Strategies:

Lesson 11 - READING: Clarify Meanings of Words and Phrases

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand that details in the text support the author's main points.
- **Engage Scholars** - Scholars look through both texts for interesting words. Create a list. Share the Essential Questions: How can readers use the details in a text to identify the reasons that support an author's points? How can writers use information to support an opinion?
- **Read** - Follow the Shared Reading Routine to read aloud pgs. 6-15 of *Goods and Services* and pgs. 48-53 of *Supermarket* focusing on words with multiple meanings.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss what was learned about goods and services at a supermarket.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 258
- *Supermarket*, Text Collection pgs. 50, 52, 53, 56

- TE pg. 259
- Opinion Statement from Previous Lesson
- Teacher Modeled Writing (Concluding Statement)

- TE pg. 260
- Opinion Statement from Previous Lesson
- Digital Options
- Paper

- TE pg. 260
- Student Writing

Resources:

Lesson 11 - READING: Clarify Meanings of Words and Phrases

- TE pg. 262
- TE pg. 262
- *Goods and Services*, Text Collection pgs. 6-15
- *Supermarket*, Text Collection pgs. 48-53
- TE pg. 262
- *Goods and Services*, Text Collection pgs. 6-15
- *Supermarket*, Text Collection pgs. 48-53
- Shared Reading Routine TR14-15
- TE pg. 262
- *Goods and Services*, Text Collection pgs. 6-15
- *Supermarket*, Text Collection pgs. 48-53
- Think-Pair-Share Routine TR2-3
- TE pg. 263
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

Grade 1 Reading/Writing

- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Clarify Meanings** - Display and complete with class the Three-Column Chart to identify the multiple meanings of the word “like.”

Learning Opportunities/Strategies:

Lesson 11 - WRITING: Opinion Writing

Conventions:

- **Use Proper Nouns** - Proper nouns name a specific city, state, or country. Provide examples and guide scholars to capitalize.

Set the Purpose:

- **Writing Process: Revise** - Review the writing process. Tell scholars they will be revising and adding details to their piece.

Teach and Model:

- **Writing Process: Revise** - Explain that there are many details to support the writer’s opinion in *Supermarket*. Display illustration on pg. 48 and read excerpt. Discuss how the details support the main topic.

Prepare to Write:

- **Add Details to Support an Opinion** - Explain to scholars that they will revise their writing with a partner. Review with class how to do a peer review. Display draft from Lesson 10 and model revising by adding a detail.

Independent Writing Practice:

- **Write** - Scholars work with a partner to revise their opinion writing. Partners read opinion piece and suggest details that can be added.

Share Writing:

- Volunteers share their drafts and explain how they plan to add details to their piece.

Learning Opportunities/Strategies:

Lesson 12 - READING: Use Information in Text and Pictures

Build Understanding:

- TE pgs. 263-264
- Benchmark Vocabulary - goods, services, shoppers
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155

- TE pg. 264
- *Goods and Services*, Text Collection pgs. 6-15
- *Supermarket*, Text Collection pgs. 48-53
- Three-Column Chart TR40

Resources:

Lesson 11 - WRITING: Opinion Writing

- TE pg. 271

- TE pg. 268

- TE pg. 268
- *Supermarket*, Text Collection pgs. 48

- TE pg. 269
- Draft from Lesson 10
- Teacher Modeled Writing (Revising Draft)

- TE pg. 270
- Student Work
- Digital Options

- TE pg. 270
- Student Writing

Resources:

Lesson 12 - READING: Use Information in Text and Pictures

Grade 1 Reading/Writing

- **Set the Purpose** - Share the following Enduring Understanding: Writers understand that an opinion has to be supported with one or more reasons.
- **Engage Scholars** - Display the first page of *Goods and Services* and *Supermarket* to review main topic of both texts. Share the Essential Questions: How can readers use the details in a text to identify the reasons that support an author's points? How can writers use information to support an opinion?
- **Read** - Follow the Shared Reading Routine to read pgs. 10-15 in *Goods and Services* and pgs. 52-56 of *Supermarket* focusing on how the pictures support the words.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: What information in the pictures is not discussed in the text?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Text and Pictures** - Display and complete with class the T-Chart to organize information from the words and pictures in *Goods and Services* on pgs. 14-15.

Learning Opportunities/Strategies:

Lesson 12 - WRITING: Opinion Writing

Conventions:

- **Use Past, Present, and Future Tense Verbs** - Explain that verbs tell when an action occurred. Provide examples. Scholars create a list and identify tense of verb from an independent reading book.

Set the Purpose:

- **Writing Process: Edit and Publish** - Review the steps in the writing process. Explain that Scholars have completed the first three steps.

Teach and Model:

- **Writing Process: Edit and Publish** - Explain the final two steps as editing and publishing. Display

- TE pg. 272
- TE pg. 272
- *Goods and Services*, Text Collection pgs. 6-15
- *Supermarket*, Text Collection pgs. 48-53

- TE pg. 272
- *Goods and Services*, Text Collection pgs. 6-15
- *Supermarket*, Text Collection pgs. 48-53
- Shared Reading Routine TR14-15

- TE pg. 272
- Think-Pair-Share Routine TR2-3

- TE pg. 273
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 273-274
- By-the-Way Words - appeal
- Benchmark Vocabulary - producers, consumers, decisions
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155

- TE pg. 274
- *Goods and Services*, Text Collection pgs. 14-15
- T-Chart Graphic Organizer TR39

Resources:

Lesson 12 - WRITING: Opinion Writing

- TE pg. 281

- TE pg. 278

- TE pg. 278
- Sample Editing Checklist

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editing checklist and discuss. Model editing for capitalization, punctuation, and spelling using the student model.

Prepare to Write:

- **Publish an Opinion Blog Post** - Display revised sentences. Model editing by checking for errors. Explain that you will publish the piece as a Blog Post. Share Model Blog Post and discuss.

Independent Writing Practice:

- **Write** - Scholars edit their writing and publish as a blog post including a comment section. Scholars choose a photograph or illustration to support their post.

Share Writing:

- Scholars share their blog posts. Invite Scholars to comment on each other's posts.

Learning Opportunities/Strategies:

Performance-Based Assessment:

- **Opinion Task:** Write About Making Choices - In this module, scholars read about goods and services and how people make choices about which goods and services they purchase. As a class, Scholars will compose a list of goods (e.g., paper products) and services (e.g., butcher, baker) they find at their local grocery store. Then each scholar will choose a good or service from the list that he or she feels is especially important and write his or her opinion about it. Scholars will support their opinion with a reason.
- **Scholars will:**
 - write a sentence that states their opinion about a good or service that is important to their family
 - supply a reason that supports their opinion.
 - write a concluding statement that restates their opinion.

Prepare:

- **Review** - Discuss Essential Questions: How can readers use the details in a text to identify the reasons that support an author's points? How can writers use information to support an opinion? Read aloud the Performance-Based Assessment.
- **Revisit the Text** - Remind scholars that the texts in this unit tell facts and details about goods and services. Read excerpts from the two texts and discuss. Ask scholars to think about why grocery stores are important to their family. As they write

- TE pg. 279
- Revised Sentences from Lesson 11
- Teacher Modeled Writing (Model Blog Post)

- TE pg. 280
- Drawing/Writing Paper
- Digital Options

- TE pg. 280
- Student Writing

Resources:

Performance-Based Assessment:

- TE pg. 282
- Student Reproducible pg. 286

- TE pg. 283
- Performance-Based Assessment

- TE pg. 283
- *Goods and Services*, Text Collection pg. 15
- *Supermarket*, Text Collection pg. 41

Grade 1 Reading/Writing

<p>remind them to support their opinion with reasons and conclude their writing by restating their opinion.</p> <p><u>Learning Opportunities/Strategies:</u></p> <p>Performance-Based Assessment:</p> <p>Create: Discuss the kinds of goods and services found at a grocery store. Record on a T-Chart. Scholars choose a good or service from the chart that is important to their family and write an opinion about it. Writing should include opinion statement, reason to support it, and a concluding sentence. Scholars work independently as teacher circulates to assist as necessary.</p> <p>Score Writing: Use Opinion Writing Rubric</p> <p>Present: Follow suggestions for scholars to share their writing with the class or in small groups.</p> <p>Reflect and Respond: For scholars receiving a score of 0, 1, or 2, follow If...then... suggestions to support them as they complete other Performance-Based Assessments.</p>		<p><u>Resources:</u></p> <p>Performance-Based Assessment:</p> <ul style="list-style-type: none">TE pg. 284Chart Paper, Pencils, Paper<i>Goods and Services</i>, Text Collection pgs. 5-23<i>Supermarket</i>, Text Collection pgs. 24-56Digital Options <ul style="list-style-type: none">TE pg. 287 Opinion Writing Rubric <ul style="list-style-type: none">TE pg. 288 <ul style="list-style-type: none">TE pg. 289	
<p><u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
<p>High-Achieving Students</p> <p>Reader's & Writer's Journal</p> <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis ExtensionSleuth <p>Realize Online Platform</p> <ul style="list-style-type: none">Games/VideosListen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>On Grade Level Students</p> <p>Reader's & Writer's Journal</p> <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis ExtensionSleuth <p>Realize Online Platform</p> <ul style="list-style-type: none">Games/VideosListen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Struggling Students</p> <p>Reader's & Writer's Journal</p> <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis SupportSleuthFoundational SkillsGuided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none">Games/VideosListen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none">Unlock the TextUnlock the WritingPerformance-	<p>Special Needs/ELL</p> <p>Reader's & Writer's Journal</p> <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis SupportSleuthFoundational SkillsGuided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none">Games/VideosListen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none">Unlock the TextUnlock the Writing

Grade 1 Reading/Writing

		<p>Based Assessment Lesson</p> <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<ul style="list-style-type: none"> • Unlock Language Learning • Performance-Based Assessment Lesson <p>Scaffolded Instruction - English Language Learners If...then...Quick Check</p> <p>ReadyUp! Intervention</p>
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Unit Four: Planting for the Future - Module A

Stage 1: Desired Results

Standards & Indicators:

NJSLS Foundational Skills: Reading Language

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (**including those listed in RF.K.1**); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.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.
- **L.RF.1.2.A.** - Distinguish long from short vowel sounds in spoken single-syllable words.
- **L.RF.1.2.B.** - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **L.RF.1.2.C.** - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **L.RF.1.2.D.** - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.3.A.** - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- **L.RF.1.3.B.** - Decode regularly spelled one-syllable words.
- **L.RF.1.3.C.** - Know final -e and common vowel team conventions for representing long vowel sounds.
- **L.RF.1.3.D.** - Distinguish long and short vowels when reading regularly spelled one-syllable words
- **L.RF.1.3.E.** - Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound
- **L.RF.1.3.F.** - Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old)
- **L.RF.1.3.G.** - Recognize the parts of high-frequency words that are regular and the parts that are irregular
- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.1.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.1.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.1.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS Reading

- **RL.CR.1.1.** - Ask and answer questions about key details in a **literary** text.
- **RL.CI.1.2.** - Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** - Describe characters, settings, and major event(s) in a story, using key details.
- **RL.TS.1.4.** -With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- **RL.PP.1.5.** - Identify who is telling the story at various points in a text.

Grade 1 Reading/Writing

- **RL.MF.1.6.** - With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **RL.CT.1.8.** - Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

NJSLS Foundational Skills: Writing Language

- **L.WF.1.1.** - Demonstrate command of the conventions of writing, (including those proficiencies listed in L.WF.K.1):
 - A. Write the upper and lowercase alphabets from memory.
 - B. Write a common grapheme (letter or letter group) for each phoneme.
 - C. Orally segment the phonemes in any single syllable, spoken word.
 - D. Recognize that each syllable is organized around a vowel sound.
- **L.WF.1.2.** - Demonstrate command of the conventions of encoding the spelling common, regular, single-syllable words, including those proficiencies listed in L.WF.K.2), with:
 - A. Short vowels and single consonants.
 - B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubles letters (off, will, mess).
 - C. Initial and final consonant blends (must, slab, plump).
- **L.WF.1.3** - Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3):
 - A. Write sentences with increasing complexity.
 - B. Supply the "who," "is doing," "what," in a subject-verb-object frame.
 - C. Capitalize the first word of a sentence, days of the week, months, names of people and proper names.
 - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - E. Use commas in dates and to separate single words in a series.
 - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
 - G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
 - H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because)
- **L.VL.1.2.** - Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
 - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
 - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **L.VI.1.3.** - With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 - B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - C. 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).
 - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - E. 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.

NJSLS Writing

- **W.IW.1.2.** - With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
- **W.IW.1.2.A** - Introduce a topic.
- **W.IW.1.2.B** - Develop the topic with facts or other information and examples related to the topic.
- **W.IW.1.2.C** - Provide a conclusion.

Grade 1 Reading/Writing

- **W.WP.1.4.** - With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.1.4.A** - With prompts and support, identify audience and purpose before writing.
- **W.WP.1.4.B** - With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
- **W.WR.1.5** - With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
- **W.SE.1.6.** - With prompting and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
- **W.RW.1.7** - Engage in discussion, drawing, and writing in brief but regular writing tasks.

NJSLS Speaking and Listening

- **SL.PE.1.1.** - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.PE.1.1.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).
- **SL.PE.1.1.B.** - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **SL.PE.1.1.C** - Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3.** - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.PI.1.4.** - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS1.6.** - Produce complete sentences when appropriate to task and situation.

NJSLS Social Studies

- **6.1.2.Geo.HE.1:** Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- **6.1.2.Geo.HE.2:** Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- **6.1.2.Geo.HE.3:** Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- **6.1.2.Geo.HE.4:** Investigate the relationship between the physical environment of a place and the economic activities found there.
- **6.1.2.HistoryCC.1:** Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
- **6.1.2.HistorySE.1:** Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- **6.1.2.HistoryUP.2:** Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- **6.1.2.GeoPP.1:** Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

NJSLS Science

- **1-LS1-1.** - Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- **1-LS1-2.** - Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
- **1-LS3-1.** - Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

Grade 1 Reading/Writing

NJSLS Health and Physical Education

- **2.3.2.PS. 1:** Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.

NJSLS - Career Readiness, Life Literacies, and Key Skills

- **9.1.2.PB.1** - Determine various ways to save and places in the local community that help people to save and accumulate money over time.
- **9.1.2.PB.2** - Explain why an individual would choose to save money.
- **9.2.2.CAP.2** - Explain why employers are willing to pay individuals to work.
- **9.4.2.CI.2** - Demonstrate originality and inventiveness in work.
- **9.4.2.DC.5** - Explain what a digital footprint is and how it is created.

Central Idea / Enduring Understanding:

Readers understand who is telling a story and how that shapes the story.

Writers understand that narratives contain characters and sequenced events.

Learners understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation.

Essential/Guiding Question:

How do readers identify who is telling a story?

How can writers create a narrative with sequenced events and a conclusion?

Content: (Module Goals)

Readers will identify who is telling a story.

Writers will compose a narrative with details, a sequence of events, and a conclusion.

Learners will understand how traditions and lessons are passed on from generation to generation.

Text Complexity Measures - TR48 - TR54

The following measures and considerations create a three-part model to gauge the difficulty of a particular text.

- **Quantitative Measures**
 - Lexile
- **Qualitative Measures**
 - Literary/Informational Text
 - Text Structure
 - Language and Vocabulary
 - Theme and Knowledge Demands
- **Reader and Task Consideration**
 - Motivation, Knowledge, Experiences of Students
 - Difficulty of the Task or Questions Posed

Skills(Objectives):

Reading

- Retell
- Setting
- Use Illustrations
- Ask and Answer Questions
- Central Message
- Compare and Contrast

Writing

- Describe a Character
- Describe a Setting
- Plan a Narrative
- Write a Narrative
- Add Details to Revise a Narrative
- Add Sequence Words to Revise a Narrative
- Edit and Publish a Narrative
- Write New Events in Order
- Revise a Narrative by Focusing on a Topic
- Revise a Narrative by Adding Details
- Revise a Narrative Using Suggestions from Peers
- Add an Ending to a Story
- Publish and Present a Narrative

Stage 2: Assessment Evidence

Performance Task(s):

Performance-Based Assessment:

- **Narrative Task:** Write About a Family - Scholars will recall the importance of families in the stories that

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Grade 1 Reading/Writing

<p>they read. Scholars will write a narrative that tells a story about a family.</p> <ul style="list-style-type: none"> ● Scholars will: <ul style="list-style-type: none"> ○ write a narrative in which two or more events are properly sequenced using temporal words. ○ include some descriptive details about the events. ○ provide some sense of closure to the story. 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Reading Keystones <ul style="list-style-type: none"> ○ Benchmark Vocabulary Practice ○ Text Analysis Practice/Application ○ Write in Response to Reading ● Reading Keystone Rubrics <ul style="list-style-type: none"> ○ Reading/Language Analysis ○ Write in Response to Reading ○ Benchmark Vocabulary ● Writing Keystones: <ul style="list-style-type: none"> ○ Checklists ● Writing Rubrics: <ul style="list-style-type: none"> ○ Narrative ○ Informative/Explanatory ○ Opinion ● Oral Reading Fluency Quick Checks <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Selection Test - Anchor Text ● Performance-Based Assessment - Module A & B ● End-of-Unit Assessment
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 1 - READING: Retell Key Details in a Story</p> <p>Build Understanding:</p> <ul style="list-style-type: none"> ● Set the Purpose - Share the Enduring Understanding: Writers understand that narratives contain characters and sequenced events. ● Engage Scholars - Introduce <i>Arbor Day Square</i> and make predictions. Think about the Essential Questions: How do readers identify who is telling a story? How do writers create a narrative with sequenced events and a conclusion? ● Read - Follow Shared Reading Routine to read <i>Arbor Day Square</i> focusing on what the story is mainly about. ● Turn and Talk - Follow the Think-Pair-Share Routine to discuss: What is this story all about? <p>Close Read:</p> <ul style="list-style-type: none"> ● Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. ● By-the-Way Words & Benchmark Vocabulary - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words. 	<p><u>Resources:</u></p> <p>Lesson 1 - READING: Retell Key Details in a Story</p> <ul style="list-style-type: none"> ● TE pg. 12 ● TE pg. 12 ● <i>Arbor Day Square</i> ● TE pg. 12 ● <i>Arbor Day Square</i> ● Shared Reading Routine TR14-15 ● TE pg. 12 ● <i>Arbor Day Square</i> ● Think-Pair-Share Routine TR2-3 ● TE pg. 13 ● <i>Arbor Day Square</i> ● Whole Class Discussion Routine TR4-5 ● Small Group Discussion Routine TR6-7 ● TE pgs. 13-14 ● By-the-Way Words - town square, townsfolk ● Benchmark Vocabulary - prairie, saplings ● Benchmark Vocabulary Routine for Literary Text TR28-31
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Grade 1 Reading/Writing

Reading Analysis:

- **Retell** - Explain to scholars what is included in a good retelling. Using pgs. 3-7 in *Arbor Day Square*, complete Story Sequence B with class to list characters, setting, and events.

Learning Opportunities/Strategies:

Lesson 1 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Use *is* and *was*** - Explain *is* and *was* as forms of verbs *to be*. Share oral sentences and guide scholars to identify tense of verb.

Set the Purpose:

- **Write About Characters** - Review narrative writing as stories that have characters, settings, and events.

Teach and Model:

- **Write About Characters** - Explain that writers use text and illustrations to give details about characters. Display illustration on pg. 18 of *Arbor Day Square* and discuss. Provide additional examples from pg. 19.

Prepare to Write:

- **Describe a Character** - Explain to Scholars that they can use books they had read to write about characters. Use pgs. 6-7 to identify details about Papa in *Arbor Day Square*. Draw a picture of Papa on the the board and model writing sentences about the details in the picture.

Independent Writing Practice:

- **Independent Writing Practice** - Scholars page through *Arbor Day Square* looking for details about Katie. Partners talk about details then scholars draw a picture of Katie that shows those details and write a sentence below picture.

Share Writing:

- Scholars share their drawings and sentences. Class points out details that were included.

Learning Opportunities/Strategies:

Lesson 2 - Reading: Use Key Details to Tell About Setting

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that narratives contain characters and sequenced events.

- Generative Vocabulary Chart TE pgs. 2-5
- TE pg. 14
- *Arbor Day Square*, pgs. 3-7
- Story Sequence B Graphic Organizer TR38

Resources:

Lesson 1 - WRITING: Narrative Writing

- TE pg. 21
- TE pg. 18
- TE pg. 18
- *Arbor Day Square* pgs. 18-19
- TE pg. 19
- *Arbor Day Square* pgs. 6-7
- Teacher Modeled Writing (Sentences)

- TE pg. 20
- *Arbor Day Square*
- Drawing/Writing Paper
- Digital Options

- TE pg. 20
- Student Drawing/Writing

Resources:

Lesson 2 - Reading: Use Key Details to Tell About Setting

- TE pg. 22

Grade 1 Reading/Writing

- **Engage Scholars** - Look at illustrations on pgs. 2-7 of *Arbor Day Square* and discuss the characters on these pages. Share the Essential Questions: How do readers identify who is telling a story? How do writers create a narrative with sequenced events and a conclusion?
- **Read** - Follow the Shared Reading Routine to read *Arbor Day Square* pgs. 2-7 focusing on where and when the story takes place.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss when the story takes place and how can you tell.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking Scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Setting** - Complete Web B with class to identify the setting.

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Use Adjectives** - Explain that adjectives tell about nouns. Write sentence on board and have Scholars supply adjectives for the word prairie.

Set the Purpose:

- **Write About Setting** - Review concept of narrative writing. Define setting.

Teach and Model:

- **Write About Setting** - Guide scholars to notice details about setting in words and illustration using pgs. 6-7 of *Arbor Day Square*. Use models from pg. 6 and talk about details author gives in words.

Prepare to Write:

- **Describe the Setting** - Using a familiar story, Scholars will identify details about the setting of *The Winners' Circle*. Display pgs. 14-15 and read text

- TE pg. 22
- *Arbor Day Square* pgs. 2-7
- TE pg. 22
- *Arbor Day Square* pgs. 2-7
- Shared Reading Routine TR14-15
- TE pg. 22
- *Arbor Day Square* pgs. 2-7
- Think-Pair-Share Routine TR2-3

- TE pg. 23
- *Arbor Day Square* pgs. 2-7
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 23-24
- By-the-Way Words - steeple, pace out
- Benchmark Vocabulary - lumber, logs, shade
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 24
- *Arbor Day Square* pgs. 2-3
- Web B TR45

Resources

Lesson 2 - WRITING: Narrative Writing

- TE pg. 31

- TE pg. 28

- TE pg. 28
- *Arbor Day Square* pgs. 6-7

- TE pg. 29
- *The Winners' Circle*
- Teacher Modeled Writing (Sentences)

Grade 1 Reading/Writing

aloud. Model drawing a picture of the setting and writing a sentence about the setting.

Independent Writing Practice:

- **Write** - Scholars review pgs. 2-7 in *Arbor Day Square*. Scholars then draw a picture that shows the setting and write a sentence to describe the setting.

Share Writing:

- Scholars share their drawings and sentences with the class pointing out details about the setting.

Learning Opportunities/Strategies:

Lesson 3 - READING: Make Connections

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand who is telling a story and how that shapes the story.
- **Identify Narrator** - Explain that the person telling the story is the narrator. Review pg. 3 of *Arbor Day Square* and identify narrator.
- **Engage Scholars** - Use the illustrations on pgs. 8-9 and think how they are connected. Share the Essential Questions: How do readers identify who is telling a story? How do writers create a narrative with sequenced events and a conclusion?
- **Read** - Follow the Shared Reading Routine to read the text focusing on interesting words and details in the story.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: Why do the townspeople put coins in a basket?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Make Connections** - Complete Three-Column Chart with class for the word "precious" including word, meaning, and connection.

- TE pg. 30
- *Arbor Day Square* pgs. 2-7
- Digital Options
- Drawing/Writing Paper

- TE pg. 30
- Student Drawing/Writing

Resources:

Lesson 3 - READING: Make Connections

- TE pg. 32
- TE pg. 32
- *Arbor Day Square* pg. 3
- TE pg. 32
- *Arbor Day Square* pgs. 8-9

- TE pg. 32
- *Arbor Day Square* pgs. 8-13
- Shared Reading Routine TR14-15
- TE pg. 32
- *Arbor Day Square* pgs. 8-13
- Think-Pair-Share Routine TR2-3

- TE pg. 33
- *Arbor Day Square* pgs. 8-13
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 33-34
- By-the-Way Words - telegraph
- Benchmark Vocabulary - town, skips, unload
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 34
- *Arbor Day Square* pg. 9
- Three-Column Chart TR40

Grade 1 Reading/Writing

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Use Irregular Past Tense Verbs** - Past tense verbs tell about something that has already happened. Write sentences on board and have Scholars identify past tense verb.

Set the Purpose:

- **Writing Process: Plan** - Review five steps of writing process focus on the planning step.

Teach and Model:

- **Writing Process: Plan** - Review pgs. 8-13 of *Arbor Day Square* and identify characters, setting, and events. Provide models and illustrations and discuss.

Prepare to Write:

- **Plan a Narrative** - Explain that the best way to start writing is to plan. Plan a story about characters who participate in a town tradition. Share ideas, choose characters, setting, and events. Use Story Sequence B to record details.

Independent Writing Practice:

- **Write** - Scholars will plan a story by completing Story Sequence B graphic organizer with information about characters that participate in a family tradition. Details about the characters, setting, and at least two events should be included.

Share Writing:

- Scholars share their graphic organizer with a partner. Partners share any questions they have about the story.

Learning Opportunities/Strategies:

Lesson 4 - READING: Understand the Words Authors Use

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand who is telling a story and how that shapes the story.
- **Explore Poetry** - Display poem and read aloud. Discuss features and identify rhyming words.
- **Engage Scholars** - Look at illustrations on pgs. 14-19 in *Arbor Day Square* and discuss how characters feel. Share the Essential Questions: How do readers identify who is telling a story? How

Resources:

Lesson 3 - WRITING: Narrative Writing

- TE pg. 38
- TE pg. 38
- TE pg. 38
- *Arbor Day Square* pgs. 8-13
- TE pg. 39
- *Arbor Day Square*
- Story Sequence B Graphic Organizer TR38
- TE pg. 40
- Story Sequence B Graphic Organizer TR38
- Digital Options
- TE pg. 40
- Story Sequence B Graphic Organizer TR38

Resources:

Lesson 4 - READING: Understand the Words Authors Use

- TE pg. 42
- TE pg. 42
- *Garden Tip*, Text Collection pg. 59
- TE pg. 42
- *Arbor Day Square* pgs. 14-19

Grade 1 Reading/Writing

do writers create a narrative with sequenced events and a conclusion?

- **Read** - Follow the Shared Reading Routine to read pgs. 14-19 in *Arbor Day Square* focusing on the words that tell about story elements.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: What happens in this part of the story?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Word Choice** - Display pg. 15 of *Arbor Day Square* and discuss words and phrase that suggest feelings and appeal to the senses.

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Use Nouns with Matching Verbs** - Review definition of a noun and discuss matching verbs. Write sentences without verbs and have Scholars supply correct verb.

Set the Purpose:

- **Writing Process: Draft** - Review the steps in the writing process. Explain that scholars will take the next step and draft a story.

Teach and Model:

- **Writing Process: Draft** - Writers use words and pictures to tell a story. Display the illustrations on pgs. 14-17 from *Arbor Day Square*, share the models, and discuss details about the event from the words and pictures.

Prepare to Write:

- **Write a Narrative** - Display sequence chart and review characters, setting, and events planned for the narrative. Write and illustrate your story about characters who participate in a town tradition.

- TE pg. 42
- *Arbor Day Square* pgs. 14-19
- Shared Reading Routine TR14-15

- TE pg. 42
- *Arbor Day Square* pgs. 14-19
- Think-Pair-Share Routine TR2-3

- TE pg. 43
- *Arbor Day Square* pgs. 14-19
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 43-44
- By-the-Way Words - brigade
- Benchmark Vocabulary - parade, soil, neighbors
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 44
- *Arbor Day Square* pg. 15

Resources:

Lesson 4 - WRITING: Narrative Writing

- TE pg. 51

- TE pg. 48

- TE pg. 48
- *Arbor Day Square* pgs. 14-17

- TE pg. 49
- Story Sequence Chart from Lesson 3

Grade 1 Reading/Writing

Independent Writing Practice:

- **Write** - Scholars review their story sequence charts and begin to draft their story including illustrations for the events.

Share Writing:

- Volunteers share their stories and illustrations. Scholars explain events in details and others ask questions needing clarification to help writers when they revise their draft.

Learning Opportunities/Strategies:

Lesson 5 - READING: Use Illustrations and Details to Tell About a Story

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that narratives contain characters and sequenced events. Review setting.
- **Engage Scholars** - Look at illustrations pgs. 20-23 of *Arbor Day Square* and discuss characters. Review Essential Questions: How do readers identify who is telling a story? How do writers create a narrative with sequenced events and a conclusion?
- **Read** - Follow the Shared Reading Routine to read pgs. 20-23 of *Arbor Day Square* focusing on details about the setting.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: What happens in this part of the story?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Use Illustrations** - Use pgs. 20-21 to complete T-Chart with class to record words and details in illustrations that tell about the setting and events.

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- TE pg. 50
- Story Sequence Chart from Lesson 3
- Drawing/Writing Paper
- Digital Options

- TE pg. 50
- Student Writing/Illustrations
- Writing Keystone Checklist

Resources:

Lesson 5 - READING: Use Illustrations and Details to Tell About a Story

- TE pg. 52

- TE pg. 52
- *Arbor Day Square* pgs. 20-23

- TE pg. 52
- *Arbor Day Square* pgs. 20-23
- Shared Reading Routine TR14-15

- TE pg. 52
- *Arbor Day Square* pgs. 20-23
- Think-Pair-Share Routine TR2-3

- TE pg. 53
- *Arbor Day Square* pgs. 20-23
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pg. 54
- Benchmark Vocabulary - holiday, rakes
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 54
- *Arbor Day Square* pgs. 20-21
- T-Chart Graphic Organizer TR39

Resources:

Lesson 5 - WRITING: Narrative Writing

Grade 1 Reading/Writing

- **Expand Simple and Complex Sentences -** Sentences can be expanded by adding details. Write simple and compound sentences and have volunteers suggest ways to expand.

Set the Purpose:

- **Writing Process: Revise -** Discuss and review the five steps to the writing process. Explain that scholars will be revising their drafts.

Teach and Model:

- **Writing Process: Revise -** Writers add details to the words and illustrations when they revise. Display pgs. 20-21 of *Arbor Day Square* and discuss the model pointing out the details the writer used.

Prepare to Write:

- **Add Details to Revise a Narrative -** Display and read aloud story from lesson 4. Model identifying details to add. Invite scholars to suggest where to add details. Write the revised story. Repeat with illustrations.

Independent Writing Practice:

- **Write -** Scholars review their drafts and revise by adding details to their stories. Scholars also add details to their illustrations to show more about the characters, setting, and events.

Share Writing:

- Volunteers share their revised stories and illustrations with the class. Scholars identify details in the words and pictures that helped them understand more about the characters, setting, or events.

Learning Opportunities/Strategies:

Lesson 6 - READING: Tell About Ending Events in a Story

Build Understanding:

- **Set the Purpose -** Share the following Enduring Understanding: Learners understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation.
- **Engage Scholars -** Look at illustrations, pgs. 24-29 of *Arbor Day Square*. Review what happens at the end of story. Share the Essential Questions: How do readers identify who is telling a story? How do writers create a narrative with sequenced events and a conclusion?

- TE pg. 61

- TE pg. 58

- TE pg. 58
- *Arbor Day Square* pgs. 20-21

- TE pg. 59
- Story and Illustrations from Lesson 4
- Teacher Modeled Writing (Adding Details)

- TE pg. 60
- Stories from Lesson 4
- Writing/Drawing Paper
- Digital Options

- TE pg. 60
- Student Writing

Resources:

Lesson 6 - READING: Tell About Ending Events in a Story

- TE pg. 62

- TE pg. 62
- *Arbor Day Square* pgs. 24-29

Grade 1 Reading/Writing

- **Read** - Follow the Shared Reading Routine to read pgs. 24-29 of *Arbor Day Square*. Focus on events at the end of the story.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss when the events take place and how you can tell.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Retell** - Display and complete with class the Three-Column chart by retelling story events on pgs. 24-25.

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Verbs for Past, Present, and Future** - Discuss verb endings to show tense. Ask volunteers for sentences to show each tense. Identify the verb and the tense in each sentence.

Set the Purpose:

- **Writing Process: Revise** - Remind scholars that revising is when writers improve their writing by making changes and adding details to make their writing stronger.

Teach and Model:

- **Writing Process: Revise** - Another way to revise is by adding time and sequence words. Using pgs. 24-29 of *Arbor Day Square*, discuss order of events. Discuss the words and phrases the writer uses to tell when events happen.

Prepare to Write:

- **Add Sequence Words to Revise a Narrative** - Brainstorm a list of words that tell when something happened. Display and read story from lesson 5 and discuss. Model adding time sequence words to the story with the class.

- TE pg. 62
- *Arbor Day Square* pgs. 24-29
- Shared Reading Routine TR14-15

- TE pg. 62
- *Arbor Day Square* pgs. 24-29
- Think-Pair-Share Routine TR2-3

- TE pg. 63
- *Arbor Day Square* pgs. 24-29
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 63-64
- Benchmark Vocabulary - chirp, celebrating
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 64
- *Arbor Day Square* pgs. 24-25
- Three-Column Graphic Organizer TR40

Resources:

Lesson 6 - WRITING: Narrative Writing

- TE pg. 71

- TE pg. 68

- TE pg. 68
- *Arbor Day Square* pgs. 24-29

- TE pg. 69
- Story from Lesson 5
- Teacher Modeled Writing (Adding Temporal Words)

Grade 1 Reading/Writing

Independent Writing Practice:

- **Write** - Scholars reread their stories circling areas where they should add temporal words then revise their stories by adding time and sequence words.

Share Writing:

- Scholars share original story and then revised story. Discuss how adding temporal words made the story better.

Learning Opportunities/Strategies:

Lesson 7 - READING: Tell About Stories and Informational Text

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Writers understand that narratives contain characters and sequenced events.
- **Engage Scholars** - Scholars look at pg. 30 of *Arbor Day Square* and tell how it is different from other pages. Share the Essential Questions: How do readers identify who is telling a story? How do writers create a narrative with sequenced events and a conclusion?
- **Read** - Follow the Shared Reading Routine to read pg. 30 of *Arbor Day Square* focusing on how the Author's Note is different from the other pages.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: Who celebrates Arbor Day?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Stories and Informational Text - Display and** complete with class the T-Chart recording how stories and informational text are different using *Author's Note* and story in *Arbor Day Square*.

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- TE pg. 70
- Story from Lesson 5
- Writing Paper
- Digital Options

- TE pg. 70
- Student Writing

Resources:

Lesson 7 - READING: Tell About Stories and Informational Text

- TE pg. 72
- TE pg. 72
- *Arbor Day Square* pgs. 30

- TE pg. 72
- *Arbor Day Square* pgs. 30
- Shared Reading Routine TR14-15

- TE pg. 72
- *Arbor Day Square* pgs. 30
- Think-Pair-Share Routine TR2-3

- TE pg. 73
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 73-74
- By-the-Way Words - citizens, observe
- Benchmark Vocabulary - huge, success
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 74
- *Author's Note* and *Arbor Day Square*
- T-Chart Graphic Organizer TR39

Resources:

Lesson 7 - WRITING: Narrative Writing

Grade 1 Reading/Writing

- **Capitalize Names of People** - Nouns that name a particular person are capitalized. Scholars supply sentences with names and identify what words to capitalize.

Set the Purpose:

- **Writing Process: Edit and Publish** - Remind scholars that they completed a story sequence chart, first draft, and revised draft.

Teach and Model:

- **Writing Process: Edit and Publish** - Discuss the final steps of editing and publishing. Display editing checklist and review. Using *Arbor Day Square*, discuss punctuation and capitalization. Provide example from pg. 23.

Prepare to Write:

- **Edit and Publish a Narrative** - Model editing by rereading story multiple times checking for spelling, capitalization, and punctuation. Publish the story as a written or printed book on multiple pages including illustrations.

Independent Writing Practice:

- **Write** - Display editing checklist. Scholars edit their story from Lesson 6 and publish their story by copying sentences onto their illustrations from Lesson 4 or on separate paper.

Share Writing:

- Scholars present their stories to the class showing the illustrations as they read. Class identifies what they liked about the story.

Learning Opportunities/Strategies:

Lesson 8 - READING: Use Details to Tell About Characters

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Writers understand that narratives contain characters and sequenced events.
- **Engage Scholars** - Introduce *The Family Tree* by discussing pg. 5. Share the Essential Questions: How do readers identify who is telling a story? How do writers create a narrative with sequenced events and a conclusion?
- **Read** - Follow the Shared Reading Routine to read *The Family Tree* focusing on what the story is mainly about.

- TE pg. 81

- TE pg. 78

- TE pg. 78
- *Arbor Day Square*, pg. 23

- TE pg. 79
- Story from Lesson 6
- Teacher Modeled Writing (Story)

- TE pg. 80
- Story from Lesson 6
- Illustrations from Lesson 4
- Drawing/Writing Paper
- Digital Options

- TE pg. 80
- Student Writing/Drawing

Resources:

Lesson 8 - READING: Use Details to Tell About Characters

- TE pg. 82

- TE pg. 82
- *The Family Tree*, Text Collection pgs. 4-41

- TE pg. 82
- *The Family Tree*, Text Collection pgs. 4-41
- Shared Reading Routine TR14-15

Grade 1 Reading/Writing

- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: What is this story all about?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Time Words** - Display and complete with class the Two Sorting Boxes listing words and phrases that tell when events happen.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Use Past Tense Verbs** - Review spelling rules when writing past tense verbs. Display sentences and guide scholars to identify verb. Work with scholars to write past tense verbs.

Set the Purpose:

- **Tell a Sequence of Events** - Remind Scholars that narratives tell a story. Stories have characters, settings, and events that happen in the beginning, middle, and end of the story.

Teach and Model:

- **Tell a Sequence of Events** - Writers use time and sequence words and phrases to tell when events occur. Provide examples and discuss the models from pg. 7, 16, & 17.

Prepare to Write:

- **Write Events in Order** - Tell scholars you will write a story about Katie and her family from *Arbor Day Square*. Review events on pgs. 24-27. Model writing a story about what Katie might do next year. Encourage scholars to suggest ideas.

Independent Writing Practice:

- **Write** - Scholars use time and sequence words and phrases to write a story about what happens after *The Family Tree* ends.

Share Writing:

- TE pg. 82
- *The Family Tree*, Text Collection pgs. 4-41
- Think-Pair-Share Routine TR2-3
- TE pg. 83
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 83-84
- By-the-Way Words - buffer
- Benchmark Vocabulary - chopped, pastures, huddled
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5
- TE pg. 84
- *The Family Tree*, Text Collection pgs. 7 and 16
- Two Sorting Boxes Graphic Organizer TR42

Resources:

Lesson 8 - WRITING: Narrative Writing

- TE pg. 91
- TE pg. 88
- TE pg. 88
- *The Family Tree*, Text Collection pgs. 7, 16, 17
- TE pg. 89
- *Arbor Day Square*, pgs. 24-27
- TE pg. 90
- Writing Paper
- Digital Options

Grade 1 Reading/Writing

- Volunteers share their stories with the class. Have class retell the story in sequence.

Learning Opportunities/Strategies:

Lesson 9 - READING: Ask and Answer Questions About Key Details

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Writers understand that narratives contain characters and sequenced words.
- **Engage Scholars** - Display pgs. 4-5 of *The Family Tree* and have Scholars ask questions about title. Share the Essential Questions: How do readers identify who is telling a story? How do writers create a narrative with sequenced events and a conclusion?
- **Read** - Follow the Shared Reading Routine to read aloud pgs. 4-21 of *The Family Tree* focusing on any parts Scholars have questions about.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What is the family tree?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Ask and Answer Questions** - Explain that good readers ask questions while reading. Display and complete with class the T-Chart to use key details to answer the question.

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Use Verbs for Past, Present, and Future** - Define verb. Explain tense of verb and that they are written in different ways depending on the tense. Scholars dictate sentences a story character might say and identify tense of verb.

Set the Purpose:

- TE pg. 90
- Student Writing

Resources:

Lesson 9 - READING: Ask and Answer Questions About Key Details

- TE pg. 92
- TE pg. 92
- *The Family Tree*, Text Collection pgs. 4-5
- TE pg. 92
- *The Family Tree*, Text Collection pgs. 4-21
- Shared Reading Routine TR14-15
- TE pg. 92
- *The Family Tree*, Text Collection pgs. 4-21
- Think-Pair-Share Routine TR2-3
- TE pg. 93
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 93-94
- By-the-Way Words - generations, witnessed
- Benchmark Vocabulary - years
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5
- TE pg. 94
- *The Family Tree*, Text Collection pg. 8
- T-Chart Graphic Organizer TR39

Resources:

Lesson 9 - WRITING: Narrative Writing

- TE pg. 101

Grade 1 Reading/Writing

- **Focus on a Topic** - Remind scholars that a narrative is a story that has a topic. It has characters, setting, and events.

Teach and Model:

- **Focus on a Topic** - Discuss with scholars the ways writers let readers know the topic of a story. Use pgs. 4-5, 9, & 21 to provide examples and discuss.

Prepare to Write:

- **Revise a Narrative by Focusing on a Topic** - Review story written in Lesson 8 and determine the topic. Remind scholars that when revising writers review, add, delete, or change the order. Discuss ways to revise the story and how all the details tell about the topic.

Independent Writing Practice:

- **Write** - Scholars review their story from Lesson 8 about what happens after *The Family Tree* ends to make sure their story makes sense. Scholars make any revisions they feel are needed.

Share Writing:

- Volunteers share their revised stories with the class. Discuss details the class found most interesting.

Learning Opportunities/Strategies:

Lesson 10 - READING: Use Details and Illustrations to Tell About Events

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Learners understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation.
- **Engage Scholars** - View illustrations pgs. 6-21 of *The Family Tree* to tell what happens in the first part of the story. Share the Essential Questions: How do readers identify who is telling a story? How do writers create a narrative with sequenced events and a conclusion?
- **Read** - Follow the Shared Reading Routine to read pgs. 22-41 of *The Family Tree* focusing on details about what happens.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What happens in this part of the story?

Close Read:

- TE pg. 98

- TE pg. 98
- *The Family Tree*, Text Collection pgs. 4-5, 9, 21

- TE pg. 99
- Story from Lesson 8
- Teacher Modeled Writing (Class Story)

- TE pg. 100
- Story from Lesson 8
- Writing Paper
- Digital Options

- TE pg. 100
- Student Writing

Resources:

Lesson 10 - READING: Use Details and Illustrations to Tell About Events

- TE pg. 102

- TE pg. 102
- *The Family Tree*, Text Collection pgs. 6-21

- TE pg. 102
- *The Family Tree*, Text Collection pgs. 22-41
- Shared Reading Routine TR14-15

- TE pg. 102
- *The Family Tree*, Text Collection pgs. 22-41
- Think-Pair-Share Routine TR2-3

Grade 1 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Use Illustrations** - Use illustrations on pgs. 24-31 to assist class in understanding the events.

Learning Opportunities/Strategies:

Lesson 10 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Use Irregular Past Tense Verbs** - Review that some past tense verbs end in -ed. Discuss irregular verbs *was, were, came, and stood*. Scholars use in sentences.

Set the Purpose:

- **Add Descriptive Details** - Remind scholars that a narrative is a story that has characters, setting, and events. Writers revise by adding details to to make the story more interesting.

Teach and Model:

- **Add Descriptive Details** - Writers add details to make it easier for the reader to picture. Provide examples on pgs. 24 & 27 of *The Family Tree* and discuss.

Prepare to Write:

- **Revise a Narrative by Adding Details** - Remind class that you revised your story and now you will add details. Model thinking of questions readers may have and ask scholars to suggest answers. Add details to an event in the story, revise event, read aloud, and discuss how it strengthened the story.

Independent Writing Practice:

- **Write** - Scholars revise an event in their story from Lesson 9. Suggest questions readers may have and scholars add details to answer these questions.

Share Writing:

- Volunteers share their stories with the class while class listens for describing words.

- TE pg. 103
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 103-104
- By-the-Way Words - budge
- Benchmark Vocabulary - widen, protest
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 104
- *The Family Tree*, Text Collection pgs. 24-31

Resources:

Lesson 10 - WRITING: Narrative Writing

- TE pg. 111

- TE pg. 108

- TE pg. 108
- *The Family Tree*, Text Collection pgs. 24, 27

- TE pg. 109
- Teacher Modeled Writing (Revised Class Story from Lesson 9)

- TE pg. 110
- Story from Lesson 9
- Student Writing
- Digital Options

- TE pg. 110
- Student Writing

Grade 1 Reading/Writing

Learning Opportunities/Strategies:

Lesson 11 - READING: Understand a Story's Central Message

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Writers understand that narratives contain characters and sequenced events.
- **Engage Scholars** - Take a picture walk through *The Family Tree* and discuss main events. Share the Essential Questions: How do readers identify who is telling a story? How do writers create a narrative with sequenced events and a conclusion?
- **Read** - Follow the Shared Reading Routine to read *The Family Tree* focusing on details that help Scholars understand the story.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: Why is the tree important?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Central Message** - The central message is what the author wants the reader to learn. Display and complete with class the Main Idea graphic organizer to record details to help understand the central message.

Learning Opportunities/Strategies:

Lesson 11 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Use Personal Pronouns** - Explain when the following pronouns are used: *I, you, he, she, it, we, and they*. Write sentences on board and scholars rewrite replacing the noun with the correct pronoun.

Set the Purpose:

- **Peer Review** - Explain to scholars that they will participate in a peer review and define a peer review.

Teach and Model:

Resources:

Lesson 11 - READING: Understand a Story's Central Message

- TE pg. 112
- TE pg. 112
- *The Family Tree*, Text Collection pgs. 4-41
- TE pg. 112
- *The Family Tree*, Text Collection pgs. 4-41
- Shared Reading Routine TR14-15
- TE pg. 112
- *The Family Tree*, Text Collection pgs. 4-41
- Think-Pair-Share Routine TR2-3
- TE pg. 113
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 103-104
- By-the-Way Words - devised
- Benchmark Vocabulary - assistance
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5
- TE pg. 114
- *The Family Tree*, Text Collection pgs. 18-19
- Main Idea Graphic Organizer TR36

Resources:

Lesson 11 - WRITING: Narrative Writing

- TE pg. 121
- TE pg. 118

Grade 1 Reading/Writing

- **Peer Review** - Explain the role of writer and listener in a peer review. Model things a peer reviewer could suggest to a writer. Provide models from *The Family Tree* pgs. 9, 12, & 13 to discuss details the writer added.

Prepare to Write:

- **Revise a Narrative Using Suggestions from Peers** - Tell scholars they will help you with a peer review. Explain the procedure. Read story from Lesson 10 aloud and model a peer review encouraging scholars to ask questions and make suggestions. Write the revised story on the board.

Independent Writing Practice:

- **Write** - Scholars work with a partner to revise their stories. Read story to partner, ask questions, make suggestions, and revise using revising checklist.

Share Writing:

- Volunteers share their revised story with the class. Discuss what they changed and why.

Learning Opportunities/Strategies:

Lesson 12 - READING: Compare and Contrast Characters

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Writers understand that narratives contain characters and sequenced events.
- **Identify Narrator** - Define narrator and the words used such as I, me, and we. Review narrator of *Arbor Day Square*. Read pg. 23 of *The Family Tree* and discuss narrator.
- **Engage Scholars** - Display and discuss covers of both stories. Share the Essential Questions: How do readers identify who is telling a story? How do writers create a narrative with sequenced events and a conclusion?
- **Read** - Follow the Shared Reading Routine to read pgs. 14-23 of *Arbor Day Square* and pgs. 22-41 of *The Family Tree* and discuss characters.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: Who are the characters in these stories?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 118
- *The Family Tree*, Text Collection pgs. 9, 12, 13

- TE pg. 119
- Teacher Modeled Writing (Story from Lesson 10)

- TE pg. 120
- Student Writing from Lesson 10
- Digital Options
- Revising Checklist

- TE pg. 120
- Student Writing

Resources:

Lesson 12 - READING: Compare and Contrast Characters

- TE pg. 122

- TE pg. 122
- *Arbor Day Square*
- *The Family Tree*, Text Collection pg. 23

- TE pg. 122
- *Arbor Day Square*
- *The Family Tree*, Text Collection pgs. 4-5

- TE pg. 122
- *Arbor Day Square*, pgs. 14-23
- *The Family Tree*, Text Collection pgs. 22-41
- Shared Reading Routine TR14-15

- TE pg. 122
- *Arbor Day Square*, pgs. 14-23
- *The Family Tree*, Text Collection pgs. 22-41
- Think-Pair-Share Routine TR2-3

- TE pg. 123
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

Grade 1 Reading/Writing

- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare and Contrast** - Display and complete with class the Venn Diagram to compare the characters' experiences in both stories.

Learning Opportunities/Strategies:

Lesson 12 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Use Personal Pronouns** - Review nouns and pronouns. Provide examples of personal pronouns. Write sentences on board and have scholars supply the correct personal pronoun.

Set the Purpose:

- **Write an Ending** - Remind scholars that narratives are stories with characters, setting, and events that happen in the beginning, middle, and end.

Teach and Model:

- **Write an Ending** - Explain that the ending of a story is important. Using the guiding questions discuss pgs. 34-41 of *The Family Tree*. Display illustrations as you read pg. 35 and discuss ending.

Prepare to Write:

- **Write an Ending to a Story** - Explain that endings tell how everything turns out in an interesting way. Read story from Lesson 11 and discuss interesting ways to end the story. Choose an ending and read aloud.

Independent Writing Practice:

- **Write** - Remind scholars that the ending should answer any questions and provide closure. Scholars write an ending for their story.

Share Writing:

- Scholars share their writing with the class. Class discusses whether the story ending answers their questions about the characters and events.

Learning Opportunities/Strategies:

Lesson 13 - READING: Compare and Contrast Stories

Build Understanding:

- TE pgs. 124
- Benchmark Vocabulary - special, alone
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 124 Venn Diagram TR43
- *Arbor Day Square*, pg. 19
- *The Family Tree*, Text Collection pg. 27
- Venn Diagram TR43

Resources:

Lesson 12 - WRITING: Narrative Writing

- TE pg. 131

- TE pg. 128

- TE pg. 128
- *The Family Tree*, Text Collection pgs. 34-41

- TE pg. 129
- Story from Lesson 11
- Teacher Modeled Writing (Ending for Class Story)

- TE pg. 130
- Story from Lesson 11
- Digital Options

- TE pg. 130
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 13 - READING: Compare and Contrast Stories

Grade 1 Reading/Writing

- **Set the Purpose** - Share the following Enduring Understanding: Learners understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation.
- **Engage Scholars** - Display cover of *Arbor Day Square* and pg. 4-5 of *The Family Tree*. Share the Essential Questions: How do readers identify who is telling a story? How do writers create a narrative with sequenced events and a conclusion?
- **Read** - Follow the Shared Reading Routine to read pgs. 24-29 of *Arbor Day Square* and pgs. 7-9 and 22-41 of *The Family Tree*. Focus on details that tell what each story is about.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: Why are the trees in these books special?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Compare and Contrast** - Display graphic organizer completed in Lesson 11 for *The Family Tree*. Discuss central message of *Arbor Day Square* and display and complete the Main Idea graphic organizer with class.

Learning Opportunities/Strategies:

Lesson 13 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Use Personal Pronouns** - Review the personal pronouns *she*, *he*, and *they*. Write sentences on board and have Scholars supply correct pronoun.

Set the Purpose:

- **Publish and Present** - Remind scholars that narratives are stories with characters, setting, and events that happen in the beginning, middle, and end.

Teach and Model:

- **Publish and Present** - Use the guiding questions to discuss *The Family Tree*. Talk about the different

- TE pg. 132

- TE pg. 132
- *Arbor Day Square*
- *The Family Tree*, Text Collection pgs. 4-5

- TE pg. 132
- *Arbor Day Square*, pgs. 24-29
- *The Family Tree*, Text Collection pgs. 7-9, 22-41
- Shared Reading Routine TR14-15

- TE pg. 132
- *Arbor Day Square*, pgs. 24-29
- *The Family Tree*, Text Collection pgs. 7-9, 22-41
- Think-Pair-Share Routine TR2-3

- TE pg. 133
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 133-134
- Benchmark Vocabulary - celebrating
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 134
- Main Idea Graphic Organizer from Lesson 11
- *Arbor Day Square*
- Main Idea Graphic Organizer TR36

Resources:

Lesson 13 - WRITING: Narrative Writing

- TE pg. 141

- TE pg. 138

- TE pg. 138
- *Arbor Day Square*, pgs. 28-29

Grade 1 Reading/Writing

formats to publish writing. Display cover of *Arbor Day Square* to discuss reasons why author used illustrations instead of photographs. Display pgs. 28-29 and discuss.

Prepare to Write:

- **Publish and Present a Narrative** - Ask questions to guide scholars to think about how to publish their stories. Share publishing ideas and record scholars' suggestions. Cross out any unrealistic ideas and choose an idea to publish and present.

Independent Writing Practice:

- **Write** - Scholars think about how to share their story, choose a way to publish, and write a plan. Scholars follow their plan to publish their story.

Share Writing:

- Volunteers share their published pieces. Those who published pieces through speaking or visuals share their stories with the class.

Learning Opportunities/Strategies:

Performance-Based Assessment:

- **Narrative Task: Write About a Family** - Scholars will recall the importance of families in the stories that they read. Scholars will write a narrative that tells a story about a family.
- **Scholars will:**
 - write a narrative in which two or more events are properly sequenced using temporal words.
 - include some descriptive details about the events.
 - provide some sense of closure to the story.

Prepare:

- **Review** - Discuss Essential Questions: How do readers identify who is telling a story? How do writers create a narrative with sequenced events and a conclusion? Read aloud the Performance-Based Assessment.
- **Revisit the Text** - Remind scholars that Katie and Papa plant trees then do something special as a family in *Arbor Day Square*. Read excerpt pg. 19 of *Arbor Day Square* and discuss how family is important to Katie. Also, discuss the sequence of events in this part of the story. Explain to scholars that they will write a story about a family that has two or more events.

- TE pg. 139
- Story from Lesson 12
- Teacher Model Writing (Class Story)

- TE pg. 140
- Writing/Drawing Paper
- Digital Options

- TE pg. 140
- Student Book

Resources:

Performance-Based Assessment:

- TE pg. 142
- Student Reproducible pg. 146

- TE pg. 143
- Performance-Based Assessment

- TE pg. 143
- *Arbor Day Square* pg. 19

Grade 1 Reading/Writing

<u>Learning Opportunities/Strategies:</u> Performance-Based Assessment: Create: Encourage scholars to plan what they will write about a family in their story. Remind scholars they need to include at least two events in order using temporal words, include descriptive details, and write an ending that provides closure. Scholars work independently to write a narrative about a family while teacher circulates to assist if necessary. Score Writing: Use Narrative Writing Rubric Present: Follow suggestions for scholars to share their writing with the class or in small groups. Reflect and Respond: For scholars receiving a score of 0, 1, or 2, follow If...then... suggestions to support them as they complete other Performance-Based Assessments.		<u>Resources:</u> Performance-Based Assessment: <ul style="list-style-type: none">• TE pg. 144• Writing Paper• Pencils• Crayons, Markers• Digital Options <ul style="list-style-type: none">• TE pg. 147 Narrative Writing Rubric <ul style="list-style-type: none">• TE pg. 148• Digital Option <ul style="list-style-type: none">• TE pg. 149	
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
<u>High-Achieving Students</u>	<u>On Grade Level Students</u>	<u>Struggling Students</u>	<u>Special Needs/ELL</u>
Reader's & Writer's Journal <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Extension• Sleuth Realize Online Platform <ul style="list-style-type: none">• Games/Videos• Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Extension• Sleuth Realize Online Platform <ul style="list-style-type: none">• Games/Videos• Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Support• Sleuth• Foundational Skills• Guided Writing Realize Online Platform <ul style="list-style-type: none">• Games/Videos• Listen to Reading Scaffolded Strategies Handbook: <ul style="list-style-type: none">• Unlock the Text• Unlock the Writing• Performance-Based Assessment Lesson	Reader's & Writer's Journal <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Support• Sleuth• Foundational Skills• Guided Writing Realize Online Platform <ul style="list-style-type: none">• Games/Videos• Listen to Reading Scaffolded Strategies Handbook: <ul style="list-style-type: none">• Unlock the Text• Unlock the Writing• Unlock Language Learning• Performance-Based Assessment Lesson

Grade 1 Reading/Writing

		Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention	Scaffolded Instruction - English Language Learners If...then...Quick Check ReadyUp! Intervention
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Unit Four: Planting for the Future - Module B

Stage 1: Desired Results

Standards & Indicators:

NJSLS Foundational Skills: Reading Language

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (**including those listed in RF.K.1**); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.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.
- **L.RF.1.2.A.** - Distinguish long from short vowel sounds in spoken single-syllable words.
- **L.RF.1.2.B.** - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **L.RF.1.2.C.** - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **L.RF.1.2.D.** - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.3.A.** - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- **L.RF.1.3.B.** - Decode regularly spelled one-syllable words.
- **L.RF.1.3.C.** - Know final -e and common vowel team conventions for representing long vowel sounds.
- **L.RF.1.3.D.** - Distinguish long and short vowels when reading regularly spelled one-syllable words
- **L.RF.1.3.E.** - Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound
- **L.RF.1.3.F.** - Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old)
- **L.RF.1.3.G.** - Recognize the parts of high-frequency words that are regular and the parts that are irregular
- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.1.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.1.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.1.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS Reading

- **RL.TS.1.4.** -With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- **RI.CR.1.1.** - Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RI.CI.1.2.** - Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RI.IT.1.3.** - Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- **RI.TS.1.4.** - With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.

Grade 1 Reading/Writing

- **RI.PP.1.5.** - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RI.MF.1.6.** - With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas
- **RI.AA.1.7.** - Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
- **RI.CT.1.8.** - Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

NJSLS Foundational Skills: Writing Language

- **L.WF.1.1.** - Demonstrate command of the conventions of writing, (including those proficiencies listed in L.WF.K.1):
 - A. Write the upper and lowercase alphabets from memory.
 - B. Write a common grapheme (letter or letter group) for each phoneme.
 - C. Orally segment the phonemes in any single syllable, spoken word.
 - D. Recognize that each syllable is organized around a vowel sound.
- **L.WF.1.2.** - Demonstrate command of the conventions of encoding the spelling common, regular, single-syllable words, including those proficiencies listed in L.WF.K.2), with:
 - A. Short vowels and single consonants.
 - B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubles letters (off, will, mess).
 - C. Initial and final consonant blends (must, slab, plump).
- **L.WF.1.3** - Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3):
 - A. Write sentences with increasing complexity.
 - B. Supply the "who," "is doing," "what," in a subject-verb-object frame.
 - C. Capitalize the first word of a sentence, days of the week, months, names of people and proper names.
 - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - E. Use commas in dates and to separate single words in a series.
 - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
 - G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
 - H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because)
- **L.VL.1.2.** - Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
 - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
 - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **L.VI.1.3.** - With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 - B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - C. 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).
 - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - E. 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.

NJSLS Writing

- **W.IW.1.2.** - With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
- **W.IW.1.2.A** - Introduce a topic.

Grade 1 Reading/Writing

- **W.IW.1.2.B** - Develop the topic with facts or other information and examples related to the topic.
- **W.IW.1.2.C** - Provide a conclusion.
- **W.WP.1.4.** - With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.1.4.A** - With prompts and support, identify audience and purpose before writing.
- **W.WP.1.4.B** - With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
- **W.WR.1.5** - With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
- **W.SE.1.6.** - With prompting and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
- **W.RW.1.7** - Engage in discussion, drawing, and writing in brief but regular writing tasks.

NJSLS Speaking and Listening

- **SL.PE.1.1.** - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.PE.1.1.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).
- **SL.PE.1.1.B.** - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **SL.PE.1.1.C** - Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3.** - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.PI.1.4.** - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS1.6.** - Produce complete sentences when appropriate to task and situation.

NJSLS Science

- **1-LS1-1.** - Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- **1-LS1-2.** - Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
- **1-LS3-1.** - Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

NJSLS - Career Readiness, Life Literacies, and Key Skills

- **9.1.2.PB.1** - Determine various ways to save and places in the local community that help people to save and accumulate money over time.
- **9.1.2.PB.2** - Explain why an individual would choose to save money.
- **9.2.2.CAP.2** - Explain why employers are willing to pay individuals to work.
- **9.4.2.CI.2** - Demonstrate originality and inventiveness in work.
- **9.4.2.DC.5** - Explain what a digital footprint is and how it is created.

Central Idea / Enduring Understanding:

- Readers understand the connection between multiple pieces of information in a text.
- Writers understand that facts and details help explain information to others.
- Learners understand that living things grow over time and that each part of an organism contributes to this process.

Essential/Guiding Question:

How can readers make connections between ideas and information?

How can writers explain information to others?

Grade 1 Reading/Writing

<p><u>Content: (Module Goals)</u></p> <ul style="list-style-type: none"> • Readers will describe the connection between two facts in an informational text. • Writers will use facts and details to compose an explanatory text. • Learners will identify what is necessary for the growth of living things. <p>Text Complexity Measures - TR48 - TR54 The following measures and considerations create a three-part model to gauge the difficulty of a particular text.</p> <ul style="list-style-type: none"> • Quantitative Measures <ul style="list-style-type: none"> ◦ Lexile • Qualitative Measures <ul style="list-style-type: none"> ◦ Literary/Informational Text ◦ Text Structure ◦ Language and Vocabulary ◦ Theme and Knowledge Demands • Reader and Task Consideration <ul style="list-style-type: none"> ◦ Motivation, Knowledge, Experiences of Students ◦ Difficulty of the Task or Questions Posed 	<p><u>Skills(Objectives):</u></p> <p>Reading</p> <ul style="list-style-type: none"> • Text Features • Key Ideas and Details • Text Features: Diagram • Connect Ideas • Use Details • Text and Illustrations • Ask and Answer Questions • Compare Texts <p>Writing</p> <ul style="list-style-type: none"> • Clarify Meaning • Identify a Topic • Write Words and Their Meanings • Use Facts in an Informative Text • Draw a Diagram to Show Steps in a Process • Write About a Process in Order • Add Details • Write a Concluding Sentence • Add Sequence Words • Use Feedback from Peers • Write Answers to Questions • Use Sources to Find Information
Stage 2: Assessment Evidence	
<p><u>Performance Task(s):</u></p> <p>Performance-Based Assessment:</p> <ul style="list-style-type: none"> • Informative/Explanatory Task: Write Steps in a Sequence - Scholars will use the information and features found in <i>How a Seed Grows</i> and <i>The Life Cycle of an Apple Tree</i> to write their own book explaining how a seed grows. • Scholars will: <ul style="list-style-type: none"> ◦ introduce the topic: how a seed grows. ◦ write three or more steps explaining how a seed becomes a plant. ◦ supply facts about the topic. ◦ use temporal words to show sequence. ◦ provide a sense of closure. ◦ draw pictures to illustrate each step. 	<p><u>Other Evidence:</u></p> <p>Beginning of Year Assessment:</p> <ul style="list-style-type: none"> • Baseline Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Reading Keystones <ul style="list-style-type: none"> ◦ Benchmark Vocabulary Practice ◦ Text Analysis Practice/Application ◦ Write in Response to Reading • Reading Keystone Rubrics <ul style="list-style-type: none"> ◦ Reading/Language Analysis ◦ Write in Response to Reading ◦ Benchmark Vocabulary • Writing Keystones: <ul style="list-style-type: none"> ◦ Checklists • Writing Rubrics: <ul style="list-style-type: none"> ◦ Narrative ◦ Informative/Explanatory ◦ Opinion • Oral Reading Fluency Quick Checks <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Selection Test - Anchor Text • Performance-Based Assessment - Module A & B • End-of-Unit Assessment

Grade 1 Reading/Writing

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1 - READING: Use Context and Pictures to Understand Words

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand the connection between multiple pieces of information in a text.
- **Engage Scholars** - Introduce *The Life Cycle of an Apple Tree*. Preview and make predictions. Share the Essential Questions: How do readers make connections between ideas and information? How do writers explain information to others?
- **Read** - Follow Shared Reading Routine to read *The Life Cycle of an Apple Tree*. Focus on how an apple tree grows and changes.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: What did you learn about apple seeds and apple trees?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Clarify Meaning** - Display and complete the Three-Column Chart to use text and pictures to define seeds and life cycle.

Learning Opportunities/Strategies:

Lesson 1 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Add -s to Form Plural Nouns** - Discuss that some plural nouns are formed by adding -s. Provide sentences and identify singular and plural noun in each.

Set the Purpose:

- **Name the Topic** - Explain to scholars that the topic is what the text is mostly about and that informational texts give information about the topic.

Resources:

Lesson 1 - READING: Use Context and Pictures to Understand Words

- TE pg. 162
- TE pg. 162
- *The Life Cycle of an Apple Tree*, Text Collection pg. 42-58
- TE pg. 162
- *The Life...Apple Tree*, Text Collection pgs. 42-58
- Shared Reading Routine TR14-15
- TE pg. 162
- *The Life...Apple Tree*, Text Collection pgs. 42-58
- Think-Pair-Share Routine TR2-3
- TE pg. 163
- *The Life...Apple Tree*, Text Collection pgs. 42-58
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 163-164
- By-the-Way Words - soil, sprout
- Benchmark Vocabulary - sunlight, warmth
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155
- TE pg. 164
- *The Life...Tree*, Text Collection pgs. 44, 53-54
- Three-Column Chart TR40

Resources:

Lesson 1 - WRITING: Informative/Explanatory Writing

- TE pg. 171
- TE pg. 168

Grade 1 Reading/Writing

Teach and Model:

- **Name the Topic** - Using pgs. 42-43 of *The Life Cycle of an Apple Tree*, help scholars understand that the writer uses words and pictures to name the topic. Display pg. 44, read first sentence aloud, and discuss.

Prepare to Write:

- **Identify the Topic** - Explain that a topic is what a book is about and informative texts give information about a topic. Using *Supermarket*, model identifying the topic and locating a supporting detail. Scholars will repeat with *The Life Cycle of an Apple Tree*.

Independent Writing Practice:

- **Write** - Scholars identify topic and one fact from the story then write the topic, a fact, and draw a picture to illustrate.

Share Writing:

- Scholars share their writing with the class identifying the topic and fact.

Learning Opportunities/Strategies:

Lesson 2 - Reading: Use Text Features and Special Vocabulary

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that facts and details help explain information to others.
- **Engage Scholars** - Review pgs. 44-47 in text and discuss heading on pg. 44. Share the Essential Questions: How do readers make connections between ideas and information? How do writers explain information to others?
- **Read** - Follow the Shared Reading Routine to read *The Life Cycle of an Apple Tree* focusing on the text features.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What do apple trees need to grow?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking Scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for

- TE pg. 168
- *The Life...Apple Tree*, Text Collection pgs. 42-44

- TE pg. 169
- *Supermarket*, Text Collection pgs. 24-56
- *The Life...Apple Tree*, Text Collection pgs. 42-58

- TE pg. 170
- Drawing/Writing Paper
- Digital Options

- TE pg. 170
- Student Writing/Illustration

Resources:

Lesson 2 - Reading: Use Text Features and Special Vocabulary

- TE pg. 172
- TE pg. 172
- *The Life Cycle of an Apple Tree*, Text Collection pgs. 42-58
- TE pg. 172
- *The Life...Apple Tree*, Text Collection pgs. 42-58
- Shared Reading Routine TR14-15
- TE pg. 172
- *The Life...Apple Tree*, Text Collection pgs. 42-58
- Think-Pair-Share Routine TR2-3
- TE pg. 173
- *The Life...Apple Tree*, Text Collection pgs. 42-58
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 173-174
- By-the-Way Words - stem, trunk, branches

Grade 1 Reading/Writing

Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Text Features** - Review purposes of text features. Display and complete with class Web A graphic organizer to record details in the section with the heading "Growing."

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Add -es to form Plural Nouns** - Explain that for nouns ending with *ch*, *sh*, *s*, *x*, or *z*, we add -es to make plural. Write sentences on board and Scholars identify plural noun. Supply words and have Scholars write plural noun and use in a sentence.

Set the Purpose:

- **Support an Opinion** - Informative texts give information about a topic. Writers sometimes use special vocabulary to help readers understand the text.

Teach and Model:

- **Support an Opinion** - Discuss the connection between vocabulary and the topic. Use guiding questions to promote discussion. Display pg. 48, read aloud, and point out science words.

Prepare to Write:

- **Write Words and Their Meaning** - Explain that the class will create a picture dictionary of the science words from *The Life Cycle of an Apple Tree*. Use pg. 44 to discuss science words to include in picture dictionary. Create a list of science words to include.

Independent Writing Practice:

- **Write** - Scholars choose three science words from the list and write/draw a definition on an index card for each word.

Share Writing:

- Collect cards and sort by words. Assemble into a dictionary to share.

Learning Opportunities/Strategies:

Lesson 3 - READING: Identify Main Topic and Key Details

Build Understanding:

- Benchmark Vocabulary - cover, form
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155

- TE pg. 174
- *The Life...Apple Tree*, Text Collection pgs. 48
- Web A Graphic Organizer TR44

Resources

Lesson 2 - WRITING: Informative/Explanatory Writing

- TE pg.181

- TE pg. 178

- TE pg. 178
- *The Life...Apple Tree*, Text Collection pg. 48

- TE pg. 179
- Teacher Modeled Writing (List)

- TE pg. 180
- Index Cards, Markers, Crayons
- Digital Options

- TE pg. 180
- Student Index Cards

Resources:

Lesson 3 - READING: Identify Main Topic and Key Details

Grade 1 Reading/Writing

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that facts and details help explain information to others.
- **Engage Scholars** - Review the text having scholars tell how the photographs relate to the life cycle. Share the Essential Questions: How do readers make connections between ideas and information? How do writers explain information to others?
- **Read** - Follow the Shared Reading Routine to read *The Life Cycle of an Apple Tree*. Encourage scholars to think about how the pictures and details help the understand the life cycle.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What did you read about how apples grow?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking Scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Key Ideas and Details** - Display and complete the T-Chart with class to list key ideas and supporting details about how an apple tree grows.

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use Singular and Plural Nouns** - Review meaning of singular and plural nouns. Write sentences on board. Scholars identify and circle nouns then tell if it is singular or plural. Scholars write a sentence using one of the nouns.

Set the Purpose:

- **Elements of Informative Writing** - Explain to scholars that informative writing is also called explanatory writing and tells facts and details about a topic.

Teach and Model:

- **Elements of Informative Writing** - Help scholars specific informative elements in text. Display pg. 42-43 of *The Life Cycle of an Apple Tree*, read title,

- TE pg. 182
- TE pg. 182
- *The Life Cycle of an Apple Tree*, Text Collection pgs. 42-58
- TE pg. 182
- *The Life...Apple Tree*, Text Collection pgs. 42-58
- Shared Reading Routine TR14-15
- TE pg. 182
- *The Life...Apple Tree*, Text Collection pgs. 42-58
- Think-Pair-Share Routine TR2-3
- TE pg. 183
- *The Life...Apple Tree*, Text Collection pgs. 42-58
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 183-184
- By-the-Way Words - ripe
- Benchmark Vocabulary - picked, ground, rot
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155
- TE pg. 184
- *The Life...Apple Tree*, Text Collection pgs. 42-58
- T-Chart TR39

Resources:

Lesson 3 - WRITING: Informative/Explanatory Writing

- TE pg. 191
- TE pg. 188
- TE pg. 188
- *The Life...Apple Tree*, Text Collection pgs. 42-48

Grade 1 Reading/Writing

point to photograph, and discuss text as real-life topic. Read pg. 48 and discuss the facts the writer uses to tell about apples.

Prepare to Write:

- **Use Facts in an Informative Text** - Explain that scholars will answer a question using the text. Review the sections of the text, scholars name headings while you record, and discuss guiding questions. Model answering a question using a complete sentence with correct capitalization and punctuation.

Independent Writing Practice:

- **Write** - Scholars use information from the text to answer "Where do apple seeds come from?" in a complete sentence with correct capitalization and punctuation.

Share Writing:

- Scholars share their answers with the class. Discuss the various answers.

Learning Opportunities/Strategies:

Lesson 4 - READING: Find Information Using Text Features

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Learners understand that living things grow over time and that each part of an organism contributes to this process.
- **Engage Scholars** - Ask scholars to locate where life cycle is defined. Discuss the purpose of a glossary. Share the Essential Questions: How do readers make connections between ideas and information? How do writers explain information to others?
- **Read** - Follow the Shared Reading Routine to read *The Life of an Apple Tree* focusing on what happens when seeds fall out of rotten apples.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What do you know about a life cycle?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach

- TE pg. 189
- *The Life...Apple Tree*, Text Collection pgs. 42-58
- Teacher Modeled Writing (Answer a Question)

- TE pg. 190
- *The Life...Apple Tree*, Text Collection pgs. 42-58
- Writing Paper
- Digital Options

- TE pg. 190
- Student Writing

Resources:

Lesson 4 - READING: Find Information Using Text Features

- TE pg. 192
- TE pg. 192
- *The Life Cycle of an Apple Tree*, Text Collection pgs. 42-58
- TE pg. 192
- *The Life...Apple Tree*, Text Collection pgs. 42-58
- Shared Reading Routine TR14-15
- TE pg. 192
- *The Life...Apple Tree*, Text Collection pgs. 42-58
- Think-Pair-Share Routine TR2-3
- TE pg. 193
- *The Life...Apple Tree*, Text Collection pgs. 42-58
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 193-194
- Benchmark Vocabulary - cycle, continues

Grade 1 Reading/Writing

the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Text Features: Diagrams** - Discuss how text features give readers more information. Analyze diagram on pgs. 56-57. Display and complete the Story Sequence B graphic organizer to summarize the diagram.

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use Nouns with Matching Verbs** - Review that a sentence has a subject and a verb. Singular subjects need a singular verb. Write sentences and ask scholars to identify noun, verb, and if singular or plural.

Set the Purpose:

- **Use Text Features** - Remind scholars that informative/explanatory writing gives information or explains something. Text features are one way to inform or explain.

Teach and Model:

- **Use Text Features** - Explain the purpose of a diagram. Help scholars identify elements of a diagram. Display pg. 56-57 and guide scholars to discuss the importance of the title. Point to the words and discuss how they help the reader understand the diagram.

Prepare to Write:

- **Draw a Diagram to Show Steps in a Process** - Explain that diagrams show sequence of events in an easy to understand format. Model drawing a diagram of how to build a snowman in four steps. Use the guiding questions to promote discussion.

Independent Writing Practice:

- **Write** - Scholars draw a four step sequence for how to brush their teeth. Scholars pantomime steps with partner before drawing.

Share Writing:

- Volunteers share their drawings with the class. As a group, discuss which steps are necessary and if any are not necessary.

- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155
- TE pg. 194
- *The Life...Apple Tree*, Text Collection pgs. 56-57
- Story Sequence B Graphic Organizer TR38

Resources:

Lesson 4 - WRITING: Informative/Explanatory Writing

- TE pg. 201
- TE pg. 198
- TE pg. 198
- *The Life...Apple Tree*, Text Collection pgs. 42-58
- TE pg. 199
- Teacher Modeled Writing (Diagram)
- TE pg. 200
- Digital Options
- Drawing/Writing Paper
- TE pg. 200
- Student Drawings

Grade 1 Reading/Writing

Learning Opportunities/Strategies:

Lesson 5 - READING: Describe Connections Between Ideas

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand the connection between multiple pieces of information in a text.
- **Explore Poetry** - Display and read *Dancing in the Breeze*. Identify alliteration and discuss.
- **Engage Scholars** - Have scholars page through the text and identify main idea. Share the Essential Questions: How do readers make connections between ideas and information? How do writers explain information to others?
- **Read** - Follow the Shared Reading Routine to read text as you model looking for key ideas in the headings and words.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What ideas are connected in this text?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Connect Ideas** - Discuss how ideas in the text are connected. Display and complete the T-Chart with class to record ideas and words that are connected.

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use Present Tense Verbs** - Present tense verbs tell about action happening now. Provide examples. Scholars provide sample sentences using present tense verbs.

Set the Purpose:

- **Steps in a Process** - Explain to scholars that writers write to describe or explain actions in a certain order.

Resources:

Lesson 5 - READING: Describe Connections Between Ideas

- TE pg. 202
- TE pg. 202
- *Dancing in the Breeze*, Text Collection pgs. 60-61
- TE pg. 202
- *The Life of an Apple Tree*, Text Collection pgs. 42-58
- TE pg. 202
- *The Life...Apple Tree*, Text Collection pgs. 42-58
- Shared Reading Routine TR14-15
- TE pg. 202
- *The Life...Apple Tree*, Text Collection pgs. 42-58
- Think-Pair-Share Routine TR2-3
- TE pg. 203
- *The Life...Apple Tree*, Text Collection pgs. 42-58
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pg. 204
- Benchmark Vocabulary - grow
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155
- TE pg. 204
- *The Life...Apple Tree*, Text Collection pgs. 42-58
- T-Chart TR39

Resources:

Lesson 5 - WRITING: Informative/Explanatory Writing

- TE pg. 211
- TE pg. 208

Grade 1 Reading/Writing

They may list steps in order or use sequential words such as *first*, *next*, *then*, and *finally*.

Teach and Model:

- **Steps in a Process** - Explain that steps can be listed in words, pictures, or both. Diagrams are often simpler. Display pgs. 46-47, read aloud, and discuss sequential words. Repeat with pgs. 54-55.

Prepare to Write:

- **Write About a Process in Order** - Review drawings from Lesson 4 on building a snowman. Discuss the steps in the pictures. Model writing the steps to follow.

Independent Writing Practice:

- **Write** - Scholars review their drawings depicting the sequence to brushing their teeth, then write sentences to match the four steps.

Share Writing:

- Volunteers share their writing with the class showing their drawings as they read their sequence.

Learning Opportunities/Strategies:

Lesson 6 - READING: Use Illustrations and Details to Describe Key Ideas

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Writers understand that facts and details help explain information to others.
- **Engage Scholars** - Introduce *How a Seed Grows* and discuss title page. Using pg. 3, discuss sentence structure and make predictions. Share the Essential Questions: How do readers make connections between ideas and information? How do writers explain information to others?
- **Read** - Follow the Shared Reading Routine to read *How a Seed Grows* focusing on illustrations and details used to support key ideas.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What did you read about how plants grow?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking Scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for

- TE pg. 208
- *The Life...Apple Tree*, Text Collection pgs. 46-47, 54-55

- TE pg. 209
- Drawings from Lesson 4
- Teacher Modeled Writing (Steps in a Process)

- TE pg. 210
- Drawings from Lesson 4
- Digital Options

- TE pg. 210
- Student Writing/Drawings

Resources:

Lesson 6 - READING: Use Illustrations and Details to Describe Key Ideas

- TE pg. 212

- TE pg. 212
- *How a Seed Grows*

- TE pg. 212
- *How a Seed Grows*
- Shared Reading Routine TR14-15

- TE pg. 212
- *How a Seed Grows*
- Think-Pair-Share Routine TR2-3

- TE pg. 213
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 213-214
- By-the-Way Words - clover, bean seed

Grade 1 Reading/Writing

Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Use Details** - Complete Web B graphic organizer with class to identify key ideas and details on pgs. 3-9 in *How a Seed Grows*.

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Future Tense Verbs** - Show scholars that writers add helping words such as *will* or *might* to verbs to show future tense. Write sentences and guide scholars to identify verbs and tense. Scholars write two sentences about something that will happen in the future.

Set the Purpose:

- **Add Details to Strengthen Writing** - Explain that authors use facts and details to support key ideas. Writers help readers understand facts by adding details. Details may be examples or definitions.

Teach and Model:

- **Add Details to Strengthen Writing** - Use the guiding questions to review details learned about seeds. Display pg. 3, read excerpt, and discuss details. Repeat with pg. 8.

Prepare to Write:

- **Add Details** - Explain that scholars will add details to their writing from Lesson 5. Review sentences about making a snowman. Discuss adding facts and details to the writing. Model adding details to writing.

Independent Writing Practice:

- **Write** - Scholars review their writing on steps to brushing their teeth and add a fact to their writing.

Share Writing:

- Volunteers share their writing with the class and discuss the key idea and supporting details.

Learning Opportunities/Strategies:

Lesson 7 - READING: Make Connections Between Two Informational Texts

Build Understanding:

- Benchmark Vocabulary - someday, bottom
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155

- TE pg. 214
- *How a Seed Grows*, pgs. 3-9
- Web B Graphic Organizer TR45

Resources:

Lesson 6 - WRITING: Informative/Explanatory Writing

- TE pg. 221

- TE pg. 218

- TE pg. 218
- *How a Seed Grows*, pgs. 3, 8

- TE pg. 219
- Sentences from Lesson 5
- Teacher Modeled Writing (Adding Details)

- TE pg. 220
- Writing from Lesson 5
- Digital Options
- Writing Paper

- TE pg. 220
- Student Writing

Resources:

Lesson 7 - READING: Make Connections Between Two Informational Texts

Grade 1 Reading/Writing

<ul style="list-style-type: none"> • Set the Purpose - Share the following Enduring Understanding: Learners understand that living things grow over time and that each part of an organism contributes to this process. • Engage Scholars - Browse through both texts looking at photographs and illustrations to review what was learned. Share the Essential Questions: How do readers make connections between ideas and information? How do writers explain information to others? • Read - Follow the Shared Reading Routine to read pgs. 44-52 in <i>The Life...Apple Tree</i> and pgs. 3-8 and 28-31 in <i>How a Seed Grows</i> focusing on how the two texts are similar and different. • Turn and Talk - Follow the Think-Pair-Share Routine to discuss the question: What did you read about in both books? <p>Close Read:</p> <ul style="list-style-type: none"> • Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. • Benchmark Vocabulary - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words. <p>Reading Analysis:</p> <ul style="list-style-type: none"> • Connect Ideas - Using both texts, display and complete the Venn Diagram with class to compare and contrast ideas presented in both texts. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 7 - WRITING: Informative/Explanatory Writing</p> <p>Conventions Mini-Lesson:</p> <ul style="list-style-type: none"> • Use Verbs <i>is</i> and <i>are</i> - <i>Is</i> and <i>are</i> are verbs. <i>Is</i> tells about one and <i>are</i> tells about more than one. Provide example and discuss. Write subject nouns on board and have learner complete sentence using <i>is</i> or <i>are</i>. <p>Set the Purpose:</p> <ul style="list-style-type: none"> • Provide a Sense of Closure - Explain that writers end their writing with a concluding sentence. Share elements of a strong concluding statement. <p>Teach and Model:</p> <ul style="list-style-type: none"> • Provide a Sense of Closure - Read aloud student model. Identify the topic and facts. Discuss the 	<ul style="list-style-type: none"> • TE pg. 222 • TE pg. 222 • <i>The Life...Apple Tree</i>, Text Collection pgs. 42-56 • <i>How a Seed Grows</i> • TE pg. 222 • <i>The Life...Apple Tree</i>, Text Collection pgs. 42-56 • <i>How a Seed Grows</i>, pgs. 3-8, 28-31 • Shared Reading Routine TR14-15 • TE pg. 222 • <i>The Life...Apple Tree</i>, Text Collection pgs. 42-56 • <i>How a Seed Grows</i> • Think-Pair-Share Routine TR2-3 • TE pg. 223 • Whole Class Discussion Routine TR4-5 • Small Group Discussion Routine TR6-7 • TE pgs. 223-224 • Benchmark Vocabulary - sunlight, warmth • Benchmark Vocabulary Routine for Informational Text TR24-27 • Generative Vocabulary Chart TE pgs. 152-155 • TE pg. 224 • <i>The Life...Apple Tree</i>, Text Collection pgs. 44-47 • <i>How a Seed Grows</i>, pgs. 28-31 • Venn Diagram TR43 <p><u>Resources:</u></p> <p>Lesson 7 - WRITING: Informative/Explanatory Writing</p> <ul style="list-style-type: none"> • TE pg. 231 • TE pg. 228 • TE pg. 228 • Student Model
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Grade 1 Reading/Writing

concluding section with the Scholars and how it lets the reader know the writing has ended.

Prepare to Write:

- **Writing a Concluding Sentence** - Review writing about a snowman and explain writing a concluding sentence. Discuss what to include and model writing a concluding sentence for the story.

Independent Writing Practice:

- **Write** - Scholars write a concluding sentence for their story on steps to brushing their teeth.

Share Writing:

- Volunteers share their entire writing including procedure and concluding sentence with the class.

Learning Opportunities/Strategies:

Lesson 8 - READING: Use Information in Text and Illustrations

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Learners understand that growth happens over time and that each part of an organism contributes to this process.
- **Engage Scholars** - Ask scholars to describe what the girl is doing on the cover of *How a Seed Grows*. Share the Essential Questions: How do readers make connections between ideas and information? How do writers explain information to others?
- **Read** - Follow the Shared Reading Routine to read aloud *How a Seed Grows* pgs. 10-17 focusing on what they learn from the illustrations.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: What information did you get from the illustrations and the text?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- TE pg. 229
- Writing from Lesson 6

- TE pg. 230
- Story from Lesson 6
- Digital Options

- TE pg. 230
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 8 - READING: Use Information in Text and Illustrations

- TE pg. 232

- TE pg. 232
- *How a Seed Grows*

- TE pg. 232
- *How a Seed Grows*, pgs. 10-17
- Shared Reading Routine TR14-15

- TE pg. 232
- *How a Seed Grows*, pgs. 10-17
- Think-Pair-Share Routine TR2-3

- TE pg. 233
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 233-234
- Benchmark Vocabulary - sprinkle, carefully, soaks
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155

Grade 1 Reading/Writing

- **Text and Illustrations** - Display and complete with class the T-Chart to compare information in the text and illustrations.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use Verbs with Singular and Plural Nouns** - Review that verbs following a singular noun often end in -s. Write nouns on board and have Scholars supply sentence using verb correctly.

Set the Purpose:

- **Use Temporal Words** - Remind scholars when writing steps in a process, describe the steps in order using time-order words.

Teach and Model:

- **Use Temporal Words** - Provide examples of temporal words and explain that they answer the question: When does this happen? Display pg. 21 of *How a Seed Grows* and discuss use of temporal words. Repeat with pg. 23.

Prepare to Write:

- **Add Sequence Words** - Explain that scholars will add temporal words to their writing. Reread steps to making a snowman. Model adding sequence words to the story.

Independent Writing Practice:

- **Write** - Scholars add sequential words to their writing about steps to brushing their teeth and rewrite their sentences.

Share Writing:

- Volunteers share their writing with the class and identify sequential words. Discuss when to use sequential words.

Learning Opportunities/Strategies:

Lesson 9 - READING: Identify and Define Words in a Text

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Writers understand that facts and details help explain information to others.
- **Engage Scholars** - Ask scholars to identify the steps to planting a seed. Share the Essential Questions: How do readers make connections between ideas and information? How do writers

- TE pg. 234
- *How a Seed Grows*, pgs. 10-17
- T-Chart Graphic Organizer TR39

Resources:

Lesson 8 - WRITING: Informative/Explanatory Writing

- TE pg. 241

- TE pg. 238

- TE pg. 238
- *How a Seed Grows*, pgs. 21, 23

- TE pg. 239
- Writing from Lesson 7
- Teacher Modeled Writing (Add Temporal Words)

- TE pg. 240
- Writing from Lesson 7
- Digital Options

- TE pg. 240
- Student Writing

Resources:

Lesson 9 - READING: Identify and Define Words in a Text

- TE pg. 242

- TE pg. 242
- *How a Seed Grows*

Grade 1 Reading/Writing

explain information to others? Discuss how to use details or a dictionary to figure out meaning of science words.

- **Read** - Follow the Shared Reading Routine to read *How a Seed Grows* pgs. 18-26 focusing on science words and vocabulary in the text.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: How do the science words help you understand how a seed grows?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Clarify Meaning** - Display and complete with class Web B organizer for the meaning of the word “root” using pgs. 20-21 in *How a Seed Grows*.

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Produce Declarative Sentences** - Explain that declarative sentences end with a period. Scholars supply telling sentences. Together revise and add details.

Set the Purpose:

- **Peer Review** - Tell scholars that they will participate in a peer review. Explain that a classmate will read their writing and ask questions or offer suggestions to improve the piece.

Teach and Model:

- **Peer Review** - Use the guiding questions to discuss the organization of *How a Seed Grows*. Display pg. 3, read excerpts and discuss. Explain that writers repeat details, use temporal words, numbered lists, or charts to show the order of events in a text.

Prepare to Write:

- **Use Feedback from Peers** - Explain that scholars will participate in a peer review. Discuss that reviewer should provide positive feedback and

- TE pg. 242
- *How a Seed Grows*, pgs. 18-26
- Shared Reading Routine TR14-15

- TE pg. 242
- *How a Seed Grows*, pgs. 18-26
- Think-Pair-Share Routine TR2-3

- TE pg. 243
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 243-244
- By-the-Way Words - root hairs, shoot
- Benchmark Vocabulary - different, loose
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155

- TE pg. 244
- *How a Seed Grows*, pgs. 20-21
- Web B Graphic Organizer TR45

Resources:

Lesson 9 - WRITING: Informative/Explanatory Writing

- TE pg. 251

- TE pg. 248

- TE pg. 248
- *How a Seed Grows*, pg. 3

- TE pg. 249
- Writing from Lesson 7 & 8

Grade 1 Reading/Writing

suggestions to improve the writing. Have Scholars focus on the organization of their partner's writing.

Independent Writing Practice:

- **Write** - Scholars review their partner's feedback and make one revision to their writing.

Share Writing:

- Volunteers share their writing with the class. Scholars share the changes they made.

Learning Opportunities/Strategies:

Lesson 10 - READING: Make Connections Between Ideas in a Text

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand the connection between multiple pieces of information in a text.
- **Engage Scholars** - Scholars tell what they learned about bean seeds in *How a Seed Grows*. Share the Essential Questions: How do readers make connections between ideas and information? How do writers explain information to others?
- **Read** - Follow the Shared Reading Routine to read aloud *How a Seed Grows* focusing on how the author organizes the details.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: What details did you read at the beginning of the text that repeat later?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Connect Ideas** - Display and complete with class the Main Idea graphic organizer to list key details that connect to the main topic.

Learning Opportunities/Strategies:

Lesson 10 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- TE pg. 250
- Writing from Lesson 7 & 8
- Digital Options
- Paper

- TE pg. 250
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 10 - READING: Make Connections Between Ideas in a Text

- TE pg. 252
- TE pg. 252
- *How a Seed Grows*
- TE pg. 252
- *How a Seed Grows*
- Shared Reading Routine TR14-15
- TE pg. 252
- *How a Seed Grows*
- Think-Pair-Share Routine TR2-3

- TE pg. 253
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 253-254
- Benchmark Vocabulary - needs
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155
- TE pg. 254
- *How a Seed Grows* pgs. 9-26
- Main Idea Graphic Organizer TR36

Resources:

Lesson 10 - WRITING: Informative/Explanatory Writing

Grade 1 Reading/Writing

- **Use periods** - Explain that periods are used to end telling sentences. Write sentences on board and scholars correct punctuation.

Set the Purpose:

- **Gather Information to Answer** - Tell scholars they will gather information from texts to answer questions.

Teach and Model:

- **Gather Information to Answer** - Display the two sources listed and discuss how they answer the question. Encourage scholars to always look for two sources to answer a question.

Prepare to Write:

- **Write Answers to a Question** - Scholars write an answer to a question using information from both texts. Use experiences, gather information, and use additional sources to answer "What do seeds look like?"

Independent Writing Practice:

- **Write** - Scholars write their answer to "What do seeds look like?" using information in both texts.

Climate Change connected to standard W.IW.1.2.

Write about what would happen to the apple seed, if you planted it in the North Pole (very cold place)? Use a science fact to support your answer.

Share Writing:

- Volunteers share their writing with the class. Practice asking other questions that can be answered using information from the text.

Learning Opportunities/Strategies:

Lesson 11 - READING: Ask and Answer Questions About Key Details

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Learners understand growth happens over time and that each part of an organism contributes to this process.
- **Explore Poetry** - Display and read *Zucchini*. Identify repetition and repeat poem as a chant.
- **Engage Scholars** - Scholars summarize information in *How a Seed Grows*. Share the Essential Questions: How do readers make connections between ideas and information? How do writers explain information to others?

- TE pg. 261

- TE pg. 258

- TE pg. 258
- *How a Seed Grows*

- TE pg. 259
- *How a Seed Grows*
- *The Life Cycle of an Apple Tree*, Text Collection pgs. 42-58

- TE pg. 260
- *How a Seed Grows*
- *The Life Cycle of an Apple Tree*, Text Collection pgs. 42-58
- Digital Options
- Paper

- TE pg. 260
- Student Writing

Resources:

Lesson 11 - READING: Ask and Answer Questions About Key Details

- TE pg. 262
- TE pg. 262
- *Zucchini*, Text Collection pgs. 62-63
- TE pg. 252
- *How a Seed Grows*

Grade 1 Reading/Writing

- **Read** - Follow the Shared Reading Routine to read aloud pg. 32 from *How a Seed Grows* focusing on key facts that are important to carry out an experiment.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What facts did you read in the experiment?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Ask and Answer Questions** - Display and complete with class the T-Chart to record answers to the questions.

Learning Opportunities/Strategies:

Lesson 11 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use Question Marks** - Sentences that ask questions end with question mark. Write sentences on board and have Scholars provide correct punctuation errors.

Set the Purpose:

- **Research Facts** - Explain that writers of informational texts do research on topics and use a variety of sources.

Teach and Model:

- **Research Facts** - Scholars think about the two texts to answer the guiding questions. Review the three steps to doing a research project. Display and discuss back cover of *How a Seed Grows*.

Prepare to Write:

- **Use Sources to Find Information** - Explain that the class will research the life cycle of a frog. Provide several sources and model how to research by asking and answering questions about the sources.

Independent Writing Practice:

- TE pg. 262
- *How a Seed Grows*
- Shared Reading Routine TR14-15

- TE pg. 262
- *How a Seed Grows*
- Think-Pair-Share Routine TR2-3

- TE pg. 263
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 263-264
- By-the-Way Words - cress, windowsill, boil
- Benchmark Vocabulary - best, conditions, worst
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155

- TE pg. 264
- *How a Seed Grows*, pg. 32
- T-Chart TR39

Resources:

Lesson 11 - WRITING: Informative/Explanatory Writing

- TE pg. 271

- TE pg. 268

- TE pg. 268
- *How a Seed Grows*
- *The Life Cycle of an Apple Tree*, Text Collection pgs. 42-58

- TE pg. 269
- Books and Articles About Life Cycle of a Frog

Grade 1 Reading/Writing

- **Write** - Scholars write notes from the class research that they will need for their informational piece about the life cycle of a frog.

Share Writing:

- Volunteers share their notes with the class. Discuss too many or too few notes.

Learning Opportunities/Strategies:

Lesson 12 - READING: Compare Two Texts on a Similar Topic

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Learners understand that living things grow over time and that each part of an organism contributes to this process.
- **Engage Scholars** - Scholars look through both texts and tell what they learned about seeds. Share the Essential Questions: How do readers make connections between ideas and information? How do writers explain information to others?
- **Read** - Follow the Shared Reading Routine to read pgs. 44-47 in *The Life...Tree* and pgs. 3-7 & 28-31 of *How a Seed Grows* focusing on how the texts are alike and different.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What did you read about in both texts?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare Texts** - Display and complete with class the T-Chart to compare and contrast how information on the same topic is presented in different ways.

Learning Opportunities/Strategies:

Lesson 12 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use Prepositions in Phrases** - Display and read aloud sentences to show prepositions in phrases.

- TE pg. 270
- Student Work
- Digital Options

- TE pg. 270
- Student Writing

Resources:

Lesson 12 - READING: Compare Two Texts on a Similar Topic

- TE pg. 272
- TE pg. 272
- *How a Seed Grows*
- *The Life Cycle of an Apple Tree*, Text Collection pgs. 42-58
- TE pg. 272
- *How a Seed Grows*
- *The Life...Tree*, Text Collection pgs. 42-58
- Shared Reading Routine TR14-15
- TE pg. 272
- *How a Seed Grows*
- *The Life...Tree*, Text Collection pgs. 42-58
- Think-Pair-Share Routine TR2-3
- TE pg. 273
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 273-274
- Benchmark Vocabulary - someday
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155
- TE pg. 274
- *How a Seed Grows*, pgs. 18-26
- *The Life...Tree*, Text Collection pgs. 56-57
- T-Chart Graphic Organizer TR39

Resources:

Lesson 12 - WRITING: Informative/Explanatory Writing

- TE pg. 281

Grade 1 Reading/Writing

Scholars write a sentence using a prepositional phrase.

Set the Purpose:

- **Write Steps in Order** - Writers of informational text include facts, details, and examples. Explain that scholars will add headings and illustration to their writing.

Teach and Model:

- **Write Steps in Order** - Display pgs. 49-50 in *The Life Cycle of an Apple Tree*. Discuss how the writer tells about the life cycle process in order.

Prepare to Write:

- **Writing About a Process** - Explain that scholars will use their notes from previous lesson to write an informational piece about the life cycle of a frog. Model writing the life cycle having Scholars contribute ideas as you write.

Independent Writing Practice:

- **Write** - Scholars use their notes to write about the life cycle of a frog making sure to write the process in order with a concluding sentence.

Share Writing:

- Scholars share their writing by reading the entire procedure.

Learning Opportunities/Strategies:

Performance-Based Assessment:

- **Informative/Explanatory Task: Write Steps in a Sequence** - Scholars will use the information and features found in *How a Seed Grows* and *The Life Cycle of an Apple Tree* to write their own book explaining how a seed grows.
- **Scholars will:**
 - introduce the topic: how a seed grows.
 - write three or more steps explaining how a seed becomes a plant.
 - supply facts about the topic.
 - use temporal words to show sequence.
 - provide a sense of closure.
 - draw pictures to illustrate each step.

Prepare:

- **Review** - Discuss Essential Questions: How do readers make connections between ideas and information? How do writers explain information to others? Read aloud the Performance-Based Assessment.

- TE pg. 278

- TE pg. 278
- *The Life...Tree*, Text Collection pgs. 49-50

- TE pg. 279
- Notes from Lesson 11
- Teacher Modeled Writing (Life Cycle)

- TE pg. 280
- Drawing/Writing Paper
- Digital Options

- TE pg. 280
- Student Writing
- Writing Keystone Checklist

Resources:

Performance-Based Assessment:

- TE pg. 282
- Student Reproducible pg. 286

- TE pg. 283
- Performance-Based Assessment

Grade 1 Reading/Writing

<ul style="list-style-type: none">● Revisit the Text - Remind scholars that the texts in this unit explain and illustrate the step-by-step sequence of how a seed becomes a plant. Explain that writers present and share information in different ways. Read excerpts from the two texts and discuss. Explain to scholars that they will write their own books that show the steps from seed to a plant and will share the information in their own way. <p>Learning Opportunities/Strategies:</p> <p>Performance-Based Assessment:</p> <p>Create: Scholars use diagrams on pgs. 18-26 of <i>How a Seed Grows</i> as a resource. Discuss how the steps are presented in the text. Scholars decide which steps are important to include in their step-by-step books. Scholars work independently as teacher circulates to assist as necessary.</p> <p>Score Writing: Use Informative Writing Rubric</p> <p>Present: Follow suggestions for scholars to share their writing with the class or in small groups.</p> <p>Reflect and Respond: For scholars receiving a score of 0, 1, or 2, follow If...then... suggestions to support them as they complete other Performance-Based Assessments.</p>	<ul style="list-style-type: none">● TE pg. 283● <i>The Life...Tree</i>, Text Collection pg. 46● <i>How a Seed Grows</i>, pgs. 28-29 <p>Resources:</p> <p>Performance-Based Assessment:</p> <ul style="list-style-type: none">● TE pg. 284● <i>How a Seed Grows</i>● <i>The Life Cycle of an Apple Tree</i>, Text Collection pgs. 42-58● Pencils, Paper● Digital Options <ul style="list-style-type: none">● TE pg. 287 Informative Writing Rubric <ul style="list-style-type: none">● TE pg. 288 <ul style="list-style-type: none">● TE pg. 289		
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
<p>High-Achieving Students</p> <p>Reader's & Writer's Journal</p> <ul style="list-style-type: none">● Prompts - Write in Response to Reading● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">● Guided Reading● Conference on Independent Reading● Reading Analysis Extension● Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none">● Games/Videos● Listen to Reading <p>Text Club Routines TR24-27</p>	<p>On Grade Level Students</p> <p>Reader's & Writer's Journal</p> <ul style="list-style-type: none">● Prompts - Write in Response to Reading● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">● Guided Reading● Conference on Independent Reading● Reading Analysis Extension● Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none">● Games/Videos● Listen to Reading <p>Text Club Routines TR24-27</p>	<p>Struggling Students</p> <p>Reader's & Writer's Journal</p> <ul style="list-style-type: none">● Prompts - Write in Response to Reading● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">● Guided Reading● Conference on Independent Reading● Reading Analysis Support● Sleuth● Foundational Skills● Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none">● Games/Videos● Listen to Reading	<p>Special Needs/ELL</p> <p>Reader's & Writer's Journal</p> <ul style="list-style-type: none">● Prompts - Write in Response to Reading● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">● Guided Reading● Conference on Independent Reading● Reading Analysis Support● Sleuth● Foundational Skills● Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none">● Games/Videos● Listen to Reading

Grade 1 Reading/Writing

Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Scaffolded Strategies Handbook: <ul style="list-style-type: none"> • Unlock the Text • Unlock the Writing • Performance-Based Assessment Lesson Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention	Scaffolded Strategies Handbook: <ul style="list-style-type: none"> • Unlock the Text • Unlock the Writing • Unlock Language Learning • Performance-Based Assessment Lesson Scaffolded Instruction - English Language Learners If...then...Quick Check ReadyUp! Intervention
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Unit Five: Observing the Messages of the Natural World - Module A

Stage 1: Desired Results

Standards & Indicators:

NJSLS Foundational Skills: Reading Language

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (**including those listed in RF.K.1**); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.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.
- **L.RF.1.2.A.** - Distinguish long from short vowel sounds in spoken single-syllable words.
- **L.RF.1.2.B.** - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **L.RF.1.2.C.** - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **L.RF.1.2.D.** - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.3.A.** - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- **L.RF.1.3.B.** - Decode regularly spelled one-syllable words.
- **L.RF.1.3.C.** - Know final -e and common vowel team conventions for representing long vowel sounds.
- **L.RF.1.3.D.** - Distinguish long and short vowels when reading regularly spelled one-syllable words
- **L.RF.1.3.E.** - Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound
- **L.RF.1.3.F.** - Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old)
- **L.RF.1.3.G.** - Recognize the parts of high-frequency words that are regular and the parts that are irregular
- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.1.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.1.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.1.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS Reading

- **RL.CR.1.1.** - Ask and answer questions about key details in a **literary** text.
- **RL.CI.1.2.** - Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** - Describe characters, settings, and major event(s) in a story, using key details.

Grade 1 Reading/Writing

- **RL.TS.1.4.** -With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- **RL.PP.1.5.** - Identify who is telling the story at various points in a text.
- **RL.MF.1.6.** - With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **RL.CT.1.8.** - Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- **RI.CR.1.1.** - Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RI.CI.1.2.** - Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RI.IT.1.3.** - Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- **RI.PP.1.5.** - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

NJSLS Foundational Skills: Writing Language

- **L.WF.1.1.** - Demonstrate command of the conventions of writing, (including those proficiencies listed in L.WF.K.1):
 - A. Write the upper and lowercase alphabets from memory.
 - B. Write a common grapheme (letter or letter group) for each phoneme.
 - C. Orally segment the phonemes in any single syllable, spoken word.
 - D. Recognize that each syllable is organized around a vowel sound.
- **L.WF.1.2.** - Demonstrate command of the conventions of encoding the spelling common, regular, single-syllable words, including those proficiencies listed in L.WF.K.2), with:
 - A. Short vowels and single consonants.
 - B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubles letters (off, will, mess).
 - C. Initial and final consonant blends (must, slab, plump).
- **L.WF.1.3** - Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3):
 - A. Write sentences with increasing complexity.
 - B. Supply the "who," "is doing," "what," in a subject-verb-object frame.
 - C. Capitalize the first word of a sentence, days of the week, months, names of people and proper names.
 - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - E. Use commas in dates and to separate single words in a series.
 - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
 - G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
 - H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because
- **L.VL.1.2.** - Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
 - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
 - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **L.VI.1.3.** - With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 - B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - C. 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).

Grade 1 Reading/Writing

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

NJSLS Writing

- **W.IW.1.2.** - With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
- **W.IW.1.2.A** - Introduce a topic.
- **W.IW.1.2.B** - Develop the topic with facts or other information and examples related to the topic.
- **W.IW.1.2.C** - Provide a conclusion.
- **W.WP.1.4.** - With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.1.4.A** - With prompts and support, identify audience and purpose before writing.
- **W.WP.1.4.B** - With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
- **W.WR.1.5** - With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
- **W.SE.1.6.** - With prompting and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
- **W.RW.1.7** - Engage in discussion, drawing, and writing in brief but regular writing tasks.

NJSLS Speaking and Listening

- **SL.PE.1.1.** - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.PE.1.1.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).
- **SL.PE.1.1.B.** - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **SL.PE.1.1.C** - Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3.** - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.PI.1.4.** - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS1.6.** - Produce complete sentences when appropriate to task and situation.

NJSLS Science

- **1-LS1-1.** - Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- **1-LS1-2.** - Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
- **1-LS3-1.** - Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
- **1-ESS1-1.** - Use observations of the sun, moon, and stars to describe patterns that can be predicted.
- **1-ESS1-2.** - Make observations at different times of year to relate that amount of daylight to the time of year.

NJSLS - Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school, and community.
- **9.1.2.CR.2** - List ways to give back, including making donations, volunteering, and starting a business.

Grade 1 Reading/Writing

- **9.1.2.PB.1** - Determine various ways to save and places in the local community that help people save and accumulate money over time.
- **9.1.2.PB.2** - Explain why an individual would choose to save money.
- **9.2.2.CAP.1** - Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CI.1** - Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2** - Demonstrate originality and inventiveness in work.
- **9.4.2.CT.1** - Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
- **9.4.2.GCA:1** - Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- **9.4.2.IML.1** - Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.TL.1** - Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.2** - Create a document using a word processing application.

Central Idea / Enduring Understanding:

- Readers understand that sensory details in literary texts can provide descriptions, and facts and details in informational texts can convey information.
- Writers understand that narratives texts include sequenced events and a conclusion.
- Learners understand that observations of the natural world can help us learn about humans.

Essential/Guiding Question:

How do readers use describing words and key details to understand text?

How can writers use temporal words to sequence narrative texts?

Content: (Module Goals)

- Readers will identify the describing words and phrases and key details in various texts.
- Writers will use time order to sequence events in a narrative.
- Learners will understand how to compare messages about the natural world from both literary and informational texts.

Text Complexity Measures - TR48 - TR54

The following measures and considerations create a three-part model to gauge the difficulty of a particular text.

- **Quantitative Measures**
 - Lexile
- **Qualitative Measures**
 - Literary/Informational Text
 - Text Structure
 - Language and Vocabulary
 - Theme and Knowledge Demands
- **Reader and Task Consideration**
 - Motivation, Knowledge, Experiences of Students
 - Difficulty of the Task or Questions Posed

Skills(Objectives):

Reading

- Story Elements
- Ask and Answer Questions
- Story Events
- Story Details
- Central Lesson
- Information in Text and Pictures
- Make Connections

Writing

- Word Choice
- Write About a Character
- Write to Retell a Story
- Write About Events in Order
- Plan a Narrative
- Plan and Write a Narrative
- Write an Ending to a Narrative
- Revise a Narrative
- Use Facts to Plan and Write a Narrative
- Temporal Phrases
- Use Temporal Words
- Provide a Sense of Closure
- Revise by Adding Details
- Revise by Focusing on a Topic
- Stories and Informational Texts
- Publish a Narrative

Grade 1 Reading/Writing

Stage 2: Assessment Evidence

Performance Task(s):

Performance-Based Assessment:

- **Narrative Task:** Write a Moon Story - Scholars will write a story that includes the moon as a central feature. It can be make-believe or realistic fiction. Encourage scholars to use *King Kafu and the Moon* and *Let's Visit the Moon* for ideas and inspiration.
- **Scholars will:**
 - write a clear beginning.
 - include at least three sequenced events.
 - use temporal words to signal event order.
 - incorporate sensory words to provide details.
 - provide a sense of closure.

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1 - READING: Identify Words and Details That Tell About Characters

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that narratives texts include sequenced events and a conclusion.
- **Engage Scholars** - Introduce *King Kafu and the Moon* and make predictions. Think about the Essential Questions: How do readers use describing words and key details to understand text? How do writers use temporal words to sequence narrative texts?
- **Read** - Follow Shared Reading Routine to read *King Kafu and the Moon* focusing on what the story is mainly about.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the characters and what they try to do.

Close Read:

Resources:

Lesson 1 - READING: Identify Words and Details That Tell About Characters

- TE pg. 12
- TE pg. 12
- *King Kafu and the Moon*
- TE pg. 12
- *King Kafu and the Moon*
- Shared Reading Routine TR14-15
- TE pg. 12
- *King Kafu and the Moon*
- Think-Pair-Share Routine TR2-3

Grade 1 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Word Choice** - Discuss sensory and feeling words. Using pgs. 4-7 in *King Kafu and the Moon*, complete Web A with class listing words and phrases to describe King Kafu.

Learning Opportunities/Strategies:

Lesson 1 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Imperative Sentences** - Explain that an imperative sentence gives a command. Display and read aloud sentences. Scholars supply additional examples.

Set the Purpose:

- **Use Details to Describe Characters** - Review narrative writing as stories that have characters, settings, and events.

Teach and Model:

- **Use Details to Describe Characters** - Explain that writers use text and illustrations to give details about characters. Discuss the details the author gives about the characters. Use models on pgs. 4-5 of text to point out additional details the author uses.

Prepare to Write:

- **Write About a Character** - Explain to scholars that they will write about the boy in *King Kafu and the Moon*. Identify details about the boy using pgs. 14-15. Continue with pgs. 16-24. Model drawing picture of character and writing sentences to tell about the boy and what he does.

Independent Writing Practice:

- **Independent Writing Practice** - Scholars picture walk through *King Kafu and the Moon* looking for details about King Kafu. Scholars draw a picture of King Kafu and write two-three sentences to tell about him.

Share Writing:

- TE pg. 13
- *King Kafu and the Moon*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 13-14
- By-the-Way Words -night-light, whimpered
- Benchmark Vocabulary - brave, secret, sparkly
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5
- TE pg. 14
- *King Kafu and the Moon* pgs. 4-7
- Web A Graphic Organizer TR44

Resources:

Lesson 1 - WRITING: Narrative Writing

- TE pg. 21
- TE pg. 18
- TE pg. 18
- *King Kafu and the Moon* pgs. 4-5
- TE pg. 19
- *King Kafu and the Moon*, pgs. 14-15, 16-24
- Teacher Modeled Writing (Sentences)
- TE pg. 20
- *King Kafu and the Moon*
- Drawing/Writing Paper
- Digital Options

Grade 1 Reading/Writing

- Scholars share their drawings and sentences. Scholars point out details in text that were included.

Learning Opportunities/Strategies:

Lesson 2 - Reading: Tell About Characters, Setting, and Events

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that narratives texts include sequenced events and a conclusion.
- **Engage Scholars** - Display cover of *King Kafu and the Moon* and identify details about the character and setting. Share the Essential Questions: How do readers use describing words and key details to understand text? How do writers use temporal words to sequence narrative texts?
- **Read** - Follow the Shared Reading Routine to read *King Kafu and the Moon* pgs. 4-7 focusing on story elements.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss when the story takes place and how can you tell.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Story Elements** - Review story elements. Complete with class the Three-Column Chart using pg. 4 of *King Kafu and the Moon*.

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Imperative Sentences** - Review imperative sentences. Write sentences and discuss. Scholars suggest sentences King Kafu might say.

Set the Purpose:

- TE pg. 20
- Student Drawing/Writing

Resources:

Lesson 2 - Reading: Tell About Characters, Setting and Events

- TE pg. 22
- TE pg. 22
- *King Kafu and the Moon*
- TE pg. 22
- *King Kafu and the Moon* pgs. 4-7
- Shared Reading Routine TR14-15
- TE pg. 22
- *King Kafu and the Moon* pgs. 4-7
- Think-Pair-Share Routine TR2-3

- TE pg. 23
- *King Kafu and the Moon* pgs. 4-7
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 23-24
- By-the-Way Words - switch
- Benchmark Vocabulary - bragged, peeping
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 24
- *King Kafu and the Moon* pgs. 4-7
- Three-Column Chart TR40

Resources

Lesson 2 - WRITING: Narrative Writing

- TE pg. 31

Grade 1 Reading/Writing

- **Tell the Beginning of a Story** - Remind scholars that a story has characters, setting, and events that happen in a sequential order.

Teach and Model:

- **Tell the Beginning of a Story** - Discuss the characters, setting, and events in *King Kafu and the Moon*. Use models on pgs. 4-6 to point out additional details.

Prepare to Write:

- **Write to Retell a Story** - Display and read pgs. 5-13 of *The Family Tree*. Discuss the characters, setting, and events. Model drawing a picture of what happens in the beginning of the story incorporating scholars' suggestions. Write sentences to retell the beginning.

Independent Writing Practice:

- **Write** - Scholars work with a partner to retell *King Kafu and the Moon* then work independently to draw a picture about the beginning of the story and write to tell what happens.

Share Writing:

- Scholars share their drawings and sentences with the class. Encourage adding additional details.

Learning Opportunities/Strategies:

Lesson 3 - READING: Ask & Answer Questions

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Learners understand that observations of the natural world can help us learn about humans.
- **Explore Poetry** - Display and read *Running Moon*. Identify words/phrase that suggest feelings or appeal to the senses.
- **Engage Scholars** - Display cover and have Scholars ask questions about title/illustrations. Share the Essential Questions: How do readers use describing words and key details to understand text? How do writers use temporal words to sequence narrative texts?
- **Read** - Follow the Shared Reading Routine to read pgs. 8-10 focusing on parts scholars have questions about or that they find confusing.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: What does King Kafu notice about the moon?

- TE pg. 28

- TE pg. 28
- *King Kafu and the Moon* pgs. 4-6

- TE pg. 29
- *The Family Tree*, Unit 4 Text Collection pgs. 5-13
- Teacher Modeled Writing (Sentences)

- TE pg. 30
- *King Kafu and the Moon*
- Digital Options
- Drawing/Writing Paper

- TE pg. 30
- Student Drawing/Writing

Resources:

Lesson 3 - READING: Ask & Answer Questions

- TE pg. 32
- TE pg. 32
- *Running Moon*, Text Collection pg. 60
- TE pg. 32
- *King Kafu and the Moon*
- TE pg. 32
- *King Kafu and the Moon* pgs. 8-10
- Shared Reading Routine TR14-15
- TE pg. 32
- *King Kafu and the Moon* pgs. 8-10
- Think-Pair-Share Routine TR2-3

Grade 1 Reading/Writing

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Ask and Answer Questions** - Complete T-Chart with class by drawing or writing questions and answers from pgs. 8-10.

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Declarative and Interrogative Sentences** - Review sentences and punctuation. Provide examples. Read sentences and Scholars identify type of sentence and punctuation.

Set the Purpose:

- **Use Temporal Words** - Review story elements and sequence of events.

Teach and Model:

- **Use Temporal Words** - Review pgs. 8-10 of *King Kafu and the Moon* and discuss time order words and phrases.

Prepare to Write:

- **Write About Events in Order** - Review retelling of beginning of *The Family Tree* in prior lesson. Display and read pgs. 14-19. Discuss and list time order words and phrases. Model writing sentences to retell events in this part of the story using time-order words and phrases.

Independent Writing Practice:

- **Write** - Scholars work with a partner to orally retell events on pgs. 8-10 of *King Kafu and the Moon*. Scholars write to retell events using at least two time order words or phrases.

Share Writing:

- Scholars share their sentences with the class.

- TE pg. 33
- *King Kafu and the Moon* pgs. 8-10
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 33-34
- By-the-Way Words - guard, villagers
- Benchmark Vocabulary - piece, disappearing, capture
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5
- TE pg. 34
- *King Kafu and the Moon* pgs. 8-10
- T-Chart Graphic Organizer TR39

Resources:

Lesson 3 - WRITING: Narrative Writing

- TE pg. 41
- TE pg. 38
- TE pg. 38
- *King Kafu and the Moon* pgs. 8-10
- TE pg. 39
- *The Family Tree*, Unit 4 Text Collection pgs. 14-19
- Teacher Modeled Writing (Sentences)
- TE pg. 40
- *King Kafu and the Moon* pgs. 8-10
- Digital Options
- TE pg. 40

Grade 1 Reading/Writing

Learning Opportunities/Strategies:

Lesson 4 - READING: Use Details to Tell About Story Events

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that narrative texts include sequenced events and a conclusion.
- **Engage Scholars** - Display cover and read title of text. Scholars predict main problem in story based on cover. Share the Essential Questions: How do readers use describing words and key details to understand text? How do writers use temporal words to sequence narrative texts?
- **Read** - Follow the Shared Reading Routine to read pgs. 11-14 in *King Kafu and the Moon* focusing on sequence of events.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: What happens in this part of the story?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Story Events** - Display pg. 11 of *King Kafu and the Moon* identifying the problem and solution on the page. Complete T-Chart with class.

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Imperative and Exclamatory Sentences** - Review types of sentences and punctuation. Provide examples. Read sentences and Scholars identify type of sentence and punctuation.

Set the Purpose:

- **Introduce Narrative Writing** - Review that a narrative tells a story and has certain elements such as characters, a setting, and a sequence of events.

Teach and Model:

Resources:

Lesson 4 - READING: Use Details to Tell About Story Events

- TE pg. 42
- TE pg. 42
- *King Kafu and the Moon*
- TE pg. 42
- *King Kafu and the Moon* pgs. 11-14
- Shared Reading Routine TR14-15
- TE pg. 42
- *King Kafu and the Moon* pgs. 11-14
- Think-Pair-Share Routine TR2-3
- TE pg. 43
- *King Kafu and the Moon* pgs. 11-14
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pg. 44
- Benchmark Vocabulary - announcement, confused, reward
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5
- TE pg. 44
- *King Kafu and the Moon* pgs. 11
- T-Chart Graphic Organizer TR39

Resources:

Lesson 4 - WRITING: Narrative Writing

- TE pg. 51
- TE pg. 48

Grade 1 Reading/Writing

- **Introduce Narrative Writing** - Discuss story elements of *King Kafu and the Moon* using the guiding questions. Read excerpts from pgs. 12-13 to help Scholars notice details about story elements.

Prepare to Write:

- **Plan a Narrative** - Tell scholars that you will work together to plan a fairy tale about the moon. Brainstorm with scholars using guiding questions to plan for the characters, setting, and events. Create three separate lists. Write a broad description of events.

Independent Writing Practice:

- **Write** - Scholars plan their own fairy tale about the moon. Scholars choose two characters, a setting, and a role for the moon.

Share Writing:

- Volunteers share their plan with the class. Encourage them to add more details to what they have written.

Learning Opportunities/Strategies:

Lesson 5 - READING: Use Illustrations and Details to Tell About a Story

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that sensory details in literary texts can provide descriptions, and facts and details in informational texts can convey information.
- **Engage Scholars** - Look at illustrations pgs. 15-19 of *King Kafu and the Moon* and discuss characters. Review Essential Questions: How do readers use describing words and key details to understand text? How do writers use temporal words to sequence narrative texts?
- **Read** - Follow the Shared Reading Routine to read pgs. 15-19 of *King Kafu and the Moon* focusing on details about the characters, setting, and events.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: What happens in this part of the story?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 48
- *King Kafu and the Moon* pgs. 12-13

- TE pg. 49
- Chart Paper

- TE pg. 50
- Drawing/Writing Paper
- Digital Options

- TE pg. 50
- Student Writing

Resources:

Lesson 5 - READING: Use Illustrations and Details to Tell About a Story

- TE pg. 52

- TE pg. 52
- *King Kafu and the Moon*

- TE pg. 52
- *King Kafu and the Moon* pgs. 15-19
- Shared Reading Routine TR14-15

- TE pg. 52
- *King Kafu and the Moon* pgs. 15-19
- Think-Pair-Share Routine TR2-3

- TE pg. 53
- *King Kafu and the Moon* pgs. 15-19
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

Grade 1 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Story Details** - With scholars, use pg. 15 to complete T-Chart with details in the words and in the illustrations about the characters, setting, and events.

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Singular Possessive Nouns** - Display and read aloud sentences to show possessive nouns. Scholars provide additional examples.

Set the Purpose:

- **Tell a Sequence of Events** - Remind scholars that the plot of a story is a sequence of events that happen in the beginning, middle, and end of the story.

Teach and Model:

- **Tell a Sequence of Events** - Using guiding questions, discuss main plot and details in *King Kafu and the Moon*. Provide excerpts from pgs. 15 and 18 to discuss specific details.

Prepare to Write:

- **Plan and Write a Narrative** - Explain that you will continue planning your fairy tale. Review story plan you began in Lesson 4. Write suggested ideas on board and discuss. Model writing about the first story event.

Independent Writing Practice:

- **Write** - Scholars review their plan from Lesson 4. Scholars write their fairy tale introducing characters and setting including three or more sequenced events.

Share Writing:

- Volunteers share their stories with the class. Encourage scholars to tell additional details.

Learning Opportunities/Strategies:

Lesson 6 - READING: Understand the Lesson of a Story

- TE pgs. 53-54
- By-the-Way Words - butterfly nets
- Benchmark Vocabulary - searched, hiding
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 54
- *King Kafu and the Moon* pgs. 15
- T-Chart Graphic Organizer TR39

Resources:

Lesson 5 - WRITING: Narrative Writing

- TE pg. 61

- TE pg. 58

- TE pg. 58
- *King Kafu and the Moon* pgs. 15, 18

- TE pg. 59
- Story Plan from Lesson 4
- Teacher Modeled Writing (Fairy Tale)

- TE pg. 60
- Plan from Lesson 4
- Digital Options

- TE pg. 60
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 6 - READING: Understand the Lesson of a Story

Grade 1 Reading/Writing

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Learners understand that observations of the natural world can help us learn about humans.
- **Engage Scholars** - Take a picture walk through the text discussing the main events and what the story is about. Share the Essential Questions: How do readers use describing words and key details to understand text? How do writers use temporal words to sequence narrative texts?
- **Read** - Follow the Shared Reading Routine to read pgs. 20-24 of *King Kafu and the Moon*. Focus on details that help scholars understand what the characters learn.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: Why is part of the moon bright? Why is part of the moon dark?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Central Lesson** - Model locating key details on pg. 20 of *King Kafu and the Moon* to figure out the lesson of the story using the Main Idea graphic organizer.

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Plural Possessive Nouns** - Review singular possessive nouns. Display sentences and discuss plural possessive nouns. Explain that an apostrophe is often added to the end of the noun. Provide additional examples.

Set the Purpose:

- **Provide a Sense of Closure** - Explain that a narrative has a beginning, middle, and end. Discuss that a conclusion wraps up the story and gives a sense of closure.

Teach and Model:

- TE pg. 62

- TE pg. 62
- *King Kafu and the Moon*

- TE pg. 62
- *King Kafu and the Moon* pgs. 20-24
- Shared Reading Routine TR14-15

- TE pg. 62
- *King Kafu and the Moon* pgs. 20-24
- Think-Pair-Share Routine TR2-3

- TE pg. 63
- *King Kafu and the Moon* pgs. 20-24
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 63-64
- Benchmark Vocabulary - dizzy, festival
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 64
- *King Kafu and the Moon* pgs. 20
- Main Idea Graphic Organizer TR36

Resources:

Lesson 6 - WRITING: Narrative Writing

- TE pg. 71

- TE pg. 68

Grade 1 Reading/Writing

- **Provide a Sense of Closure** - Use the guiding questions to discuss the ending of *King Kafu and the Moon* pgs. 20-24. Provide excerpts from pgs. 22-24 and discuss how the writer ended the story.

Prepare to Write:

- **Write an Ending to a Narrative** - Review your fairy tale from Lesson 5 and brainstorm ideas for an ending. Discuss wrapping up the story in an interesting way that will satisfy the reader. Work with scholars to model writing an ending for the fairy tale.

Independent Writing Practice:

- **Write** - Scholars review their fairy tale and plan an ending. Scholars write their ending to their fairy tale about the moon.

Share Writing:

- Scholars share their story with the class. Discuss the most memorable endings.

Learning Opportunities/Strategies:

Lesson 7 - READING: Use Words and Details from a Story

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand that sensory details in literary texts can provide descriptions, and facts and details in informational texts can convey information.
- **Engage Scholars** - Display illustrations on pgs. 4-10 of *King Kafu and the Moon* and have scholars use interesting words and phrases to tell what they see. Share the Essential Questions: How do readers use describing words and key details to understand text? How do writers use temporal words to sequence narrative texts?
- **Read** - Follow the Shared Reading Routine to read pgs. 4-10, 24 of *King Kafu and the Moon* focusing on interesting words and phrases the author uses.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss what happens in the first chapter and how the story ends.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 68
- *King Kafu and the Moon* pgs. 20-24

- TE pg. 69
- Fairy Tale from Lesson 5
- Teacher Modeled Writing (Fairy Tale)

- TE pg. 70
- Fairy Tale from Lesson 5
- Digital Options

- TE pg. 70
- Student Writing

Resources:

Lesson 7 - READING: Use Words and Details from a Story

- TE pg. 72

- TE pg. 72
- *King Kafu and the Moon* pgs. 4-10

- TE pg. 72
- *King Kafu and the Moon* pgs. 4-10, 24
- Shared Reading Routine TR14-15

- TE pg. 72
- *King Kafu and the Moon* pgs. 20-24
- Think-Pair-Share Routine TR2-3

- TE pg. 73
- *King Kafu and the Moon* pgs. 20-24
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

Grade 1 Reading/Writing

- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Word Choice** - Guide scholars to discuss interesting words and phrases from the text.

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Possessive Nouns** - Display sentences and discuss possessive nouns. Scholars identify noun that shows ownership.

Set the Purpose:

- **Add Sensory Details** - Review elements of a narrative: characters, setting, and sequence of events. Remind scholars that writers include details to tell more about these elements.

Teach and Model:

- **Add Sensory Details** - Explain that writers add details to help readers understand how a character, a setting, or an event looks, feels, sounds, smells, or tastes. Provide excerpts from pgs. 5 and 7 of *King Kafu and the Moon* to discuss the sensory details.

Prepare to Write:

- **Revise a Narrative** - Review the class fairy tale from Lessons 5 and 6. Explain that you will add sensory details to your story. Circle words, phrases, and sentences where details are needed. Work with scholars to create a list of sensory words. Rewrite story with sensory details.

Independent Writing Practice:

- **Write** - Scholars review their fairy tale and identify where they can add sensory details by circling words, phrases, and sentences. Scholars rewrite their stories adding sensory details.

Share Writing:

- Scholars share their stories with the class and show the new details identifying the sense it appeals to.

Learning Opportunities/Strategies:

Lesson 8 - READING: Ask and Answer Questions About Key Details

- TE pg. 74
- Benchmark Vocabulary - afraid, bright
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 74
- *King Kafu and the Moon* pgs. 20-24

Resources:

Lesson 7 - WRITING: Narrative Writing

- TE pg. 81

- TE pg. 78

- TE pg. 78
- *King Kafu and the Moon*, pgs. 5, 7

- TE pg. 79
- Fairy Tale from Lessons 5 and 6
- Teacher Modeled Writing (Adding Sensory Details)

- TE pg. 80
- Fairy Tale from Lessons 5 and 6
- Drawing/Writing Paper
- Digital Options

- TE pg. 80
- Student Writing/Drawing
- Writing Keystone Checklist

Resources:

Lesson 8 - READING: Ask and Answer Questions About Key Details

Grade 1 Reading/Writing

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand that sensory details in literary texts can provide descriptions, and facts and details in informational texts can convey information.
- **Engage Scholars** - Introduce *Let's Visit the Moon*. Scholars look at photo and discuss what they know about the moon. Share the Essential Questions: How do readers use describing words and key details to understand text? How do writers use temporal words to sequence narrative texts?
- **Read** - Follow the Shared Reading Routine to read *Let's Visit the Moon* focusing on what the text is mainly about.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: What did some people believe about the moon?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Ask and Answer Questions** - Complete T-Chart with class by modeling asking and answering questions about the text.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Expand Sentences** - Review types of sentences and discuss adding details. Display sentences and have scholars suggest additional details.

Set the Purpose:

- **Writing Process: Plan and Draft** - Remind scholars that narratives tell a story. Stories have characters, settings, and events that happen in the beginning, middle, and end of the story. Discuss difference between realistic and fantasy stories.

Teach and Model:

- TE pg. 82
- TE pg. 82
- *Let's Visit the Moon*, Text Collection pgs. 4-5
- TE pg. 82
- *Let's Visit the Moon*, Text Collection pgs. 4-11
- Shared Reading Routine TR14-15
- TE pg. 82
- *Let's Visit the Moon*, Text Collection pgs. 4-11
- Think-Pair-Share Routine TR2-3

- TE pg. 83
- *Let's Visit the Moon*, Text Collection pgs. 4-11
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 83-84
- By-the-Way Words - moon, sun, star
- Benchmark Vocabulary - glows
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 2-5
- TE pg. 84
- *Let's Visit the Moon*, Text Collection pgs. 4-11
- T-Chart Graphic Organizer TR39

Resources:

Lesson 8 - WRITING: Narrative Writing

- TE pg. 91
- TE pg. 88

Grade 1 Reading/Writing

- **Writing Process: Plan and Draft** - Review the texts to explain that fiction sometimes includes real scientific facts about a topic. Read aloud story TE pg. 88 and discuss using guiding question. Display student model and discuss.

Prepare to Write:

- **Use Facts to Plan and Write a Narrative** - Tell scholars you will write a new story. Review pgs. 6-11 in *Let's Visit the Moon* to identify facts about the moon and list on board. Model planning the story and work with scholars to write the beginning of a realistic fiction about a trip to the moon.

Independent Writing Practice:

- **Write** - Scholars plan their own story about a trip to the moon. Scholars choose one fact from the list and write the beginning of their story.

Share Writing:

- Volunteers share their beginnings and the fact they will include in their story. Discuss which stories are realistic and which are fantasy.

Learning Opportunities/Strategies:

Lesson 9 - READING: Make Connections Using Time-Order Phrases

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Writers understand that narrative texts include sequenced events and a conclusion.
- **Explore Poetry** - Display and read aloud *Sleeping Outdoors*. Point out rhyming pairs.
- **Engage Scholars** - Display pictures on pgs. 12-17 and scholars predict what they will learn in this part of text. Share the Essential Questions: How do readers use describing words and key details to understand text? How do writers use temporal words to sequence narrative texts?
- **Read** - Follow the Shared Reading Routine to read aloud pgs. 12-17 of *Let's Visit the Moon* focusing on details about telescopes.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss tools scientists use to look at the moon and what it helps them see.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 88
- *Let's Visit the Moon*
- *King Kafu and the Moon*
- Student Model

- TE pg. 89
- *Let's Visit the Moon*, Text Collection pgs. 6-11
- Teacher Modeled Writing

- TE pg. 90
- Digital Options

- TE pg. 90
- Student Writing

Resources:

Lesson 9 - READING: Make Connections Using Time-Order Phrases

- TE pg. 92
- *Sleeping Outdoors*, Text Collection pg. 61
- TE pg. 92
- *Let's Visit the Moon*, Text Collection pgs. 12-17
- TE pg. 92
- *Let's Visit the Moon*, Text Collection pgs. 12-17
- Shared Reading Routine TR14-15
- TE pg. 92
- *Let's Visit the Moon*, Text Collection pgs. 12-17
- Think-Pair-Share Routine TR2-3
- TE pg. 93
- *Let's Visit the Moon*, Text Collection pgs. 12-17
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

Grade 1 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Temporal Phrases** - With scholars, identify time order words and phrases in *Let's Visit the Moon*.

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Narrative Writing

Set the Purpose:

- **Writing Process: Draft** - Remind scholars that a narrative is a story that has a topic. It has characters, settings, and events that occur at the beginning, middle, and end.

Teach and Model:

- **Writing Process: Draft** - Discuss time-order words. Review events on pages 12-14 in *Let's Visit the Moon* using time-order words as you discuss. Read excerpts and discuss.

Prepare to Write:

- **Use Temporal Words** - Explain that you will continue writing your story about a trip to the moon. Review plan and story beginning from Lesson 8. Share story ideas and list on board. Choose two events from the list and model writing about the first event using time-order words and phrases.

Independent Writing Practice:

- **Write** - Scholars review their plan and story beginning from Lesson 8. Scholars add to the story beginning including at least two events using time-order words and the moon fact they chose in Lesson 8.

Share Writing:

- Volunteers share their story events. Class identifies time-order words and phrases.

Learning Opportunities/Strategies:

Lesson 10 - READING: Identify Information in Pictures and Words

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand that sensory details in literary texts can provide descriptions, and

- TE pgs. 93-94
- By-the-Way Words - scientists, telescope, meteors
- Benchmark Vocabulary - closer, valleys
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 94
- *Let's Visit the Moon*, Text Collection pgs. 12-17

Resources:

Lesson 9 - WRITING: Narrative Writing

- TE pg. 98

- TE pg. 98
- *Let's Visit the Moon*, Text Collection pgs. 10-14

- TE pg. 99
- Story from Lesson 8
- Teacher Modeled Writing (Class Story)

- TE pg. 100
- Story and Moon Fact from Lesson 8
- Digital Options

- TE pg. 100
- Student Writing

Resources:

Lesson 10 - READING: Identify Information in Pictures and Words

- TE pg. 102

Grade 1 Reading/Writing

facts and details in informational text can convey information.

- **Engage Scholars** - Display diagrams on pgs. 18-19 & 22-23 of *Let's Visit the Moon* and discuss. Share the Essential Questions: How do readers use describing words and key details to understand text? How do writers use temporal words to sequence narrative texts?
- **Read** - Follow the Shared Reading Routine to read pgs. 18-24 of *Let's Visit the Moon* focusing on key details and pictures that tell about the moon.
- **Turn and Talk** - Follow the Whole Class Discussion Routine to discuss the questions: How big is the moon? How big is Earth?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Information in Text & Pictures** - Display T-Chart and model with class by entering information learned from the text and pictures.

Learning Opportunities/Strategies:

Lesson 10 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Use Affixes as a Clue to the Meaning of a Word** - Display sentences and discuss word ending. Write words with -er on the board and have scholars use in a sentence.

Set the Purpose:

- **Writing Process: Draft** - Remind scholars that a narrative is a story that has characters, setting, and events. Review that the ending is called a conclusion.

Teach and Model:

- **Writing Process: Draft** - Explain that a conclusion wraps up a story. Read aloud the ending of a familiar fairy tale and discuss. Review ending of *King Kafu and the Moon*. Use excerpts from pgs. 22-24 to discuss the problem and conclusion.

- TE pg. 102
- *Let's Visit the Moon*, Text Collection pgs. 18-19, 22-23

- TE pg. 102
- *Let's Visit the Moon*, Text Collection pgs. 18-24
- Shared Reading Routine TR14-15

- TE pg. 102
- *Let's Visit the Moon*, Text Collection pgs. 18-24
- Whole Class Discussion Routine TR4-5

- TE pg. 103
- *Let's Visit the Moon*, Text Collection pgs. 18-24
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pg. 104
- Benchmark Vocabulary - widen, protest
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 104
- *Let's Visit the Moon*, Text Collection pgs. 18-23
- T-Chart Graphic Organizer TR39

Resources:

Lesson 10 - WRITING: Narrative Writing

- TE pg. 111

- TE pg. 108

- TE pg. 108
- *King Kafu and the Moon*, pgs. 22-24

Grade 1 Reading/Writing

Prepare to Write:

- **Provide a Sense of Closure** - Review the class story from Lesson 8 & 9. Brainstorm an ending for the story. Write suggestions on board and model writing an interesting ending.

Independent Writing Practice:

- **Write** - Scholars write an ending to their story. Remind scholars that the ending should wrap up the action, tell how things turn out for the characters, and satisfy the readers.

Share Writing:

- Volunteers share their stories with the class while class listens and asks questions or gives suggestions about the ending.

Learning Opportunities/Strategies:

Lesson 11 - READING: Ask and Answer Questions About Key Details

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand that sensory details in literary texts can provide descriptions, and facts and details in informational text can convey information.
- **Engage Scholars** - Display pictures pgs. 25-31. Have scholars ask a question about the picture and how they might find the answer. Share the Essential Questions: How do readers use describing words and key details to understand text? How do writers use temporal words to sequence narrative texts?
- **Read** - Follow the Shared Reading Routine to read *Let's Visit the Moon*. Scholars note parts of the text that are confusing or they have questions about.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What did astronauts do while there were on the moon?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words.

- TE pg. 109
- Class Story from Lesson 8 & 9
- Teacher Modeled Writing (Ending for Class Story)

- TE pg. 110
- Story from Lesson 9
- Student Writing
- Digital Options

- TE pg. 110
- Student Writing

Resources:

Lesson 11 - READING: Ask and Answer Questions About Key Details

- TE pg. 112
- TE pg. 112
- *Let's Visit the Moon*, Text Collection pgs. 25-31
- TE pg. 112
- *Let's Visit the Moon*, Text Collection pgs. 25-31
- Shared Reading Routine TR14-15
- TE pg. 112
- *Let's Visit the Moon*, Text Collection pgs. 25-31
- Think-Pair-Share Routine TR2-3
- TE pg. 113
- *Let's Visit the Moon*, Text Collection pgs. 25-31
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 103-104
- By-the-Way Words - spacecraft, billion
- Benchmark Vocabulary - crescent, astronauts

Grade 1 Reading/Writing

Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Ask and Answer Questions** - Using the T-Chart, model with class by asking and answering questions about the illustration on pg. 25.

Learning Opportunities/Strategies:

Lesson 11 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Capitalize Dates and Use Commas** - Display and read aloud sentence to show months and days begin with a capital letter. Discuss location of commas. Provide additional examples.

Set the Purpose:

- **Writing Process: Revise** - Review concept of narrative writing. Explain that writers include details in their writing.

Teach and Model:

- **Writing Process: Revise** - Explain that writers reread their first draft and think about ways to make it better. Writers add details, interesting words, phrases, ask questions, etc. Use the guiding questions as scholars review their writing. Use models from pgs. 26 & 29 of *Let's Visit the Moon* and discuss details author used.

Prepare to Write:

- **Revise by Adding Details** - Review class story, brainstorm additional details, and list on board. Scholars choose details to add. Model revising and rewriting class story. Read aloud and discuss how details improve the writing.

Independent Writing Practice:

- **Write** - Work with scholars to brainstorm details about the moon using guiding questions. Scholars revise and rewrite their story about a trip to the moon.

Share Writing:

- Discuss the progress the class is making. Have volunteers share details they chose to add to their story.

Learning Opportunities/Strategies:

Lesson 12 - READING: Compare and Contrast Characters

- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 114
- *Let's Visit the Moon*, Text Collection pgs. 25
- T-Chart Graphic Organizer TR39

Resources:

Lesson 11 - WRITING: Narrative Writing

- TE pg. 121

- TE pg. 118

- TE pg. 118
- *Let's Visit the Moon*, Text Collection pgs. 26, 29

- TE pg. 119
- Teacher Modeled Writing (Story from Lesson 10)

- TE pg. 120
- Student Writing from Lesson 10
- Digital Options

- TE pg. 120
- Student Writing

Resources:

Lesson 12 - READING: Compare and Contrast Characters

Grade 1 Reading/Writing

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that observations of the natural world can help us learn about humans.
- **Engage Scholars** - Display both covers to discuss how the illustration and photographs are alike. Essential Questions: How do readers use describing words and key details to understand text? How do writers use temporal words to sequence narrative texts?
- **Read** - Follow the Shared Reading Routine to read pgs. 8-10 of *King Kafu and the Moon* and pgs. 24-27 of *Let's Visit the Moon* focusing on what was learned about the moon in each.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: How can the moon look?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational and Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Make Connections** - Explain to scholars that using information learned from one text can help readers understand another text. Use facts from pgs. 25-27 in *Let's...Moon* to discuss information on pgs. 8-9 in *King Kafu...Moon*.

Learning Opportunities/Strategies:

Lesson 12 - WRITING: Narrative Writing

Set the Purpose:

- **Writing Process: Revise** - Remind scholars that narratives are stories with characters, setting, and events that happen in the beginning, middle, and end. Explain that narratives have a topic.

Teach and Model:

- **Writing Process: Revise** - Explain that the topic is what the story is about and that writers make sure their story focuses on the topic. Use excerpts from

- TE pg. 122
- TE pg. 122
- *King Kafu and the Moon*
- *Let's Visit the Moon*, Text Collection pgs. 4-5
- TE pg. 122
- *King Kafu and the Moon*, pgs. 8-10
- *Let's Visit the Moon*, Text Collection pgs. 24-27
- Shared Reading Routine TR14-15
- TE pg. 122
- *King Kafu and the Moon*, pgs. 8-10
- *Let's Visit the Moon*, Text Collection pgs. 24-27
- Think-Pair-Share Routine TR2-3
- TE pg. 123
- *King Kafu and the Moon*, pgs. 8-10
- *Let's Visit the Moon*, Text Collection pgs. 24-27
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pg. 124
- Benchmark Vocabulary - disappearing, crescent
- Benchmark Vocabulary Routine for Informational and Literary Text TR24-31
- Generative Vocabulary Chart TE pgs. 2-5
- TE pg. 124
- *King Kafu and the Moon*, pgs. 8-9
- *Let's Visit the Moon*, Text Collection pgs. 25-27

Resources:

Lesson 12 - WRITING: Narrative Writing

- TE pg. 131
- TE pg. 128
- *King Kafu and the Moon*, pgs. 8, 10

Grade 1 Reading/Writing

pgs. 8 & 10 of *King Kafu and the Moon* to show how the writer stays on topic.

Prepare to Write:

- **Revise by Focusing on a Topic** - Remind scholars that you wrote a story, added details, and will now make sure it tells about one topic. Review the story by rereading and having scholars identify sentences that are not about the topic of a trip to the moon. Delete any details that are not on topic and rewrite the story.

Independent Writing Practice:

- **Write** - Scholars review their stories to make sure it stays on the topic of visiting the moon. Using the checklist, scholars revise their stories.

Share Writing:

- Scholars share the changes they made to their stories. Discuss ideas scholars have about focusing on a topic.

Learning Opportunities/Strategies:

Lesson 13 - READING: Tell About Stories and Informational Texts

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand that sensory details in literary texts can provide descriptions, and facts and details in informational text can convey information.
- **Engage Scholars** - Review both texts to discuss text features. Share the Essential Questions: How do readers use describing words and key details to understand text? How do writers use temporal words to sequence narrative texts?
- **Read** - Follow the Shared Reading Routine to read pgs. 3-7, 14-15, and 24 of *King Kafu and the Moon* and pgs. 6-9 and 25-47 of *Let's Visit the Moon*. Focus on how the two texts are similar and different.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: How are the story and informational text alike?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking Scholars to support their answers with evidence.

- TE pg. 129
- Story from Lesson 11
- Teacher Modeled Writing

- TE pg. 130
- Story from Lesson 11
- Digital Options
- Reader's and Writer's Journal Checklist pg. 333

- TE pg. 130
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 13 - READING: Tell About Stories and Informational Texts

- TE pg. 132

- TE pg. 132
- *King Kafu and the Moon*
- *Let's Visit the Moon*, Text Collection pgs. 4-31

- TE pg. 132
- *King Kafu and the Moon*
- *Let's Visit the Moon*, Text Collection pgs. 4-31
- Shared Reading Routine TR14-15

- TE pg. 132
- *King Kafu and the Moon*
- *Let's Visit the Moon*, Text Collection pgs. 4-31
- Think-Pair-Share Routine TR2-3

- TE pg. 133
- *King Kafu and the Moon*
- *Let's Visit the Moon*, Text Collection pgs. 4-31
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

Grade 1 Reading/Writing

- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational and Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Stories and Informational Text** - Complete T-Chart with class to record how the two texts are different.

Learning Opportunities/Strategies:

Lesson 13 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Use Adjectives** - Define adjectives. Display and discuss sentences. Scholars use adjectives to describe things in the classroom.

Set the Purpose:

- **Writing Process: Publish** - Tell scholars that writers publish stories when they are finished writing. Discuss multiple ways to publish.

Teach and Model:

- **Writing Process: Publish** - Discuss the steps writers go through to publish a story. Display cover of *King Kafu and the Moon* and discuss title, author, illustrator, etc. Display illustrations and discuss how they help the writer tell the story.

Prepare to Write:

- **Publish a Narrative** - Discuss publishing a class collection of stories about the moon. Scholars suggest possible titles. Work with scholars to create a cover and table of contents.

Independent Writing Practice:

- **Write** - Scholars review their fairy tale and moon stories to decide which to include in class collection and provide final copy. Work as a class to collect, put in order according to table of contents, add titles, cover, and bind collection.

Share Writing:

- Share finished collection with the class and place in class library.

- TE pg. 134
- Benchmark Vocabulary - celebrating
- Benchmark Vocabulary Routine for Informational and Literary Text TR24-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 134
- *King Kafu and the Moon*
- *Let's Visit the Moon*, Text Collection pgs. 4-31
- T-Chart Graphic Organizer TR39

Resources:

Lesson 13 - WRITING: Narrative Writing

- TE pg. 141

- TE pg. 138

- TE pg. 138
- *King Kafu and the Moon*

- TE pg. 139
- Teacher Modeled Writing
- Drawing Paper

- TE pg. 140
- Fairy Tale and Trip to the Moon Stories
- Writing/Drawing Paper
- Digital Options

- TE pg. 140
- Class Collection of Stories

Grade 1 Reading/Writing

Learning Opportunities/Strategies:

Performance-Based Assessment:

- **Narrative Task: Write a Moon Story** - Scholars will write a story that includes the moon as a central feature. It can be make-believe or realistic fiction. Encourage scholars to use *King Kafu and the Moon* and *Let's Visit the Moon* for ideas and inspiration.
- **Scholars will:**
 - write a clear beginning.
 - include at least three sequenced events.
 - use temporal words to signal event order.
 - incorporate sensory words to provide details.
 - provide a sense of closure.

Prepare:

- **Review** - Discuss Essential Questions: How do readers use describing words and key details to understand text? How do writers use temporal words to sequence narrative texts? Read aloud the Performance-Based Assessment.
- **Revisit the Text** - Remind scholars that the author of *King Kafu and the Moon* writes a clear beginning, uses interesting words, and incorporates temporal words. Share excerpt pgs. 4, 7. Discuss how the beginning is clear as it tells the setting and introduces the main characters. Point out the sensory language and temporal words. Remind scholars that their stories have to include the moon and can be either make-believe or realistic fiction.

Learning Opportunities/Strategies:

Performance-Based Assessment:

Create: Have a whole-class discussion about the genre and plot for the stories. Use Story Sequence B graphic organizer to discuss story elements to include in their writing. Provide copies of graphic organizer for scholars to plan their stories about the moon. Scholars work independently to write their stories while teacher circulates to assist if necessary.

Score Writing: Use Narrative Writing Rubric

Reflect and Respond: For scholars receiving a score of 0, 1, or 2, follow If...then... suggestions to support them as they complete other Performance-Based Assessments.

Present: Follow suggestions for scholars to share their writing with the class or in small groups.

Resources:

Performance-Based Assessment:

- TE pg. 142
- Student Reproducible pg. 146

- TE pg. 143
- Performance-Based Assessment

- TE pg. 143
- *King Kafu and the Moon*, pgs. 4, 7

Resources:

Performance-Based Assessment:

- TE pg. 144
- Story Sequence B Graphic Organizer TR38
- Writing Paper
- Pencils
- *King Kafu and the Moon*
- *Let's Visit the Moon*, Text Collection 4-31
- Digital Options

- TE pg. 147 Narrative Writing Rubric

- TE pg. 149

- TE pg. 148
- Digital Option

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

Grade 1 Reading/Writing

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Extension Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Extension Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Support Sleuth Foundational Skills Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> Unlock the Text Unlock the Writing Performance-Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Support Sleuth Foundational Skills Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> Unlock the Text Unlock the Writing Unlock Language Learning Performance-Based Assessment Lesson <p>Scaffolded Instruction - English Language Learners If...then...Quick Check</p> <p>ReadyUp! Intervention</p>

Unit Five: Observing the Messages of the Natural World - Module B

Stage 1: Desired Results

Standards & Indicators:

NJSLS Foundational Skills: Reading Language

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (**including those listed in RF.K.1**); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.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.
- **L.RF.1.2.A.** - Distinguish long from short vowel sounds in spoken single-syllable words.
- **L.RF.1.2.B.** - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

Grade 1 Reading/Writing

- **L.RF.1.2.C.** - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **L.RF.1.2.D.** - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.3.A.** - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- **L.RF.1.3.B.** - Decode regularly spelled one-syllable words.
- **L.RF.1.3.C.** - Know final -e and common vowel team conventions for representing long vowel sounds.
- **L.RF.1.3.D.** - Distinguish long and short vowels when reading regularly spelled one-syllable words
- **L.RF.1.3.E.** - Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound
- **L.RF.1.3.F.** - Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old)
- **L.RF.1.3.G.** - Recognize the parts of high-frequency words that are regular and the parts that are irregular
- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.1.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.1.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.1.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS Reading

- **RL.TS.1.4.** -With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- **RI.CR.1.1.** - Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RI.CI.1.2.** - Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RI.IT.1.3.** - Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- **RI.TS.1.4.** - With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- **RI.PP.1.5.** - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RI.MF.1.6.** - With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas
- **RI.AA.1.7.** - Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
- **RI.CT.1.8.** - Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

NJSLS Foundational Skills: Writing Language

- **L.WF.1.1.** - Demonstrate command of the conventions of writing, (including those proficiencies listed in L.WF.K.1):
 - A. Write the upper and lowercase alphabets from memory.
 - B. Write a common grapheme (letter or letter group) for each phoneme.
 - C. Orally segment the phonemes in any single syllable, spoken word.
 - D. Recognize that each syllable is organized around a vowel sound.
- **L.WF.1.2.** - Demonstrate command of the conventions of encoding the spelling common, regular, single-syllable words, including those proficiencies listed in L.WF.K.2), with:
 - A. Short vowels and single consonants.
 - B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubles letters (off, will, mess).
 - C. Initial and final consonant blends (must, slab, plump).
- **L.WF.1.3** - Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3):

Grade 1 Reading/Writing

- A. Write sentences with increasing complexity.
- B. Supply the “who,” “is doing,” “what,” in a subject-verb-object frame.
- C. Capitalize the first word of a sentence, days of the week, months, names of people and proper names.
- D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- E. Use commas in dates and to separate single words in a series.
- F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
- G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
- H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because)
- **L.VL.1.2.** - Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
 - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
 - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **L.VI.1.3.** - With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 - B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - C. 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).
 - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - E. 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.

NJSLS Writing

- **W.IW.1.2.** - With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
- **W.IW.1.2.A** - Introduce a topic.
- **W.IW.1.2.B** - Develop the topic with facts or other information and examples related to the topic.
- **W.IW.1.2.C** - Provide a conclusion.
- **W.WP.1.4.** - With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.1.4.A** - With prompts and support, identify audience and purpose before writing.
- **W.WP.1.4.B** - With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
- **W.WR.1.5** - With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
- **W.SE.1.6.** - With prompting and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
- **W.RW.1.7** - Engage in discussion, drawing, and writing in brief but regular writing tasks.

NJSLS Speaking and Listening

- **SL.PE.1.1.** - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.PE.1.1.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).
- **SL.PE.1.1.B.** - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **SL.PE.1.1.C** - Ask questions to clear up any confusion about the topics and texts under discussion.

Grade 1 Reading/Writing

- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3.** - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.PI.1.4.** - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS1.6.** - Produce complete sentences when appropriate to task and situation.

NJSLS Science

- **1-PS4-1.** - Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
- **1-PS4-2.** - Make observations to construct an evidence-based account that objects can be seen only when illuminated.
- **1-PS4-3.** - Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.
- **1-PS4-4.** - Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.
- **1-ESS1-1.** - Use observations of the sun, moon, and stars to describe patterns that can be predicted.
- **1-ESS1-2.** - Make observations at different times of year to relate that amount of daylight to the time of year.

NJSLS - Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school, and community.
- **9.2.2.CAP.1** - Make a list of different types of jobs and describe the skills associated with each job.
- **9.2.2.CAP.2** - Explain why employers are willing to pay individuals to work.
- **9.4.2.CI.1** - Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2** - Demonstrate originality and inventiveness in work.
- **9.4.2.CT.1** - Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
- **9.4.2.GCA:1** - Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- **9.4.2.IML.1** - Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2** - Represent data in a visual format to tell a story about the data.
- **9.4.2.TL.1** - Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.2** - Create a document using a word processing application.

Central Idea / Enduring Understanding:

- Readers understand that facts, details, and features in informational texts enable them to find answers to questions.
- Writers understand that they can convey questions and answers to readers.
- Learners understand that observation and prediction help us discover information about the world.

Essential/Guiding Question:

How do readers read to find answers to questions?

How do writers use facts and key details to answer questions about a topic?

Content: (Module Goals)

- Readers will use facts and details found in informational texts to find answers to questions.
- Writers will use research to write question-and-answer informational texts.
- Learners will explore how to use observations and new learning to make predictions about our solar system.

Skills(Objectives):

Reading

- Ask and Answer Questions
- Text and Illustrations
- Text Features
- Use Illustrations and Details
- Compare and Contrast
- Compare Information

Text Complexity Measures - TR48 - TR54

Writing

Grade 1 Reading/Writing

<p>The following measures and considerations create a three-part model to gauge the difficulty of a particular text.</p> <ul style="list-style-type: none"> ● Quantitative Measures <ul style="list-style-type: none"> ○ Lexile ● Qualitative Measures <ul style="list-style-type: none"> ○ Literary/Informational Text ○ Text Structure ○ Language and Vocabulary ○ Theme and Knowledge Demands ● Reader and Task Consideration <ul style="list-style-type: none"> ○ Motivation, Knowledge, Experiences of Students ○ Difficulty of the Task or Questions Posed 	<ul style="list-style-type: none"> ● Write About Experiences ● Write Descriptions ● Make a Diagram ● Clarify Meaning ● Gather Information ● Plan and Write an Introduction ● Write Questions About a Topic ● Write Answers to Questions ● Add Details to Strengthen Writing ● Choose a Text Feature to Add to Writing ● Identify Connections ● Provide a Sense of Closure ● Make Changes and Check for Errors ● Publish Writing
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Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <p>Performance-Based Assessment:</p> <ul style="list-style-type: none"> ● Informative/Explanatory Task: Write a Question-And-Answer Book - Scholars will write a question-and-answer book about a planet or another element of the solar system. Scholars will use <i>Our World in Space: Planets</i> and <i>The Sun</i>, as well as other texts, to write their questions and answers. ● Scholars will: <ul style="list-style-type: none"> ○ write at least three questions about their topic. ○ write answers to their questions based on facts from books they have read. ○ provide a sense of closure. 	<p><u>Other Evidence:</u></p> <p>Beginning of Year Assessment:</p> <ul style="list-style-type: none"> ● Baseline Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Reading Keystones <ul style="list-style-type: none"> ○ Benchmark Vocabulary Practice ○ Text Analysis Practice/Application ○ Write in Response to Reading ● Reading Keystone Rubrics <ul style="list-style-type: none"> ○ Reading/Language Analysis ○ Write in Response to Reading ○ Benchmark Vocabulary ● Writing Keystones: <ul style="list-style-type: none"> ○ Checklists ● Writing Rubrics: <ul style="list-style-type: none"> ○ Narrative ○ Informative/Explanatory ○ Opinion ● Oral Reading Fluency Quick Checks <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Selection Test - Anchor Text ● Performance-Based Assessment - Module A & B ● End-of-Unit Assessment
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 1 - READING: Ask and Answer Questions About a Text</p> <p>Build Understanding:</p> <ul style="list-style-type: none"> ● Set the Purpose - Share the Enduring Understanding: Learners understand that observation and prediction help us to discover information about the world. 	<p><u>Resources:</u></p> <p>Lesson 1 - READING: Ask and Answer Questions About a Text</p> <ul style="list-style-type: none"> ● TE pg. 162
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Grade 1 Reading/Writing

- **Engage Scholars** - Display *Our World in Space: Planets* pgs. 32-33 as scholars share what they know about planets. Share the Essential Questions: How do readers read to find answers to questions? How do writers use facts and key details to answer questions about a topic?
- **Read** - Follow Shared Reading Routine to read *Our World in Space: Planets* pgs. 32-43. Scholars focus on questions they have about the sun, planets, or the solar system.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: What did you learn about our solar system?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Ask and Answer Questions** - Complete T-Chart by modeling asking and answering questions about the text.

Learning Opportunities/Strategies:

Lesson 1 - WRITING: Informative/Explanatory Writing

Set the Purpose:

- **Connect Facts to Experiences** - Explain to scholars that they will better understand what they read if they connect facts to their own experiences.

Teach and Model:

- **Connect Facts to Experiences** - Point out that writers want readers to connect the text to their own observations. Share guiding questions with class. Display pgs. 36-37 and read aloud. Explain that scholars can connect their experiences to the text as they read.

Prepare to Write:

- **Write About Experiences** - To help readers understand and remember facts, writers connect facts about a topic to the readers' experience. Use guiding questions to brainstorm and list observations of times when scholars looked into the night sky.

- TE pg. 162
- *Our World in Space: Planets*, Text Collection pg. 32-33

- TE pg. 162
- *Our World in Space: Planets*, TC pgs. 32-43
- Shared Reading Routine TR14-15

- TE pg. 162
- *Our World in Space: Planets*, TC pgs. 32-43
- Think-Pair-Share Routine TR2-3

- TE pg. 163
- *Our World in Space: Planets*, TC pgs. 32-43
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 163-164
- By-the-Way Words - stars
- Benchmark Vocabulary - planet, space
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155

- TE pg. 164
- *Our World in Space: Planets*, TC pgs. 32-43
- T-Chart Graphic Organizer TR39

Resources:

Lesson 1 - WRITING: Informative/Explanatory Writing

- TE pg. 168

- TE pg. 168
- *Our World in Space: Planets*, TC pgs. 36-37

- TE pg. 169
- Teacher Model Writing

Grade 1 Reading/Writing

Use model to show how writer used a personal experience to explain facts.

Independent Writing Practice:

- **Write** - Scholars review list of observations and write a sentence to describe what they saw in the night sky. Read aloud pg. 36-37. Scholars write one to two factual sentences to answer the question: What does the book say you were looking at in the night sky?

Share Writing:

- Scholars share their writing with the class. Discuss other things that can be found in the night sky.

Learning Opportunities/Strategies:

Lesson 2 - Reading: Use Details and Illustrations to Describe Key Ideas

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Learners understand that observation and prediction help us to discover information about the world.
- **Engage Scholars** - Review pgs. 34-37 in *Our World in Space: Planets* and discuss what was learned about planets. Share the Essential Questions: How do readers read to find answers to questions? How do writers use facts and key details to answer questions about a topic?
- **Read** - Follow the Shared Reading Routine to read *Our World in Space: Planets* pgs. 38-43 focusing on how details and illustrations helped reader learn about planets.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What did you learn about planets?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- TE pg. 170
- *Our World in Space: Planets*, TC pgs. 36-37
- Digital Options

- TE pg. 170
- Student Writing

Resources:

Lesson 2 - Reading: Use Details and Illustrations to Describe Key Ideas

- TE pg. 172
- TE pg. 172
- *Our World in Space: Planets*, TC pgs. 36-37
- TE pg. 172
- *Our World in Space: Planets*, TC pgs. 38-43
- Shared Reading Routine TR14-15
- TE pg. 172
- *Our World in Space: Planets*, TC pgs. 38-43
- Think-Pair-Share Routine TR2-3
- TE pg. 173
- *Our World in Space: Planets*, TC pgs. 38-43
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pg. 174
- Benchmark Vocabulary - hotter
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155

Grade 1 Reading/Writing

- **Text and Illustrations** - With scholars, complete T-Chart with details from the text and from the illustration on pgs. 38-39.

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Informative/Explanatory Writing

Set the Purpose:

- **Use Text Features and Illustrations** - Informative texts give information about a topic. Writers sometimes include illustrations to support these details.

Teach and Model:

- **Use Text Features and Illustrations** - Using *Our World in Space: Planets*, discuss how the author clarifies ideas through key details, text features, and illustrations. Share questions to think about while reading. Display pgs. 34-35, read aloud, and point out Space Facts text. Discuss how the illustration helps the reader understand the text.

Prepare to Write:

- **Write Descriptions** - Explain that the class will describe their observations of the sun. Brainstorm and record scholars' observations from the text, illustrations, text features, and their own lives. Generate a question from the list of observations.

Independent Writing Practice:

- **Write** - Scholars draw a picture and write a sentence about their observation of the sun.

Share Writing:

- Volunteers share their writing with the class. Discuss how the picture was helpful to reader. Display student work.

Learning Opportunities/Strategies:

Lesson 3 - READING: Know and Use Text Features to Find Information

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that facts, details, and features in informational texts enable them to find answers to questions.
- **Explore Poetry** - Display and read *A Circle of Sun*. Discuss scholars' feelings & sensory words.
- **Engage Scholars** - Review what scholars know about stars, the sun, and planets. Share the Essential Questions: How do readers read to find

- TE pg. 174
- *Our World in Space: Planets*, TC pgs. 36-37
- T-Chart Graphic Organizer TR39

Resources

Lesson 2 - WRITING: Informative/Explanatory Writing

- TE pg. 178

- TE pg. 178
- *Our World in Space: Planets*, TC pgs. 34-35

- TE pg. 179
- Teacher Modeled Writing (question)

- TE pg. 180
- Drawing/Writing Paper
- Digital Options

- TE pg. 180
- Student Writing/Illustrations

Resources:

Lesson 3 - READING: Know and Use Text Features to Find Information

- TE pg. 182

- TE pg. 182
- *A Circle of Sun*, Text Collection pg. 62

- TE pg. 182
- *Our World in Space: Planets*, TC pgs. 40-47

Grade 1 Reading/Writing

answers to questions? How do writers use facts and key details to answer questions about a topic?

- **Read** - Follow the Shared Reading Routine to read pgs. 40-47 of *Our World in Space: Planets*. Scholars read name of planets and headings.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: Why is Earth the only place that can have life?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Text Features** - Complete the Three Column Chart with information found in diagrams, headings, or text boxes on pgs. 40-47 of text.

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Informative/Explanatory Writing

Conventions:

- **Use Possessive Nouns** - Display and read aloud sentences to show possessive nouns.

Set the Purpose:

- **Create Text Features** - Explain that informative or explanatory texts tell about real things. Writers share interesting facts and details about a topic through text, photographs, diagrams, and labels. Review that a diagram is a picture that explains something and includes labels and captions.

Teach and Model:

- **Create Text Features** - Display pg. 34-35 of *Our World in Space: Planets*, read excerpt and discuss text features. Display diagram of solar system on pgs. 40-41. Discuss how text features give the reader information about the topic.

Prepare to Write:

- **Make a Diagram** - Explain that scholars will be creating a diagram of the solar system. Use the diagrams and pictures in *Our World in Space*:

- TE pg. 182
- *Our World in Space: Planets*, TC pgs. 40-47
- Shared Reading Routine TR14-15

- TE pg. 182
- *Our World in Space: Planets*, TC pgs. 40-47
- Think-Pair-Share Routine TR2-3

- TE pg. 183
- *Our World in Space: Planets*, TC pgs. 40-47
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 183-184
- By-the-Way Words - solar system, gravity
- Benchmark Vocabulary - dwarf
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155

- TE pg. 184
- *Our World in Space: Planets*, TC pgs. 40-47
- Three Column Chart TR40

Resources:

Lesson 3 - WRITING: Informative/Explanatory Writing

- TE pg. 191

- TE pg. 188

- TE pg. 188
- *Our World in Space: Planets*, TC pgs. 34-35, 40-41

- TE pg. 189
- *Our World in Space: Planets*, TC pgs. 40-41
- Teacher Modeled Writing (Answer a Question)

Grade 1 Reading/Writing

Planets to list planet position in order from the sun. Also, discuss planet size. Record scholars' questions and answers.

Independent Writing Practice:

- **Write** - Scholars create a rough sketch of their diagram of the solar system. Working in small groups, scholars create a diagram making sure planets are list in order, are proper size, and labeled correctly.

Share Writing:

- Scholars share their maps with the class.

Learning Opportunities/Strategies:

Lesson 4 - READING: Ask and Answer Questions About Words and Phrases

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that they can convey questions and answers to readers.
- **Engage Scholars** - Display pgs. 32-33 and have scholars tell what they learned about the solar system. Share the Essential Questions: How do readers read to find answers to questions? How do writers use facts and key details to answer questions about a topic?
- **Read** - Follow the Shared Reading Routine to read pgs. 40-47 of *Our World in Space: Planets* focusing on meaning of science words and phrases.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: How is Earth different from the other planets?

Climate change connected to standard RI.MF.1.6
If the humans consistently littered on planet Earth, how would the photographs and heading on pages 44-45 change?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- TE pg. 190
- *Our World in Space: Planets*, TC pgs. 40-41
- Poster Paper/Markers/Crayons
- Digital Options

- TE pg. 190
- Student Writing

Resources:

Lesson 4 - READING: Ask and Answer Questions About Words and Phrases

- TE pg. 192
- TE pg. 192
- *Our World in Space: Planets*, TC pgs. 32-33
- TE pg. 192
- *Our World in Space: Planets*, TC pg. 40-47
- Shared Reading Routine TR14-15
- TE pg. 192
- *Our World in Space: Planets*, TC pg. 40-47
- Think-Pair-Share Routine TR2-3
- Teacher provide littering scenario and discuss possible impacts of climate change
- TE pg. 193
- *Our World in Space: Planets*, TC pg. 40-47
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pg. 194
- Benchmark Vocabulary - metal, inner
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155

Grade 1 Reading/Writing

- **Clarify Meanings** - Complete Web B graphic organizer by modeling clarifying the meaning of “float away” on pgs. 40-41.

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Informative/Explanatory Writing

Conventions:

- **Use Question Marks** - Display and read aloud sentences to show that they are questions and end with a question mark.

Set the Purpose:

- **Research for Informative Writing** - Discuss possible questions the author of *Our World in Space: Planets* considered when planning her writing. Explain that scholars will be writing questions to answer for their own book.

Teach and Model:

- **Research for Informative Writing** - Explain that the author of *Our World in Space: Planets* used questions to focus the reader. Display pgs. 34-35 and 36-37 to discuss the questions and how the author used them to guide her research and writing.

Prepare to Write:

- **Gather Information** - Explain that Scholars will write questions about the planets. Walk scholars through the steps in a research project modeling and listing things as you go along.

Independent Writing Practice:

- **Write** - Scholars brainstorm questions they have about planets. Using *Our World in Space: Planets* or other print or digital resources, scholars gather information to answer their questions.

Share Writing:

- Volunteers share their writing with the class. Hold a trivia game with the class asking and answering questions.

Learning Opportunities/Strategies:

Lesson 5 - READING: Use Text Features to Locate Information

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that facts, details, and features in informational texts enable them to find answers to questions.

- TE pg. 194
- *Our World in Space: Planets*, TC pg. 40-41
- Web B Graphic Organizer TR45

Resources:

Lesson 4 - WRITING: Informative/Explanatory Writing

- TE pg. 201

- TE pg. 198

- TE pg. 198
- *Our World in Space: Planets*, TC pgs. 34-37

- TE pg. 199
- Teacher Modeled Writing (Research Process)

- TE pg. 200
- *Our World in Space: Planets*, TC pgs. 34-37
- Print or Digital Sources on Planets
- Digital Options
- Drawing/Writing Paper

- TE pg. 200
- Student Writing

Resources:

Lesson 5 - READING: Use Text Features to Locate Information

- TE pg. 202

Grade 1 Reading/Writing

- **Explore Poetry** - Display and read *Sunflakes*. Discuss author's feelings & sensory words used.
- **Engage Scholars** - Have scholars share what they learned about the planets in our solar system. Share the Essential Questions: How do readers read to find answers to questions? How do writers use facts and key details to answer questions about a topic?
- **Read** - Follow the Shared Reading Routine to read text and have scholars read headings, labels, and photo captions.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What information is given about the inner planets?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Text Features** - Complete Web A graphic organizer identifying headings in the text and discuss how headings help the reader.

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Informative/Explanatory Writing

Conventions:

- **Capitalize Proper Nouns** - List planet names on the board. Discuss capitalization and have scholars use in a sentence.

Set the Purpose:

- **Name a Topic** - Explain to scholars that good writers use creative, interesting, and informative introductions to introduce their topic.

Teach and Model:

- **Name a Topic** - Remind learners of questions they should ask when reading an informative piece. Display pgs. 34-35 to discuss how the author introduces the topic.

Prepare to Write:

- TE pg. 202
- *Sunflakes*, Text Collection pg. 63

- TE pg. 202
- *Our World in Space: Planets*, TC pgs. 40-45

- TE pg. 202
- *Our World in Space: Planets*, TC pgs. 40-49
- Shared Reading Routine TR14-15

- TE pg. 202
- *Our World in Space: Planets*, TC pgs. 40-49
- Think-Pair-Share Routine TR2-3

- TE pg. 203
- *Our World in Space: Planets*, TC pgs. 40-49
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 203-204
- By-the-Way Words - gas, liquid
- Benchmark Vocabulary - outer, giant
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155

- TE pg. 204
- *Our World in Space: Planets*, TC pgs. 40-47
- Web A Graphic Organizer TR39

Resources:

Lesson 5 - WRITING: Informative/Explanatory Writing

- TE pg. 211

- TE pg. 208

- TE pg. 208
- *Our World in Space: Planets*, TC pgs. 34-35

Grade 1 Reading/Writing

- **Plan and Write an Introduction** - Explain that scholars will write an informative book about a planet and will write an interesting opening. Display and discuss examples of techniques to introduce a topic: question, sound, word or phrase, and definition. Add additional techniques to the list.

Independent Writing Practice:

- **Write** - Scholars choose a planet to write about. Using *Our World in Space: Planets* to gather information, name planet and write one fact. Scholars begin their introduction draft. Encourage scholars to create cover, title page, and introduction.

Share Writing:

- Volunteers share their writing introductions with the class. Class identifies technique used for the introduction.

Learning Opportunities/Strategies:

Lesson 6 - READING: Use Text and Illustrations to Describe Ideas

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Writers understand that they can convey questions and answers to readers.
- **Engage Scholars** - Scholars look through pgs. 50-55 in *Our World in Space: Planets*. Share the Essential Questions: How do readers read to find answers to questions? How do writers use facts and key details to answer questions about a topic?
- **Read** - Follow the Shared Reading Routine to read pgs. 50-55 of *Our World in Space: Planets* focusing on interesting facts about the planets and their moons.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What interesting fact did you learn about a planet?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- TE pg. 209
- Techniques to Introduce a Topic
- Teacher Modeled Writing

- TE pg. 210
- *Our World in Space: Planets*, TC pgs. 32-59
- Writing/Drawing Paper
- Crayons/Markers
- Digital Options

- TE pg. 210
- Student Writing/Drawings

Resources:

Lesson 6 - READING: Use Text and Illustrations to Describe Ideas

- TE pg. 212
- TE pg. 212
- *Our World in Space: Planets*, TC pgs. 50-55

- TE pg. 212
- *Our World in Space: Planets*, TC pgs. 50-55
- Shared Reading Routine TR14-15

- TE pg. 212
- *Our World in Space: Planets*, TC pgs. 50-55
- Think-Pair-Share Routine TR2-3

- TE pg. 213
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 213-214
- By-the-Way Words - rusty
- Benchmark Vocabulary - closest, strongest
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155

Grade 1 Reading/Writing

- **Use Illustrations and Details** - Complete Web B graphic organizer identifying key ideas and details on pgs. 52-53 in *Our World in Space: Planets*. Scholars draw two pictures, one of a seed and one of seeds growing.

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Informative/Explanatory Writing

Set the Purpose:

- **Facts from Research** - Explain that informational texts provide interesting facts about a topic.

Teach and Model:

- **Facts from Research** - Discuss the writers come up with questions, research answers, and gather information from sources. Display pgs. 50-51 in *Our World in Space: Planets* and read excerpts to discuss facts.

Prepare to Write:

- **Write Questions About a Topic** - Explain that scholars will continue working on their book about a planet. Discuss steps writers use to research a topic. Model recording facts about the Earth's moon using the outline and *Our World in Space: Planets*, TC pg. 55. Scholars work in small groups to provide other facts about the moon.

Independent Writing Practice:

- **Write** - Organize scholars by the planets they chose. Scholars work together to write three questions about their planet and continue working on their books including illustrations.

Share Writing:

- Volunteers share their questions with the class. Discuss which questions can be answered with the text and which require additional research.

Learning Opportunities/Strategies:

Lesson 7 - READING: Use Details to Answer Questions About a Text

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand that facts, details, and features in informational texts enable them to find answers to questions.
- **Engage Scholars** - Review pgs. 54-55 of text and share what scholars remember about astronauts walking on the moon. Share the Essential Questions: How do readers read to find answers to

- TE pg. 214
- *Our World in Space: Planets*, TC pgs. 50-55
- Web B Graphic Organizer TR45

Resources:

Lesson 6 - WRITING: Informative/Explanatory Writing

- TE pg. 218

- TE pg. 218
- *Our World in Space: Planets*, TC pgs. 50-51

- TE pg. 219
- Introduction from Lesson 5
- Outline
- *Our World in Space: Planets*, TC pg. 51
- Teacher Modeled Writing (Record Facts)

- TE pg. 220
- Writing from Lesson 5
- Texts and Online Sources
- Digital Options
- Writing Paper

- TE pg. 220
- Student Writing

Resources:

Lesson 7 - READING: Use Details to Answer Questions About a Text

- TE pg. 222

- TE pg. 222
- *Our World in Space: Planets*, TC pgs. 54-55

Grade 1 Reading/Writing

questions? How do writers use facts and key details to answer questions about a topic?

- **Read** - Follow the Shared Reading Routine to read pgs. 56-59 in *Our World in Space: Planets* listening for ways scientists gather information about planets.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What tools do we use to explore other planets?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Ask and Answer Questions** - Model completing T-Chart with questions and answers from the text.

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Informative/Explanatory Writing

Set the Purpose:

- **Answer Questions About a Topic** - Review asking questions and locating answers in the text. Explain that writers use facts and details in the text or text features to provide answers.

Teach and Model:

- **Answer Questions About a Topic** - Review pgs. 34-35 in *Our World in Space: Planets*. Read the question and explain that this is the question the writer researched. Help scholars find facts and details to answer the question. Through discussion, have scholars find facts and details to answer the question. Display pgs. 36-37 and 40-41. Explain that the writer used questions to guide the research and to organize the text for the reader.

Prepare to Write:

- **Write Answers to Questions** - Brainstorm and list questions scholars have about space exploration. Vote on one question to research as a group. Model how to find facts and details. Complete outline.

Independent Writing Practice:

- TE pg. 222
- *Our World in Space: Planets*, TC pgs. 56-59
- Shared Reading Routine TR14-15

- TE pg. 222
- *Our World in Space: Planets*, TC pgs. 56-59
- Think-Pair-Share Routine TR2-3

- TE pg. 223
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 223-224
- By-the-Way Words - robots, rovers
- Benchmark Vocabulary - tools, study
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155

- TE pg. 224
- *Our World in Space: Planets*, TC pgs. 56-59
- T-Chart Graphic Organizer TR39

Resources:

Lesson 7 - WRITING: Informative/Explanatory Writing

- TE pg. 228

- TE pg. 228
- *Our World in Space: Planets*, TC pgs. 34-35, 40-41, 52

- TE pg. 229
- Outline
- *Our World in Space: Planets*, TC pgs. 32-59

Grade 1 Reading/Writing

- **Write** - Scholars review their questions and answer at least one. Continue to work on their planet books.

Share Writing:

- Volunteers share their answers with the class and discuss the source they used to find their answers.

Learning Opportunities/Strategies:

Lesson 8 - READING: Use Illustrations to Describe Key Ideas

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand that facts, details, and features in informational texts enable them to find answers to questions.
- **Explore Poetry** - Read and discuss poem *Sun* pg. 62.
- **Engage Scholars** - Display cover of *The Sun*. Scholars read the title in unison. Share the Essential Questions: How do readers read to find answers to questions? How do writers use facts and key details to answer questions about a topic?
- **Read** - Follow the Shared Reading Routine to read aloud *The Sun*. Scholars read the headings and tell what they know about the sun.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: What does the sun give Earth?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Use Illustrations** - Complete with class the T-Chart recording key ideas and details about the sun.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Informative/Explanatory Writing

Set the Purpose:

- TE pg. 230
- Questions from Lesson 6
- Planet Books
- Digital Options

- TE pg. 230
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 8 - READING: Use Illustrations to Describe Key Ideas

- TE pg. 232
- TE pg. 232
- *Sun*, Text Collection pg. 62
- TE pg. 232
- *The Sun*
- TE pg. 232
- *The Sun*
- Shared Reading Routine TR14-15
- TE pg. 232
- *The Sun*
- Think-Pair-Share Routine TR2-3
- TE pg. 233
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 233-234
- By-the-Way Words - mile, kilometer
- Benchmark Vocabulary - brightly, larger
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155
- TE pg. 234
- *The Sun*
- T-Chart Graphic Organizer TR39

Resources:

Lesson 8 - WRITING: Informative/Explanatory Writing

Grade 1 Reading/Writing

- **Add Details** - Discuss with scholars the ways writers add details to informative writing. Writers also add details to illustrations.

Teach and Model:

- **Add Details** - Display pg. 5 and read excerpt to show one way writers add details. Display pgs. 8-9 and discuss details. Read with model sentences omitting details and discuss.

Prepare to Write:

- **Add Details to Strengthen Writing** - Using pg. 8 of *The Sun*, display and read the model. Model adding details to the model. Explain that details can be added to make facts more interesting. Display example. Scholars add details to the example using pg. 19 of *The Sun*. Scholars create an illustration for their writing.

Independent Writing Practice:

- **Write** - Scholars work with a peer to review their writing. Encourage partners to offer suggestions. Continue working on planet books adding details to words and pictures.

Share Writing:

- Volunteers share details with the class. Groups work together to share ideas and resources.

Learning Opportunities/Strategies:

Lesson 9 - READING: Use Text Features to Find Key Details

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Learners understand that observation and prediction help us to discover information about the world.
- **Engage Scholars** - Ask scholars to look through *The Sun*. Share the Essential Questions: How do readers read to find answers to questions? How do writers use facts and key details to answer questions about a topic? Discuss text features.
- **Read** - Follow the Shared Reading Routine to read *The Sun* focusing on text features such as TOC, headings, labels, glossary, and index.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: What did you learn from the text features?

Close Read:

- TE pg. 238

- TE pg. 238
- *The Sun*, pgs. 5, 8-9

- TE pg. 239
- Teacher Modeled Writing (Adding Details)
- Drawing Paper
- *The Sun*, pgs. 8, 19

- TE pg. 240
- Planet Book
- Digital Options

- TE pg. 240
- Student Writing

Resources:

Lesson 9 - READING: Use Text Features to Find Key Details

- TE pg. 242

- TE pg. 242
- *The Sun*

- TE pg. 242
- *The Sun*
- Shared Reading Routine TR14-15

- TE pg. 242
- *The Sun*
- Think-Pair-Share Routine TR2-3

Grade 1 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Text Features** - Complete with class the T-Chart graphic organizer listing text features and the information found in each.

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Informative/Explanatory Writing

Conventions:

- **Subject Verb Agreement and Tenses** - Display sentences to show correct subject verb agreement.

Set the Purpose:

- **Add Details and Text Features** - Scholars have been working on planet books. Explain that they will add final details.

Teach and Model:

- **Add Details and Text Features** - Using guiding questions, have scholars look through *The Sun* and discuss text features. Display pg. 13, read excerpt and discuss how text features help reader. Display glossary on pg. 22 and discuss.

Prepare to Write:

- **Choose a Text Feature to Add to Writing** - Explain to scholars that they will add text features to their planet books. Follow TE to review headings, illustrations with captions and labels, Table of Contents, glossary, and additional resources using *The Sun*.

Independent Writing Practice:

- **Write** - Scholars add a text feature to their planet books. Write a plan for the text feature and include page numbers.

Share Writing:

- Volunteers share their text features. Class identifies the text feature and the information the feature adds.

- TE pg. 243
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 243-244
- By-the-Way Words - asteroid, comet
- Benchmark Vocabulary - centers, season
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155

- TE pg. 244
- *The Sun*
- T-Chart Graphic Organizer TR39

Resources:

Lesson 9 - WRITING: Informative/Explanatory Writing

- TE pg. 251

- TE pg. 248

- TE pg. 248
- *The Sun*

- TE pg. 249
- *The Sun*, pgs. 3, 12, 13, 14, 22, & 23

- TE pg. 250
- Planet Books
- Digital Options
- Paper

- TE pg. 250
- Student Writing

Grade 1 Reading/Writing

Learning Opportunities/Strategies:

Lesson 10 - READING: Make Connections to Words in a Text

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand that facts, details, and features in informational texts enable them to find answers to questions.
- **Explore Poetry** - Read *Last Song* on pg. 61 and discuss rhyming words and title.
- **Engage Scholars** - Have scholars look through *The Sun* and share what they remember. Share the Essential Questions: How do readers read to find answers to questions? How do writers use facts and key details to answer questions about a topic?
- **Read** - Follow the Shared Reading Routine to read *The Sun* focusing on words and phrases to describe the sun.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: What words does the author use to describe the Sun?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Identify Connections** - Complete with class the Web B graphic organizer identifying words to describe the sun.

Learning Opportunities/Strategies:

Lesson 10 - WRITING: Informative/Explanatory Writing

Conventions:

- **Subject/Verb Agreement and Tenses** - Display sentences to discuss subject/verb agreement. Scholars share sentences then write their own.

Set the Purpose:

- **Write a Conclusion** - Tell scholars they will write a conclusion for their planet books. Explain that *Our*

Resources:

Lesson 10 - READING: Make Connections to Words in a Text

- TE pg. 252
- TE pg. 252
- *Last Song*, Text Collection pg. 61
- TE pg. 252
- *The Sun*
- TE pg. 252
- *The Sun*
- Shared Reading Routine TR14-15
- TE pg. 252
- *The Sun*
- Think-Pair-Share Routine TR2-3
- TE pg. 253
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 253-254
- By-the-Way Words - east, west
- Benchmark Vocabulary - spins, rises, sets
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155
- TE pg. 254
- *The Sun*
- Web B Graphic Organizer TR45

Resources:

Lesson 10 - WRITING: Informative/Explanatory Writing

- TE pg. 261
- TE pg. 258
- *Our World in Space: Planets*, TC pgs. 32-59
- *The Sun*

Grade 1 Reading/Writing

World in Space: Planets ends with a questions and *The Sun* ends with an interesting fact.

Teach and Model:

- **Write a Conclusion** - Use guiding questions to discuss endings of both texts. Display pg. 21 of *The Sun* and read excerpt. Display pg. 58-59 of *Our World in Space: Planets*, read excerpt, and discuss endings. Discuss how conclusions wrap up the text.

Prepare to Write:

- **Provide a Sense of Closure** - Explain to scholars that there are many ways to conclude a text. Remind scholars that a conclusion wraps up a text. Have scholars work in small groups to discuss questions TE. pg. 259.

Independent Writing Practice:

- **Write** - Scholars write a draft of their conclusion and include any text features or illustrations to support their conclusion.

Share Writing:

- Volunteers share their conclusion with the class. Discuss qualities of a good conclusion. Scholars make any additional revisions.

Learning Opportunities/Strategies:

Lesson 11 - READING: Compare Two Texts on a Similar Topic

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand that facts, details, and features in informational texts enable them to find answers to questions.
- **Engage Scholars** - Scholars look through *Our World in Space: Planets* and discuss what they remember. Share the Essential Questions: How do readers read to find answers to questions? How do writers use facts and key details to answer questions about a topic?
- **Read** - Follow the Shared Reading Routine to read pgs. 38-39 from *Our World in Space: Planets* and have scholars read pgs. 8-11 of *The Sun*. Scholars listen for details in both texts.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: How is the information the same in both texts?

Close Read:

- TE pg. 258
- *Our World in Space: Planets*, TC pgs. 58-59
- *The Sun*, pg. 21

- TE pg. 259
- Planet Book

- TE pg. 260
- Planet Book
- Digital Options
- Paper

- TE pg. 260
- Student Writing

Resources:

Lesson 11 - READING: Compare Two Texts on a Similar Topic

- TE pg. 262
- TE pg. 252
- *Our World in Space: Planets*, TC pgs. 32-59
- TE pg. 262
- *Our World in Space: Planets*, TC pgs. 38-39
- *The Sun*, pgs. 8-11
- Shared Reading Routine TR14-15
- TE pg. 262
- *Our World in Space: Planets*, TC pgs. 58-59
- *The Sun*, pg. 21
- Think-Pair-Share Routine TR2-3

Grade 1 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare and Contrast** - Complete Venn Diagram with class comparing information about the sun that is found in both texts.

Learning Opportunities/Strategies:

Lesson 11 - WRITING: Informative/Explanatory Writing

Conventions:

- **Capitalization, Punctuation, and Spelling** - Read excerpt and discuss. Provide sentences for scholars to correct. Edit together and discuss.

Set the Purpose:

- **Revise and Edit** - Explain that writers review their work before publishing.

Teach and Model:

- **Revise and Edit** - Explain that writers reread their work to make sure it makes sense and to check for errors. Review checklist with Scholars. Explain that editing is important and revising is a way to improve writing. Encourage scholars to read aloud while revising. Display student model and model reading aloud to catch mistakes.

Prepare to Write:

- **Make Changes and Check for Errors** - Review five steps to writing. Provide checklist and review with scholars. Scholars reread their work several times and make revisions.

Independent Writing Practice:

- **Write** - Scholars continue to revise and edit their planet books.

Share Writing:

- Volunteers share their revision with the class. Class offers feedback and reviews for errors.

- TE pg. 263
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pg. 264
- Benchmark Vocabulary - hotter, larger
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155
- TE pg. 264
- *Our World in Space: Planets*, TC pgs. 58-59
- *The Sun*, pg. 21
- Venn Diagram TR43

Resources:

Lesson 11 - WRITING: Informative/Explanatory Writing

- TE pg. 271
- TE pg. 268
- TE pg. 268
- Student Model
- TE pg. 269
- Planet Books
- TE pg. 270
- Planet Book
- Digital Options
- TE pg. 270
- Planet Book

Grade 1 Reading/Writing

Learning Opportunities/Strategies:

Lesson 12 - READING: Compare Texts on a Similar Topic

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand that different types of text can be used to analyze similar topics and ideas.
- **Engage Scholars** - Scholars look through both texts and share what they remember about both texts. Share the Essential Questions: How do readers read to find answers to questions? How do writers use facts and key details to answer questions about a topic?
- **Read** - Follow the Shared Reading Routine to read pgs. 40-41 in *Our World in Space: Planets* and pgs. 12-13 in *The Sun* focusing on the diagrams. Scholars read planets names.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What do the diagrams in both texts show?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare Information** - Scholars look at diagrams on pgs. 12-13 in *The Sun* and pgs. 40-41 in *Our World in Space: Planets*. Complete Venn Diagram with class comparing two diagrams.

Learning Opportunities/Strategies:

Lesson 12 - WRITING: Informative/Explanatory Writing

Conventions:

- **Capitalization, Punctuation, and Spelling** - Read excerpt and discuss. Provide sentences for scholars to correct. Edit together and discuss.

Set the Purpose:

- **Create a Final Product** - Explain that there are many ways to publish a piece. Published pieces are the best form with no errors.

Resources:

Lesson 12 - READING: Compare Texts on a Similar Topic

- TE pg. 272
- TE pg. 272
- *Our World in Space: Planets*, TC pgs. 32-59
- *The Sun*
- TE pg. 272
- *Our World in Space: Planets*, TC pgs. 40-41
- *The Sun*, pgs. 12-13
- Shared Reading Routine TR14-15
- TE pg. 272
- *Our World in Space: Planets*, TC pgs. 40-41
- *The Sun*, pgs. 12-13
- Think-Pair-Share Routine TR2-3
- TE pg. 273
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pg. 274
- Benchmark Vocabulary - dwarf, center
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155
- TE pg. 274
- *Our World in Space: Planets*, TC pgs. 40-41
- *The Sun*, pgs. 12-13
- Venn Diagram TR43

Resources:

Lesson 12 - WRITING: Informative/Explanatory Writing

- TE pg. 281
- TE pg. 278

Grade 1 Reading/Writing

Teach and Model:

- **Create a Final Product** - Use guiding questions to discuss types of texts Scholars have read. Display pgs. 10-11 of *The Sun* and read excerpt. Discuss conventions. Explain that many people review a text before it is published.

Prepare to Write:

- **Publish Writing** - Explain that scholars will publish their planet books. Display publishing checklist and review with the students. Share the sample writing and edit as a class.

Independent Writing Practice:

- **Write** - Scholars exchange their books with a partner to review. Revise as needed.

Share Writing:

- Scholars share their planet books with the class. Keep all books in classroom library for class to read during independent reading.

Learning Opportunities/Strategies:

Performance-Based Assessment:

- **Informative/Explanatory Task: Write a Question-And-Answer Book** - Scholars will write a question-and-answer book about a planet or another element of the solar system. Scholars will use *Our World in Space: Planets* and *The Sun*, as well as other texts, to write their questions and answers.
- **Scholars will:**
 - write at least three questions about their topic.
 - write answers to their questions based on facts from books they have read.
 - provide a sense of closure.

Prepare:

- **Review** - Discuss Essential Questions: How do readers read to find answers to questions? How do writers use facts and key details to answer questions about a topic? Read aloud the Performance-Based Assessment.
- **Revisit the Text** - Remind scholars that readers use informational text to answer questions they have about a topic. The book, *The Sun*, provides many facts and details. Read excerpts on pgs. 5, 9 and discuss. Writers use facts and details to answer questions readers may have. Scholars will choose an object in the solar system to write about and will write three questions and answers.

- TE pg. 278
- *The Sun*, pgs. 10-11

- TE pg. 279
- Planet Books
- Publishing Checklist
- Teacher Modeled Writing

- TE pg. 280
- Planet Book
- Digital Options

- TE pg. 280
- Planet Book
- Writing Keystone Checklist

Resources:

Performance-Based Assessment:

- TE pg. 282
- Student Reproducible pg. 286

- TE pg. 283
- Performance-Based Assessment

- TE pg. 283
- *The Sun*, pgs. 5, 9

Grade 1 Reading/Writing

<u>Learning Opportunities/Strategies:</u> Performance-Based Assessment: Create: Conduct a whole-group discussion about topics for question-and-answer book about an object in the solar system. Create a list for topics for scholars. Group scholars by the topic they chose so they can research interesting facts as a group. Using the group's planning, scholars work independently as teacher circulates to assist as necessary. Score Writing: Use Informative Writing Rubric Present: Follow suggestions for scholars to share their writing with the class or in small groups. Reflect and Respond: For scholars receiving a score of 0, 1, or 2, follow If...then... suggestions to support them as they complete other Performance-Based Assessments.		<u>Resources:</u> Performance-Based Assessment: <ul style="list-style-type: none">TE pg. 284<i>The Sun</i><i>Our World in Space: Planets</i>, TC pgs. 32-59Library Books and Online ResourcesPencils, Writing Paper, Drawing PaperDigital Options <ul style="list-style-type: none">TE pg. 287 Informative Writing Rubric <ul style="list-style-type: none">TE pg. 288 <ul style="list-style-type: none">TE pg. 289	
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis ExtensionSleuth Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis ExtensionSleuth Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis SupportSleuthFoundational SkillsGuided Writing Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading Scaffolded Strategies Handbook: <ul style="list-style-type: none">Unlock the TextUnlock the WritingPerformance-Based Assessment Lesson	Reader's & Writer's Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis SupportSleuthFoundational SkillsGuided Writing Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading Scaffolded Strategies Handbook: <ul style="list-style-type: none">Unlock the TextUnlock the WritingUnlock Language LearningPerformance-Based Assessment Lesson

Grade 1 Reading/Writing

		Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention	Scaffolded Instruction - English Language Learners If...then...Quick Check ReadyUp! Intervention
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Unit Six: Celebrating Diversity - Module A

Stage 1: Desired Results

Standards & Indicators:

NJSLS Foundational Skills: Reading Language

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (**including those listed in RF.K.1**); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.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.
- **L.RF.1.2.A.** - Distinguish long from short vowel sounds in spoken single-syllable words.
- **L.RF.1.2.B.** - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **L.RF.1.2.C.** - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **L.RF.1.2.D.** - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.3.A.** - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- **L.RF.1.3.B.** - Decode regularly spelled one-syllable words.
- **L.RF.1.3.C.** - Know final -e and common vowel team conventions for representing long vowel sounds.
- **L.RF.1.3.D.** - Distinguish long and short vowels when reading regularly spelled one-syllable words
- **L.RF.1.3.E.** - Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound
- **L.RF.1.3.F.** - Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old)
- **L.RF.1.3.G.** - Recognize the parts of high-frequency words that are regular and the parts that are irregular
- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.1.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.1.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.1.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS Reading

- **RL.CR.1.1.** - Ask and answer questions about key details in a **literary** text.
- **RL.CI.1.2.** - Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** - Describe characters, settings, and major event(s) in a story, using key details.
- **RL.TS.1.4.** -With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- **RL.PP.1.5.** - Identify who is telling the story at various points in a text.
- **RL.MF.1.6.** - With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **RL.CT.1.8.** - Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Grade 1 Reading/Writing

- **RI.CR.1.1.** - Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RI.CI.1.2.** - Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RI.IT.1.3.** - Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- **RI.TS.1.4.** - With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- **RI.MF.1.6.** - With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas

NJSLS Foundational Skills: Writing Language

- **L.WF.1.1.** - Demonstrate command of the conventions of writing, (including those proficiencies listed in L.WF.K.1):
 - A. Write the upper and lowercase alphabets from memory.
 - B. Write a common grapheme (letter or letter group) for each phoneme.
 - C. Orally segment the phonemes in any single syllable, spoken word.
 - D. Recognize that each syllable is organized around a vowel sound.
- **L.WF.1.2.** - Demonstrate command of the conventions of encoding the spelling common, regular, single-syllable words, including those proficiencies listed in L.WF.K.2), with:
 - A. Short vowels and single consonants.
 - B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubles letters (off, will, mess).
 - C. Initial and final consonant blends (must, slab, plump).
- **L.WF.1.3** - Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3):
 - A. Write sentences with increasing complexity.
 - B. Supply the "who," "is doing," "what," in a subject-verb-object frame.
 - C. Capitalize the first word of a sentence, days of the week, months, names of people and proper names.
 - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - E. Use commas in dates and to separate single words in a series.
 - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
 - G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
 - H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because
- **L.VL.1.2.** - Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
 - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
 - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **L.VI.1.3.** - With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 - B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - C. 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).
 - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - E. 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.

Grade 1 Reading/Writing

- **W.AW.1.1.** - With prompts and support, write opinion pieces on a topic or texts.
- **W.AW.1.1.A.** - Introduce an opinion.
- **W.AW.1.1.B.** - Support the opinion with facts or other information and examples related to the topic.
- **W.AW.1.1.C.** - Provide a conclusion.
- **W.WP.1.4.** - With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.1.4.A** - With prompts and support, identify audience and purpose before writing.
- **W.WP.1.4.B** - With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
- **W.WR.1.5** - With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
- **W.SE.1.6.** - With guidance and support from adults, gather and select information from multiple sources to answer a question about a topic.
- **W.RW.1.7** - Engage in discussion, drawing, and writing in brief but regular writing tasks.

NJSLS Speaking and Listening

- **SL.PE.1.1.** - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.PE.1.1.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).
- **SL.PE.1.1.B.** - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **SL.PE.1.1.C** - Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3.** - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.PI.1.4.** - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS1.6.** - Produce complete sentences when appropriate to task and situation.

NJSLS Social Studies

- **6.1.2.CivicsDP.1:** Explain how national symbols reflect on American values and principles.
- **6.1.2.CivicsDP.3** Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- **6.1.2.Geo.SV.3:** Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
- **6.1.2.HistoryCC.3:** Make inferences about how past events, individuals, and innovations affect our current lives.
- **6.1.2.Geo.SV.4:** Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).

NJSLS Health and Physical Education

- **2.1.2.SSH.3:** Describe different kinds of families locally, nationally, and globally and note similarities in the ways in which they keep their children safe.

NJSLS - Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school, and community.
- **9.1.2.RM.1:** Describe how valuable items might be damaged or lost and ways to protect them.
- **9.2.2.CAP.1** - Make a list of different types of jobs and describe the skills associated with each job.
- **9.2.2.CAP.2** - Explain why employers are willing to pay individuals to work.
- **9.4.2.CI.1** - Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2** - Demonstrate originality and inventiveness in work.

Grade 1 Reading/Writing

<ul style="list-style-type: none"> ● 9.4.2.CT.1 - Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. ● 9.4.2.CT.2: Identify possible approaches and resources to execute a plan. ● 9.4.2.GCA:1 - Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals. ● 9.4.2.IML.1 - Identify a simple search term to find information in a search engine or digital resource. ● 9.4.2.TL.1 - Identify the basic features of a digital tool and explain the purpose of the tool. ● 9.4.2.TL.2 - Create a document using a word processing application. ● 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools. 	
<p>Central Idea / Enduring Understanding:</p> <ul style="list-style-type: none"> ● Readers understand that both literary and informational texts can convey lessons about life. ● Writers understand that opinions are supported by one or more reasons. ● Learners understand that the United States is a special country because of the diversity of its people. 	<p>Essential/Guiding Question:</p> <p>How can readers use illustrations and key details to understand texts?</p> <p>How can writers use what they read to develop and support an opinion?</p>
<p>Content: (Module Goals)</p> <ul style="list-style-type: none"> ● Readers will examine literary and informational texts to determine life lessons. ● Writers will formulate an opinion and support it with both reasons and text evidence. ● Learners will understand the rich diversity in the United States. <p>Text Complexity Measures - TR48 - TR54 The following measures and considerations create a three-part model to gauge the difficulty of a particular text.</p> <ul style="list-style-type: none"> ● Quantitative Measures <ul style="list-style-type: none"> ○ Lexile ● Qualitative Measures <ul style="list-style-type: none"> ○ Literary/Informational Text ○ Text Structure ○ Language and Vocabulary ○ Theme and Knowledge Demands ● Reader and Task Consideration <ul style="list-style-type: none"> ○ Motivation, Knowledge, Experiences of Students ○ Difficulty of the Task or Questions Posed 	<p>Skills(Objectives):</p> <p>Reading</p> <ul style="list-style-type: none"> ● Describe Connections ● Key Ideas ● Author's Point ● Retell a Story ● Describe Characters and Events ● Retell Details ● Central Message ● Compare Characters ● Main Topic <p>Writing</p> <ul style="list-style-type: none"> ● Write an Opinion About a Topic ● Write a Supporting Reason ● Use Words and Phrases ● Write a Concluding Statement ● Real-Life Connections ● State an Opinion About a Topic ● Write Reasons that Support a Topic ● Plan a Book Review ● Word Choice ● Write a Book Review ● Write Reasons to Support Opinions in a Book Review ● Add an Ending to a Book Review ● Review and Revise a Book Review ● Use Suggestions from a Peer Review ● Check Writing for Errors ● Publish a Book Review
<p style="text-align: center;">Stage 2: Assessment Evidence</p>	
<p>Performance Task(s): Performance-Based Assessment:</p>	<p>Other Evidence: Beginning of Year Assessment:</p> <ul style="list-style-type: none"> ● Baseline Assessment

Grade 1 Reading/Writing

<ul style="list-style-type: none"> ● Opinion Task: Write a Book Review - Scholars will write a review that states their opinion of one of the texts they have read. They will include information from the text that helped them form their opinion. ● Scholars will: <ul style="list-style-type: none"> ○ introduce the topic by naming the book. ○ write a sentence that states their opinion of the book. ○ give reason for their opinion and support those reasons with information and details from the book. ○ provide a sense of closure. 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Reading keystones <ul style="list-style-type: none"> ○ Benchmark Vocabulary Practice ○ Text Analysis Practice/Application ○ Write in Response to Reading ● Reading Keystone Rubrics <ul style="list-style-type: none"> ○ Reading/Language Analysis ○ Write in Response to Reading ○ Benchmark Vocabulary ● Writing Keystones: <ul style="list-style-type: none"> ○ Checklists ● Writing Rubrics: <ul style="list-style-type: none"> ○ Narrative ○ Informative/Explanatory ○ Opinion ● Oral Reading Fluency Quick Checks <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Selection Test - Anchor Text ● Performance-Based Assessment - Module A & B ● End-of-Unit Assessment
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 1 - READING: Describe Connections in the Text</p> <p>Build Understanding:</p> <ul style="list-style-type: none"> ● Set the Purpose - Share the Enduring Understanding: Scholars understand that the United States is a special country because of the diversity of its people. ● Engage Scholars - Display title page of <i>One Classroom, Many Cultures</i> and make predictions. Share the Essential Questions: How do readers use illustrations and key details to understand texts? How do writers use what they read to develop and support an opinion? ● Read - Follow Shared Reading Routine to read aloud <i>One Classroom, Many Cultures</i> focusing on what the story is mainly about. ● Turn and Talk - Follow the Think-Pair-Share Routine to discuss: Which countries did the families of the students in Mr. Tucker's class come from? <p>Close Read:</p> <ul style="list-style-type: none"> ● Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. ● By-the-Way Words & Benchmark Vocabulary - Follow the Benchmark Vocabulary Routine for 	<p><u>Resources:</u></p> <p>Lesson 1 - READING: Describe Connections in the Text</p> <ul style="list-style-type: none"> ● TE pg. 12 ● TE pg. 12 ● <i>One Classroom, Many Cultures</i> ● TE pg. 12 ● <i>One Classroom, Many Cultures</i> ● Shared Reading Routine TR14-15 ● TE pg. 12 ● <i>One Classroom, Many Cultures</i> ● Think-Pair-Share Routine TR2-3 ● TE pg. 13 ● <i>One Classroom, Many Cultures</i> ● Whole Class Discussion Routine TR4-5 ● Small Group Discussion Routine TR6-7 ● TE pgs. 13-14 ● By-the-Way Words - nation, customs
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Grade 1 Reading/Writing

Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Word Choice** - Complete Venn Diagram with class comparing the characters Britta and Joseph.

Learning Opportunities/Strategies:

Lesson 1 - WRITING: Opinion Writing

Conventions:

- **Produce and Expand Sentences** - Review the four types of sentences. Discuss capitalization and punctuation. Have scholars supply examples of each.

Set the Purpose:

- **Name a Topic and State an Opinion** - Review the definition of an opinion. Scholars will name a topic and write an opinion.

Teach and Model:

- **Name a Topic and State an Opinion** - Discuss the steps many writers use when writing an opinion. Explain that writers state the topic then write the opinion. Share Student Models and discuss.

Prepare to Write:

- **Write an Opinion About a Topic** - Explain to scholars that you will write an opinion piece about a country the class would like to visit. Decide which country to write about. Model with class naming a topic and stating an opinion.

Independent Writing Practice:

- **Independent Writing Practice** - Scholars choose a country they would or would not like to visit, name the country, and tell why.

Share Writing:

- Scholars share their writing with the class. Class identifies the country and opinion.

Learning Opportunities/Strategies:

Lesson 2 - Reading: Use Illustrations and Details to Describe Key Ideas

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Learners understand that the United

- Benchmark Vocabulary - neighborhoods, study, traditional
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 14
- *One Classroom, Many Cultures*
- Venn Diagram Graphic Organizer TR43

Resources:

Lesson 1 - WRITING: Opinion Writing

- TE pg. 21

- TE pg. 18

- TE pg. 18
- Student Models

- TE pg. 19
- *One Classroom, Many Cultures*
- Teacher Modeled Writing (Opinion)

- TE pg. 20
- *One Classroom, Many Cultures*
- Writing Paper
- Digital Options

- TE pg. 20
- Student Writing

Resources:

Lesson 2 - Reading: Use Illustrations and Details to Describe Key Ideas

- TE pg. 22

Grade 1 Reading/Writing

States is a special country because of the diversity of its people.

- **Explore Poetry** - Read aloud *Happy Birthday to Us!* and discuss poem structure and rhyme.
- **Engage Scholars** - Display *One Classroom, Many Cultures* and have scholars name the students and the countries their families came from. Share the Essential Questions: How do readers use illustrations and key details to understand texts? How do writers use what they read to develop and support an opinion?
- **Read** - Follow the Shared Reading Routine to read pgs. 3-9 of *One Classroom, Many Cultures* focusing on details in the illustrations.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: What did you learn about the Cherokee culture?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Key Ideas** - Complete organizer with class identifying main idea and key details from text.

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Opinion Writing

Conventions:

- **Produce and Expand Sentences** - Write a paragraph using all four types of sentences on board. Scholars suggest ways to combine or expand sentences.

Set the Purpose:

- **Support an Opinion** - Remind scholars that an opinion statement needs a reason to support it.

Teach and Model:

- **Support an Opinion** - Discuss elements of a strong supporting statement. Share the Student Model and discuss.

- TE pg. 22
- *Happy Birthday to Us!*, Text Collection pg. 61

- TE pg. 22
- *One Classroom, Many Cultures*

- TE pg. 22
- *One Classroom, Many Cultures*, pgs. 3-9
- Shared Reading Routine TR14-15

- TE pg. 22
- *One Classroom, Many Cultures*, pgs. 3-9
- Think-Pair-Share Routine TR2-3

- TE pg. 23
- *One Classroom, Many Cultures*, pgs. 3-9
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 23-24
- By-the-Way Words - cultures
- Benchmark Vocabulary - peek, prepare, designs
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 24 Main Idea Graphic Organizer TR36
- *One Classroom, Many Cultures*, pgs. 3-9

Resources

Lesson 2 - WRITING: Opinion Writing

- TE pg. 31
- Sample Paragraph

- TE pg. 28

- TE pg. 28
- *One Classroom, Many Cultures*, pgs. 3-9

Grade 1 Reading/Writing

Prepare to Write:

- **Write a Supporting Reason** - Display and read topic sentence and opinion from Lesson 1. Read aloud pages from text about the country the class chose. Discuss other facts and details from the text and write on board. Model writing reasons to support your opinion.

Independent Writing Practice:

- **Write** - Scholars review their writing from Lesson 1 and share with a partner their reasons why they would or would not like to visit the country. Scholars include facts and details to support their opinion.

Share Writing:

- Scholars share their writing with the class. Class identifies reasons that support the opinion.

Learning Opportunities/Strategies:

Lesson 3 - READING: Ask & Answer Questions

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that both literary and informational texts can convey lessons about life.
- **Engage Scholars** - Display cover and have scholars tell about the main idea. Share the Essential Questions: How do readers use illustrations and key details to understand texts? How do writers use what they read to develop and support an opinion?
- **Read** - Follow the Shared Reading Routine to read pgs. 10-15 of *One Classroom, Many Cultures* focusing on interesting words or phrases that tell about the students' cultures.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: What do Raul and Britta celebrate with their families?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking Scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- TE pg. 29
- *One Classroom, Many Cultures*
- Topic Sentence and Opinion from Lesson 1
- Teacher Modeled Writing (Sentences)

- TE pg. 30
- *One Classroom, Many Cultures*
- Topic Sentence and Opinion from Lesson 1
- Digital Options

- TE pg. 30
- Student Writing

Resources:

Lesson 3 - READING: Ask & Answer Questions

- TE pg. 32

- TE pg. 32
- *One Classroom, Many Cultures*

- TE pg. 32
- *One Classroom, Many Cultures*, pgs. 10-15
- Shared Reading Routine TR14-15

- TE pg. 32
- *One Classroom, Many Cultures*, pgs. 10-15
- Think-Pair-Share Routine TR2-3

- TE pg. 33
- *One Classroom, Many Cultures*, pgs. 10-15
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 33-34
- By-the-Way Words - freedom
- Benchmark Vocabulary - tasty, celebrate, lively
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 2-5

Grade 1 Reading/Writing

- **Use Words and Phrases** - Use words and illustrations to determine meaning of “takes part in a fiesta” and complete Web B graphic organizer.

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Opinion Writing

Conventions:

- **Use Commas in Dates** - Display sentences and discuss use of commas in dates. Have scholars provide sentences and identify where comma belongs.

Set the Purpose:

- **Provide a Sense of Closure** - Writers provide a sense of closure at the end of their writing.

Teach and Model:

- **Provide a Sense of Closure** - Share elements of a strong conclusion with scholars. Display Student Model and discuss.

Prepare to Write:

- **Write a Concluding Statement** - Explain that you will add a closing to your writing about a country the class would like to visit. Display and read writing from Lessons 1 and 2. Model writing a closing statement.

Independent Writing Practice:

- **Write** - Scholars share their opinion pieces from Lessons 1 and 2. Partners discuss ways to conclude pieces. Scholars write a concluding statement.

Share Writing:

- Scholars share their writing with the class. Discuss concluding statements and talk about the country most scholars would like to visit.

Learning Opportunities/Strategies:

Lesson 4 - READING: Make Connections

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Learners understand that the United States is a special country because of the diversity of its people.
- **Discuss Myths** - Focus on Joseph from the text. Share a myth about Africa with class and have scholars retell myth.

- TE pg. 34
- *One Classroom, Many Cultures*, pgs. 10-15
- Web B Graphic Organizer TR45

Resources:

Lesson 3 - WRITING: Opinion Writing

- TE pg. 41

- TE pg. 38

- TE pg. 38
- Student Model

- TE pg. 39
- *One Classroom, Many Cultures*
- Opinion Writing from Lesson 1 & 2
- Teacher Modeled Writing (Concluding Statement)

- TE pg. 40
- Opinion Writing from Lessons 1 and 2
- Writing Paper
- Digital Options

- TE pg. 40
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 4 - READING: Make Connections

- TE pg. 42

- TE pg. 42
- *One Classroom, Many Cultures*
- Myth from Africa

Grade 1 Reading/Writing

- **Engage Scholars** - Display pgs. 7-15 in text and discuss. Share the Essential Questions: How do readers use illustrations and key details to understand texts? How do writers use what they read to develop and support an opinion?
- **Read** - Follow the Shared Reading Routine to read pgs. 16-18 in *One Classroom, Many Cultures* making connections to words and phrases.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: Which words used by the author do you think are interesting?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking Scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Real-Life Connections** - Complete Web B graphic organizer with class identifying fruits.

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Opinion Writing

Conventions:

- **Use Possessive Nouns** - Define possessive nouns. Display examples and discuss. Write phrases and have scholars make nouns possessive.

Set the Purpose:

- **State an Opinion** - Explain that an opinion is not a fact but a belief that can be supported with reasons.

Teach and Model:

- **State an Opinion** - Discuss and list certain words that cue an opinion. Explain that feeling words can also be used and provide examples. Read examples from pgs. 11 & 12 of *One Classroom, Many Cultures* and discuss.

Prepare to Write:

- **State an Opinion About a Topic** - Tell scholars that you will be writing an opinion piece about a classroom custom. Choose a topic by discussing

- TE pg. 42
- *One Classroom, Many Cultures*
- TE pg. 42
- *One Classroom, Many Cultures*
- Shared Reading Routine TR14-15
- TE pg. 42
- *One Classroom, Many Cultures*
- Think-Pair-Share Routine TR2-3

- TE pg. 43
- *One Classroom, Many Cultures*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 43-44
- By-the-Way Words - marathon, homeland
- Benchmark Vocabulary - serves, several, blurs
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 2-5
- TE pg. 44
- *One Classroom, Many Cultures*, pg. 16
- Web B Graphic Organizer TR45

Resources:

Lesson 4 - WRITING: Opinion Writing

- TE pg. 51
- TE pg. 48
- TE pg. 48
- *One Classroom, Many Cultures*, pgs. 11-12
- TE pg. 49
- Paper

Grade 1 Reading/Writing

various customs, gather scholars' opinions on the custom, and write the opinion.

Independent Writing Practice:

- **Write** - Ask scholars to think of a family custom such as favorite food, holiday, game, or activity and write an opinion about that custom.

Share Writing:

- Volunteers share their writing with the class. Encourage scholars to ask questions about author's opinion.

Learning Opportunities/Strategies:

Lesson 5 - READING: Identify Reasons an Author Gives to Support Points

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that opinions are supported by one or more reasons.
- **Engage Scholars** - Have scholars recall the main idea and key details from *One Classroom, Many Cultures*. Review Essential Questions: How do readers use illustrations and key details to understand texts? How do writers use what they read to develop and support an opinion?
- **Read** - Follow the Shared Reading Routine to read pgs. 19 - 24 of *One Classroom, Many Cultures* focusing on opinions the author makes about Mr. Tucker's class.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: How are Miyu's family and Suhe's family alike and different?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Author's Points** - Using the last paragraph in *One Classroom, Many Cultures*, complete with class the T-Chart of points and reasons author makes.

- TE pg. 50
- Writing Paper
- Digital Options

- TE pg. 50
- Student Writing

Resources:

Lesson 5 - READING: Identify Reasons an Author Gives to Support Points

- TE pg. 52
- TE pg. 52
- *One Classroom, Many Cultures*, pgs. 19-24
- TE pg. 52
- *One Classroom, Many Cultures*, pgs. 19-24
- Shared Reading Routine TR14-15
- TE pg. 52
- *One Classroom, Many Cultures*, pgs. 19-24
- Think-Pair-Share Routine TR2-3
- TE pg. 53
- *One Classroom, Many Cultures*, pgs. 19-24
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 53-54
- Benchmark Vocabulary - respect, sip, rude
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 2-5
- TE pg. 54
- *One Classroom, Many Cultures*, pgs. 19-24
- T-Chart Graphic Organizer TR39

Grade 1 Reading/Writing

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Opinion Writing

Conventions:

- **Use Determiners** - Display and read aloud sentences to show the use of determiners. Ask scholars to suggest sentences, identify determiner, and identify noun it refers to.

Set the Purpose:

- **Support an Opinion** - Review that opinions tell what a writer thinks, feels, or believes about a topic. Review words and phrases that signal an opinion.

Teach and Model:

- **Support an Opinion** - Explain that writers must support their opinion with reasons. Share the Student Models and discuss words that signal support for the opinion.

Prepare to Write:

- **Write Reasons that Support an Opinion** - Remind scholars that reasons should include facts and information from books or their own experiences. Have scholars share details and write ideas on board. Model with class adding a reason to your opinion about a class custom.

Independent Writing Practice:

- **Write** - Scholars review their opinion from Lesson 4 and think about reasons to support their opinion. Scholars write their supporting reason.

Share Writing:

- Volunteers share their writing with the class. Discuss qualities of a good supporting statement.

Learning Opportunities/Strategies:

Lesson 6 - READING: Use Key Details to Retell a Story

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand that both literary and informational texts can convey lessons about life.
- **Engage Scholars** - Display picture on pgs. 4-5 of *A Picnic in October* and predict what the story will be about. Share the Essential Questions: How do readers use illustrations and key details to understand texts? How do writers use what they read to develop and support an opinion?

Resources:

Lesson 5 - WRITING: Opinion Writing

- TE pg. 61
- TE pg. 58
- TE pg. 58
- Student Models
- TE pg. 59
- Class Custom Opinion from Lesson 4
- Teacher Modeled Writing (Class Custom)
- TE pg. 60
- Opinion from Lesson 4
- Digital Options
- TE pg. 60
- Student Writing

Resources:

Lesson 6 - READING: Use Key Details to Retell a Story

- TE pg. 62
- TE pg. 62
- *A Picnic in October*, Text Collection pgs. 4-5

Grade 1 Reading/Writing

- **Read** - Follow the Shared Reading Routine to read *A Picnic in October*. Scholars should focus on what the story is mainly about.

- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What event is the family celebrating?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Retell a Story** - Explain that readers use key details about the characters and setting to retell a story. Model by discussing characters and setting then identify main events using key details. Display and complete the Story Sequence A graphic organizer with class

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Opinion Writing

Conventions:

- **Capitalize Dates** - Review proper nouns. Explain that days of the week and months of the year are proper nouns and need to be capitalized. Display sentence and have scholars revise and write a sentence of their own.

Set the Purpose:

- **Writing Process: Plan** - Explain that a book review is a type of opinion writing that tells about a book and gives the reviewer's opinion about the book.

Teach and Model:

- **Writing Process: Plan** - Use the guiding questions to discuss the book review. Discuss the type of information included in a book review. Share the Student Model and discuss.

Prepare to Write:

- **Plan a Book Review** - Explain that the class will plan a book review. Help scholars recall the story *King Kufu and the Moon*. Provide scholars with

- TE pg. 62
- *A Picnic in October*, Text Collection pgs. 4-34
- Shared Reading Routine TR14-15

- TE pg. 62
- *A Picnic in October*, Text Collection pgs. 4-34
- Think-Pair-Share Routine TR2-3

- TE pg. 63
- *A Picnic in October*, Text Collection pgs. 4-34
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 63-64
- By-the-Way Words - ruffles
- Benchmark Vocabulary - picnic, overcoat
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 64
- *A Picnic in October*, Text Collection pgs. 4-34
- Story Sequence A Graphic Organizer TR37

Resources:

Lesson 6 - WRITING: Opinion Writing

- TE pg. 71

- TE pg. 68

- TE pg. 68
- Example Book Reviews
- Student Model

- TE pg. 69
- *King Kufu and the Moon*
- Teacher Modeled Writing (Book Review)

Grade 1 Reading/Writing

questions to consider when planning. Discuss the answers for *King Kufu and the Moon*. Talk about your opinion of the book and model taking notes to help plan the book review.

Independent Writing Practice:

- **Write** - Explain that scholars will be writing a book review of *A Picnic in October*. Display questions from shared writing and have scholars discuss answers. Scholars choose an opinion, find information to support it, and write notes about what they liked or disliked.

Share Writing:

- Scholars share their notes with the class. Discuss the difference of opinions.

Learning Opportunities/Strategies:

Lesson 7 - READING: Identify Words and Phrases That Describe Characters and Setting

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Writers understand that opinions are supported by one or more reasons.
- **Engage Scholars** - Scholars look through *A Picnic in October* and retell story. Share the Essential Questions: How do readers use illustrations and key details to understand texts? How do writers use what they read to develop and support an opinion?
- **Read** - Follow the Shared Reading Routine to read pgs. 6-11 of *A Picnic in October* focusing on words and phrases that describe either the setting or characters.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: Who is Grandma talking about at the end of pg. 10? Why do you think she says that?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Word Choice** - Look for describing words on pgs. 8-11 and display and complete with class Web A

- TE pg. 70
- *A Picnic in October*, Text Collection pgs. 4-34
- Digital Options

- TE pg. 70
- Student Writing

Resources:

Lesson 7 - READING: Identify Words and Phrases That Describe Characters and Setting

- TE pg. 72
- TE pg. 72
- *A Picnic in October*, Text Collection pgs. 4-34
- TE pg. 72
- *A Picnic in October*, Text Collection pgs. 6-11
- Shared Reading Routine TR14-15
- TE pg. 72
- *A Picnic in October*, Text Collection pgs. 6-11
- Think-Pair-Share Routine TR2-3
- TE pg. 73
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 73-74
- By-the-Way Words - spruced up, sappy
- Benchmark Vocabulary - cousins, ferry, island
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5
- TE pg. 74
- *A Picnic in October*, Text Collection pgs. 8-11
- Web A Graphic Organizer TR44

Grade 1 Reading/Writing

graphic organizer. Compare the describing words with the illustrations.

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Opinion Writing

Conventions:

- **Possessive Nouns** - Display sentences and discuss possessive nouns. Scholars identify noun that shows ownership.

Set the Purpose:

- **Writing Process: Draft** - Explain that in an opinion text, the writer gives an opinion on a topic and supports it with reasons and details.

Teach and Model:

- **Writing Process: Draft** - Explain that a book review generally states the title and author of the book and a summary. Then the writer states an opinion and supports it. Display Student Model of a book review and discuss what is included in the review.

Prepare to Write:

- **Write a Book Review** - Display notes from Lesson 6 and identify your opinion. Review the parts of a book reviews. Model writing the introduction including the name and the author of the book, give a short description, and state your opinion.

Independent Writing Practice:

- **Write** - Scholars review their notes to help recall opinion of *A Picnic in October*. Scholars write an introduction for their book review by naming and describing the book and giving their opinion.

Share Writing:

- Scholars share their introductions with the class. Discuss creative ways to introduce the title and author.

Learning Opportunities/Strategies:

Lesson 8 - READING: Describe Elements of a Story Using Key Details

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand that both literary and informational texts can convey lessons about life.
- **Engage Scholars** - Scholars look through pgs. 6-11 of *A Picnic in October* and discuss what they remember. Share the Essential Questions: How do

Resources:

Lesson 7 - WRITING: Opinion Writing

- TE pg. 81
- TE pg. 78
- TE pg. 78
- Student Model
- TE pg. 79
- Notes from Lessons 6
- *King Kufu and the Moon*
- Teacher Modeled Writing (Book Review)
- TE pg. 80
- Notes from Lessons 6
- Digital Options
- TE pg. 80
- Student Writing

Resources:

Lesson 8 - READING: Describe Elements of a Story Using Key Details

- TE pg. 82
- TE pg. 82
- *A Picnic in October*, Text Collection pgs. 6-11

Grade 1 Reading/Writing

readers use illustrations and key details to understand texts? How do writers use what they read to develop and support an opinion?

- **Read** - Follow the Shared Reading Routine to read pgs. 12-19 in *A Picnic in October* focusing on details describing characters and events.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: How does Tony communicate with the women who doesn't speak English?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Describe Characters and Events** - Display and complete with class the Story Sequence A graphic organizer identifying details about the events and characters on pgs. 12-14.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Opinion Writing

Conventions:

- **Expand Complete Sentences** - Display sentences to show how to combine simple sentences into compound sentences.

Set the Purpose:

- **Writing Process: Draft** - Remind scholars that they are writing book reviews. Book reviews state an opinion that is supported with reasons.

Teach and Model:

- **Writing Process: Draft** - Display Student Models to show how information from a text can be used to support opinions.

Prepare to Write:

- **Write Reasons to Support Opinions in a Book Review** - Continue writing book review of *King Kufu and the Moon*. Display draft from Lesson 7 and review the opinion. Discuss reasons that support the opinion and model writing two reasons to support the opinion.

- TE pg. 82
- *A Picnic in October*, Text Collection pgs. 6-11
- Shared Reading Routine TR14-15

- TE pg. 82
- *A Picnic in October*, Text Collection pgs. 6-11
- Think-Pair-Share Routine TR2-3

- TE pg. 83
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 83-84
- By-the-Way Words - dock
- Benchmark Vocabulary - understand, disapproving
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 84
- *A Picnic in October*, Text Collection pgs. 12-14
- Story Sequence A Graphic Organizer TR37

Resources:

Lesson 8 - WRITING: Opinion Writing

- TE pg. 91

- TE pg. 88

- TE pg. 88
- Student Models

- TE pg. 89
- *King Kufu and the Moon*
- Book Review Draft from Lesson 7
- Teacher Modeled Writing (Book Review)

Grade 1 Reading/Writing

Independent Writing Practice:

- **Write** - Scholars review their opinion statement from Lesson 7 about *A Picnic in October* and discuss their opinion with a partner. Scholars write one reason to support their opinion using details and information from the book.

Share Writing:

- Volunteers share their writing with the class. Ask class to identify information and details from the text that supports the opinion.

Learning Opportunities/Strategies:

Lesson 9 - READING: Retell Details to Understand the Central Message

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Writers understand that opinions are supported by one or more reasons.
- **Engage Scholars** - Have scholars look through pgs. 6-13 and recall key details. Share the Essential Questions: How do readers use illustrations and key details to understand texts? How do writers use what they read to develop and support an opinion?
- **Read** - Follow the Shared Reading Routine to read aloud pgs. 14-21 of *A Picnic in October* focusing on key details to retell the story.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: Why do the grown-ups go inside the ferry?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Retell Details** - Key details help readers understand the central message. Display and complete with class the Web A graphic organizer to chart key details from pgs. 16-21.

- TE pg. 90
- Opinion Statement from Lesson 7
- A Picnic in October
- Digital Options

- TE pg. 90
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 9 - READING: Retell Details to Understand the Central Message

- TE pg. 92
- TE pg. 92
- *A Picnic in October*, Text Collection pgs. 6-13
- TE pg. 92
- *A Picnic in October*, Text Collection pgs. 14-21
- Shared Reading Routine TR14-15
- TE pg. 92
- *A Picnic in October*, Text Collection pgs. 14-21
- Think-Pair-Share Routine TR2-3
- TE pg. 93
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 93-94
- By-the-Way Words - lugging
- Benchmark Vocabulary - entered, offended
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5
- TE pg. 94
- *A Picnic in October*, Text Collection pgs. 14-21
- Web A Graphic Organizer TR44

Grade 1 Reading/Writing

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Opinion Writing

Conventions:

- **Using Determiners:** Display sentences to show the use of determiners and discuss. Scholars write sentences using determiners.

Set the Purpose:

- **Writing Process: Draft** - Discuss with scholars ways a writer may provide closure for a book review.

Teach and Model:

- **Writing Process: Draft** - Read examples of book reviews and discuss how they end using the guiding questions. Share the Student Models to help scholars recognize the sense of closure in the book reviews.

Prepare to Write:

- **Write an Ending to a Book Review** - Explain that you will finish the draft of a book review by writing an ending. Display and read your draft. Have scholars suggest possible endings and write the ideas on board. Model writing an ending to the book review that gives the reader something to think about.

Independent Writing Practice:

- **Write** - Scholars review their opinion and reasons from Lessons 7 and 8. Scholars write an ending to their book review.

Share Writing:

- Volunteers share their drafts with the class. Encourage scholars to ask questions about the endings.

Learning Opportunities/Strategies:

Lesson 10 - READING: Identify Descriptive Words and Phrases

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand that both literary and informational texts can convey lessons about life.
- **Explore Poetry** - Read aloud *Lady Liberty*. Point out illustrations and discuss the poem.
- **Engage Scholars** - Have scholars recall the role of the Statue of Liberty in the text. Share the Essential Questions: How do readers use illustrations and key details to understand texts? How do writers use what they read to develop and support an opinion?

Resources:

Lesson 9 - WRITING: Opinion Writing

- TE pg. 101
- TE pg. 98
- TE pg. 98
- Example Book Reviews
- Student Models
- TE pg. 99
- Book Review from Lessons 7 & 8
- Teacher Modeled Writing (Book Review)
- TE pg. 100
- Book Review from Lessons 7 and 8
- Digital Options
- TE pg. 100
- Student Writing

Resources:

Lesson 10 - READING: Identify Descriptive Words and Phrases

- TE pg. 102
- *Lady Liberty*, Text Collection pg. 60
- TE pg. 102
- *A Picnic in October*, Text Collection pgs. 4-34

Grade 1 Reading/Writing

- **Read** - Follow the Shared Reading Routine to read aloud pgs. 22-29 of *A Picnic in October* focusing on words that describe the characters, settings, and events.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: What words are used to tell how Grandma feels about Lady Liberty?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Word Choice** - Display T-Chart and model entering words in the story that tell how things look, sound, smell, taste, and feel.

Learning Opportunities/Strategies:

Lesson 10 - WRITING: Opinion Writing

Conventions:

- **Expand Complete Sentences** - Display sentences and discuss ways to expand sentences either with a conjunction or additional details.

Set the Purpose:

- **Writing Process: Revise** - Explain that writers review and revise their work often to make sure their writing makes sense and that their opinions are supported with clear reasons.

Teach and Model:

- **Writing Process: Revise** - Explain that writers ask questions as they review and revise their writing. Share Student Models and discuss.

Prepare to Write:

- **Review and Revise a Book Review** - Review the draft of a book review of *King Kafa and the Moon* with the class. Discuss areas in need of revising. Display checklist and model revising the book review.

Independent Writing Practice:

- **Write** - Scholars read their drafts circling any errors. They correct errors, add details to one or two sentences, and write revised draft.

- TE pg. 102
- *A Picnic in October*, Text Collection pgs. 22-29
- Shared Reading Routine TR14-15

- TE pg. 102
- *A Picnic in October*, Text Collection pgs. 22-29
- Think-Pair-Share Routine TR2-3

- TE pg. 103
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 103-104
- Benchmark Vocabulary - gazes, barrier
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 104
- *A Picnic in October*, Text Collection pgs. 22-29
- T-Chart Graphic Organizer TR39

Resources:

Lesson 10 - WRITING: Opinion Writing

- TE pg. 111

- TE pg. 108

- TE pg. 108
- Student Models

- TE pg. 109
- Draft Book Review from Lesson 8 & 9
- Teacher Modeled Writing (Book Review)

- TE pg. 110
- Draft Book Review from Lesson 8 & 9
- Digital Options

Grade 1 Reading/Writing

Share Writing:

- Volunteers share their original sentences and then the revised ones. Discuss as a class how the revisions made the review better.

Learning Opportunities/Strategies:

Lesson 11 - READING: Determine the Central Message of the Story

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand that both literary and informational texts can convey lessons about life.
- **Engage Scholars** - Have scholars look through *A Picnic in October* and discuss the characters. Share the Essential Questions: How do readers use illustrations and key details to understand texts? How do writers use what they read to develop and support an opinion?
- **Read** - Follow the Shared Reading Routine to read aloud *A Picnic in October*. Scholars should listen for the lessons the characters learn.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: Why is the family having a picnic? What are they celebrating?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Central Message - Display and** complete with class the Web B graphic organizer identifying the central message through what the characters think, say, and do.

Learning Opportunities/Strategies:

Lesson 11 - WRITING: Opinion Writing

Conventions:

- **Form and Use Possessive Nouns** - Display and read aloud sentence to show possessive nouns.

- TE pg. 110
- Student Writing

Resources:

Lesson 11 - READING: Determine the Central Message of the Story

- TE pg. 112
- TE pg. 112
- *A Picnic in October*, Text Collection pgs. 3-34
- TE pg. 112
- *A Picnic in October*, Text Collection pgs. 3-34
- Shared Reading Routine TR14-15
- TE pg. 112
- *A Picnic in October*, Text Collection pgs. 3-34
- Think-Pair-Share Routine TR2-3
- TE pg. 113
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 103-104
- By-the-Way Words - choke up
- Benchmark Vocabulary - staring, respectful
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-5
- TE pg. 114
- *A Picnic in October*, Text Collection pgs. 3-34
- Web B Graphic Organizer TR45

Resources:

Lesson 11 - WRITING: Opinion Writing

- TE pg. 121

Grade 1 Reading/Writing

Scholars supply additional sentences and write possessive nouns.

Set the Purpose:

- **Writing Process: Revise** - Explain that writers listen to feedback to improve their writing.

Teach and Model:

- **Writing Process: Revise** - Explain that feedback helps the writer improve their writing. Readers offer feedback by answering questions about the piece. Display Student Model and discuss.

Prepare to Write:

- **Use Suggestions from a Peer Review** - Remind scholars that you revised your book review and will participate in a peer review. Discuss the peer review process and revise book review with class.

Independent Writing Practice:

- **Write** - Scholars pair up and complete peer review. Scholars think of one questions and one suggestion for improving the book review.

Share Writing:

- Volunteers share their revision with the class. Discuss how the peer review was beneficial.

Learning Opportunities/Strategies:

Lesson 12 - READING: Compare and Contrast Characters or People in Texts

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Scholars understand that the United States is a special country because of the diversity of its people.
- **Engage Scholars** - Have scholars look through both texts and discuss people and characters in each. Share the Essential Questions: How do readers use illustrations and key details to understand texts? How do writers use what they read to develop and support an opinion?
- **Read** - Follow the Shared Reading Routine to read pgs. 7-12 of *One Classroom, Many Cultures* and pgs. 20-28 of *A Picnic in October* focusing on key details about Ama, Raul, and Tony.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What holidays do Ama, Raul, and Tony celebrate each year?

Close Read:

- TE pg. 118

- TE pg. 118
- Student Model

- TE pg. 119
- Book Review from Lesson 10
- Teacher Modeled Writing (Book Review)

- TE pg. 120
- Book Review from Lesson 10
- Digital Options

- TE pg. 120
- Student Writing

Resources:

Lesson 12 - READING: Compare and Contrast Characters or People in Texts

- TE pg. 122

- TE pg. 122
- *One Classroom, Many Cultures*
- *A Picnic in October*, Text Collection pgs. 3-34

- TE pg. 122
- *One Classroom, Many Cultures*, pgs. 7-12
- *A Picnic in October*, Text Collection pgs. 20-28
- Shared Reading Routine TR14-15

- TE pg. 122
- *One Classroom, Many Cultures*, pgs. 7-12
- *A Picnic in October*, Text Collection pgs. 20-28
- Think-Pair-Share Routine TR2-3

Grade 1 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational and Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare Characters** - Compare and contrast characters and people in the two text. Display and complete with class the organizer listing on how the children are alike and different.

Learning Opportunities/Strategies:

Lesson 12 - WRITING: Opinion Writing

Set the Purpose:

- **Writing Process: Edit** - Remind scholars of the steps in the writing process. Discuss that when writers edit, they check for errors in spelling, capitalization, grammar, and punctuation.

Teach and Model:

- **Writing Process: Edit** - During the editing step, writers fix small errors. Write paragraph and read. Scholars edit the paragraph.

Prepare to Write:

- **Check Writing for Errors** - Write sentences on board. Work with scholars to edit the sentences using editing marks. Explain that scholars should circle any words that are misspelled.

Independent Writing Practice:

- **Write** - Scholars reread their drafts and mark all the mistakes they find using the editing checklist.

Share Writing:

- Scholars share the mistakes they found while editing. Identify most common error and discuss ways to avoid that error in future.

Learning Opportunities/Strategies:

Lesson 13 - READING: Identify the Main Topic and Retell Key Details

Build Understanding:

- TE pg. 123
- *One Classroom, Many Cultures*, pgs. 7-12
- *A Picnic in October*, Text Collection pgs. 20-28
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 123-124
- Benchmark Vocabulary - traditional, celebrates, island
- Benchmark Vocabulary Routine for Informational and Literary Text TR24-31
- Generative Vocabulary Chart TE pgs. 2-5

- TE pg. 124
- *One Classroom, Many Cultures*, pgs. 7-12
- *A Picnic in October*, Text Collection pgs. 20-28
- Compare/Contrast Graphic Organizer TR33

Resources:

Lesson 12 - WRITING: Opinion Writing

- TE pg. 131

- TE pg. 128
- Sample Paragraph

- TE pg. 129
- Sample Sentences

- TE pg. 130
- Book Review from Lesson 11
- Digital Options
- Reader's and Writer's Journal Checklist pg. 408

- TE pg. 130
- Student Writing

Resources:

Lesson 13 - READING: Identify the Main Topic and Retell Key Details

Grade 1 Reading/Writing

- **Set the Purpose** - Share the following Enduring Understanding: Learners understand that the United States is a special country because of the diversity of its people.
- **Engage Scholars** - Have scholars look at the illustrations in both texts and give a summary of each. Share the Essential Questions: How do readers use illustrations and key details to understand texts? How do writers use what they read to develop and support an opinion?
- **Read** - Follow the Shared Reading Routine to read pgs. 4-6 of *One Classroom, Many Cultures* and pgs. 28-29 of *A Picnic in October*. Focus on main topic that is shared by both texts.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: What are both of these texts about?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking Scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational and Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Main Topic** - Display and complete with class the Main Idea graphic organizer by identifying the main topic and supporting details in both texts.

Learning Opportunities/Strategies:

Lesson 13 - WRITING: Opinion Writing

Conventions:

- **Using Determiners** - Display and discuss sentences to show the use of determiners. Scholars write two sentences using determiners.

Set the Purpose:

- **Writing Process: Publish** - Review the steps in the writing process. Tell scholars that writers publish stories when they are finished writing. Discuss multiple ways to publish.

Teach and Model:

- TE pg. 132
- TE pg. 132
- *One Classroom, Many Cultures*
- *A Picnic in October*, Text Collection pgs. 3-34
- TE pg. 132
- *One Classroom, Many Cultures*, pgs. 4-6
- *A Picnic in October*, Text Collection pgs. 28-29
- Shared Reading Routine TR14-15
- TE pg. 132
- *One Classroom, Many Cultures*, pgs. 4-6
- *A Picnic in October*, Text Collection pgs. 28-29
- Think-Pair-Share Routine TR2-3
- TE pg. 133
- *One Classroom, Many Cultures*, pgs. 4-6
- *A Picnic in October*, Text Collection pgs. 28-29
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 133-134
- Benchmark Vocabulary - study, gazes
- Benchmark Vocabulary Routine for Informational and Literary Text TR24-31
- Generative Vocabulary Chart TE pgs. 2-5
- TE pg. 134
- *One Classroom, Many Cultures*, pgs. 4-6
- *A Picnic in October*, Text Collection pgs. 28-29
- Main Idea Graphic Organizer TR36

Resources:

Lesson 13 - WRITING: Opinion Writing

- TE pg. 141
- TE pg. 138

Grade 1 Reading/Writing

- **Writing Process: Publish** - Have scholars look at title page of *One Classroom, Many Cultures* and discuss elements of a title page. Remind scholars that the writing process is the same for every writer but the method of publishing may be different.

Prepare to Write:

- **Publish a Book Review** - Explain to class that you will publish your book review. Have class discuss questions on TE pg. 139. Decide how to publish, work to publish, and display in classroom library.

Independent Writing Practice:

- **Write** - Scholars decide on a title for their book review and publish their work including illustrations, a cover, and a title page.

Share Writing:

- Volunteers share their book review. As a class, identify the opinion and the reasons to support it.

Learning Opportunities/Strategies:

Performance-Based Assessment:

- **Opinion Task: Write a Book Review** - Scholars will write a review that states their opinion of one of the texts they have read. They will include information from the text that helped them form their opinion.
- **Scholars will:**
 - introduce the topic by naming the book.
 - write a sentence that states their opinion of the book.
 - give reason for their opinion and support those reasons with information and details from the book.
 - provide a sense of closure.

Prepare:

- **Review** - Discuss Essential Questions: How do readers use illustrations and key details to understand texts? How do writers use what they read to develop and support an opinion? Read aloud the Performance-Based Assessment.
- **Revisit the Text** - Remind scholars that both texts celebrate people's differences. Read excerpts from both texts and discuss. Scholars will choose one text and write a book review that states their opinion. Scholars will use sentences and illustrations from the texts to support their opinion.

- TE pg. 138
- *One Classroom, Many Cultures*

- TE pg. 139
- Book Review
- Teacher Modeled Writing

- TE pg. 140
- Book Review
- Writing/Drawing Paper
- Digital Options

- TE pg. 140
- Book Review
- Writing Keystone Checklist

Resources:

Performance-Based Assessment:

- TE pg. 142
- Student Reproducible pg. 146

- TE pg. 143
- Performance-Based Assessment

- TE pg. 143
- *One Classroom, Many Cultures*
- *A Picnic in October*, Text Collection pgs. 3-34

Grade 1 Reading/Writing

<p><u>Learning Opportunities/Strategies:</u></p> <p>Performance-Based Assessment:</p> <p>Create: Scholars choose one of the module’s texts and write a book review. The book review should include sentences and illustrations from the text that helps to show why they did or did not like the text. Scholars work independently to write their book reviews while teacher circulates to assist if necessary.</p> <p>Score Writing: Use Opinion Writing Rubric</p> <p>Reflect and Respond: For scholars receiving a score of 0, 1, or 2, follow If...then... suggestions to support them as they complete other Performance-Based Assessments.</p> <p>Present: Follow suggestions for scholars to share their writing with the class or in small groups.</p>	<p><u>Resources:</u></p> <p>Performance-Based Assessment:</p> <ul style="list-style-type: none">• TE pg. 144• Sticky Notes or Flags• Writing Paper• Pencils• <i>One Classroom, Many Cultures</i>• <i>A Picnic in October</i>, Text Collection pgs. 3-34• Digital Options <ul style="list-style-type: none">• TE pg. 147 Opinion Writing Rubric <ul style="list-style-type: none">• TE pg. 149 <ul style="list-style-type: none">• TE pg. 148• Digital Option		
<p><u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
<p>High-Achieving Students</p> <p>Reader’s & Writer’s Journal</p> <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Extension• Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none">• Games/Videos• Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>On Grade Level Students</p> <p>Reader’s & Writer’s Journal</p> <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Extension• Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none">• Games/Videos• Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Struggling Students</p> <p>Reader’s & Writer’s Journal</p> <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Support• Sleuth• Foundational Skills• Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none">• Games/Videos• Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none">• Unlock the Text• Unlock the Writing• Performance-Based Assessment Lesson	<p>Special Needs/ELL</p> <p>Reader’s & Writer’s Journal</p> <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Support• Sleuth• Foundational Skills• Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none">• Games/Videos• Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none">• Unlock the Text• Unlock the Writing• Unlock Language Learning• Performance-

Grade 1 Reading/Writing

		Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention	Based Assessment Lesson Scaffolded Instruction - English Language Learners If...then...Quick Check ReadyUp! Intervention
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Unit Six: Celebrating Diversity - Module B

Stage 1: Desired Results

Standards & Indicators:

NJSLS Foundational Skills: Reading Language

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (**including those listed in RF.K.1**); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.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.
- **L.RF.1.2.A.** - Distinguish long from short vowel sounds in spoken single-syllable words.
- **L.RF.1.2.B.** - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **L.RF.1.2.C.** - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **L.RF.1.2.D.** - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.3.A.** - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- **L.RF.1.3.B.** - Decode regularly spelled one-syllable words.
- **L.RF.1.3.C.** - Know final -e and common vowel team conventions for representing long vowel sounds.
- **L.RF.1.3.D.** - Distinguish long and short vowels when reading regularly spelled one-syllable words
- **L.RF.1.3.E.** - Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound
- **L.RF.1.3.F.** - Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old)
- **L.RF.1.3.G.** - Recognize the parts of high-frequency words that are regular and the parts that are irregular
- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.1.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.1.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.1.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS Reading

- **RL.CR.1.1.** - Ask and answer questions about key details in a **literary** text.
- **RL.CI.1.2.** - Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** - Describe characters, settings, and major event(s) in a story, using key details.
- **RL.TS.1.4.** -With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- **RL.PP.1.5.** - Identify who is telling the story at various points in a text.
- **RI.CR.1.1.** - Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

Grade 1 Reading/Writing

- **RI.CI.1.2.** - Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RI.IT.1.3.** - Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- **RI.TS.1.4.** - With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- **RI.PP.1.5.** - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RI.MF.1.6.** - With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas

NJSLS Foundational Skills: Writing Language

- **L.WF.1.1.** - Demonstrate command of the conventions of writing, (including those proficiencies listed in L.WF.K.1):
 - A. Write the upper and lowercase alphabets from memory.
 - B. Write a common grapheme (letter or letter group) for each phoneme.
 - C. Orally segment the phonemes in any single syllable, spoken word.
 - D. Recognize that each syllable is organized around a vowel sound.
- **L.WF.1.2.** - Demonstrate command of the conventions of encoding the spelling common, regular, single-syllable words, including those proficiencies listed in L.WF.K.2), with:
 - A. Short vowels and single consonants.
 - B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubles letters (off, will, mess).
 - C. Initial and final consonant blends (must, slab, plump).
- **L.WF.1.3** - Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3):
 - A. Write sentences with increasing complexity.
 - B. Supply the "who," "is doing," "what," in a subject-verb-object frame.
 - C. Capitalize the first word of a sentence, days of the week, months, names of people and proper names.
 - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - E. Use commas in dates and to separate single words in a series.
 - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
 - G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
 - H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because
- **L.VL.1.2.** - Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
 - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
 - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **L.VI.1.3.** - With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 - B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - C. 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).
 - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - E. 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.

Grade 1 Reading/Writing

- **W.AW.1.1.** - With prompts and support, write opinion pieces on a topic or texts.
- **W.AW.1.1.A.** - Introduce an opinion.
- **W.AW.1.1.B.** - Support the opinion with facts or other information and examples related to the topic.
- **W.AW.1.1.C.** - Provide a conclusion.
- **W.WP.1.4.** - With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.1.4.A** - With prompts and support, identify audience and purpose before writing.
- **W.WP.1.4.B** - With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
- **W.WR.1.5** - With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
- **W.SE.1.6.** - With guidance and support from adults, gather and select information from multiple sources to answer a question about a topic.
- **W.RW.1.7** - Engage in discussion, drawing, and writing in brief but regular writing tasks.

NJSLS Speaking and Listening

- **SL.PE.1.1.** - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.PE.1.1.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).
- **SL.PE.1.1.B.** - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **SL.PE.1.1.C** - Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3.** - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.PI.1.4.** - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS1.6.** - Produce complete sentences when appropriate to task and situation.

NJSLS Social Studies

- **6.1.2.CivicsCM.1:** Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- **6.1.2.CivicsCM.2:** Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- **6.1.2.CivicsDP.1:** Explain how national symbols reflect on American values and principles.
- **6.1.2.CivicsDP.3:** Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- **6.1.2.HistoryCC.2:** Use a timeline of important events to make inferences about the "big picture" of history.
- **6.1.2.HistorySE.3:** Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
- **6.1.2.Geo.SV.3:** Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
- **6.1.2.HistoryCC.1:** Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.

NJSLS - Career Readiness, Life Literacies, and Key Skills

- **CRP1.** - Act as a responsible and contributing citizen and employee.
- **CRP2.** - Apply appropriate academic and technical skills.
- **CRP4.** - Communicate clearly and effectively and with reason.
- **CRP5.** - Consider the environmental, social, and economic impacts of decisions.

Grade 1 Reading/Writing

- **CRP6.** Demonstrate creativity and innovation.
- **CRP8.** - Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP11.** - Use technology to enhance productivity.
- **CRP12.** - Work productively in teams while using cultural global competence.
- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school, and community.
- **9.2.2.CAP.1** - Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CI.1** - Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2** - Demonstrate originality and inventiveness in work.
- **9.4.2.CT.1** - Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.GCA:1** - Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- **9.4.2.IML.1** - Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.TL.1** - Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.2** - Create a document using a word processing application.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.

Central Idea / Enduring Understanding:

- Readers understand that illustrations and details in texts help them better comprehend what they read.
- Writers understand that valid opinions are supported by reasons.
- Learners appreciate how its diverse culture helps contribute to the unique character of the United States.

Essential/Guiding Question:

How can readers use illustrations and key details to understand texts?

How do writers use what they read to develop and support an opinion?

Content: (Module Goals)

- Readers will identify and retell key details using the text and illustrations.
- Writers will formulate an opinion and support it with one or more reasons and text evidence.
- Learners will understand the rich diversity of the United States and celebrate how it fosters understanding between cultures.

Text Complexity Measures - TR48 - TR54

The following measures and considerations create a three-part model to gauge the difficulty of a particular text.

- **Quantitative Measures**
 - Lexile
- **Qualitative Measures**
 - Literary/Informational Text
 - Text Structure
 - Language and Vocabulary
 - Theme and Knowledge Demands
- **Reader and Task Consideration**
 - Motivation, Knowledge, Experiences of Students
 - Difficulty of the Task or Questions Posed

Skills(Objectives):

Reading

- Setting
- Retell
- Ask and Answer Questions
- Characters
- Connect Ideas
- Main Topic and Key Details
-

Writing

- Write an Opinion About a Topic
- Write Reasons to Support an Opinion
- Make Connections
- Plan an Opinion Piece
- Gather Information for an Opinion Piece
- Name a Topic and State an Opinion
- Write Supporting Reasons for an Opinion Piece
- Word Choice
- Write an Ending for an Opinion Piece
- Revise an Opinion Piece
- Edit and Publish an Opinion Piece
- Ask and Answer Questions
- Stories and Informational Texts

Grade 1 Reading/Writing

Stage 2: Assessment Evidence

Performance Task(s):

Performance-Based Assessment:

- **Opinion Task:** Write an Opinion Piece - Scholars will think about the lost items they read about in *Whose Is This?* and decide which one they think was most interesting and why. They will write their opinion and include information from the text that helped them form their opinion.
- **Scholars will:**
 - introduce the topic by stating what they are writing about.
 - write a sentence that states their opinion.
 - give reasons for their opinion and support those reasons with information from the text.
 - provide a sense of closure.

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1 - READING: Use Key Details to Tell About Setting

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that illustrations and details in texts help them better comprehend what they read.
- **Engage Scholars** - Display *Whose Is This?*, read aloud title, and look at illustrations. Scholars make predictions. Share the Essential Questions: How do readers use illustrations and key details to understand texts? How do writers use what they read to develop and support an opinion?
- **Read** - Follow Shared Reading Routine to read *Whose Is This?* Scholars focus on what the story is mainly about.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: What do Maria and Kimi see at the culture fair?

Close Read:

Resources:

Lesson 1 - READING: Use Key Details to Tell About Setting

- TE pg. 162
- TE pg. 162
- *Whose Is This?*
- TE pg. 162
- *Whose Is This?*
- Shared Reading Routine TR14-15
- TE pg. 162
- *Whose Is This?*
- Think-Pair-Share Routine TR2-3

Grade 1 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Setting** - Display and complete with class the Web B graphic organizer using details in words and pictures to talk about the setting.

Learning Opportunities/Strategies:

Lesson 1 - WRITING: Opinion Writing

Conventions:

- **Use Determiners** - Display sentences and discuss the use of determiners. Write sentences on board for scholars to complete using correct determiner.

Set the Purpose:

- **Name a Topic and State an Opinion** - Review opinion writing as a piece of writing that states how the writer feels or what they believe about a topic.

Teach and Model:

- **Name a Topic and State an Opinion** - Explain that the opening sentence in an opinion piece lets the reader know the topic. Writers use words that show feelings or beliefs. Discuss questions readers can think about while reading. Share Student Model and discuss.

Prepare to Write:

- **Write an Opinion About a Topic** - Display and take a picture walk through *King Kafu and the Moon*. Discuss what students liked best and list on board. Choose a topic and model writing a sentence to introduce topic. Scholars suggest opinion statements to include with the topic sentence.

Independent Writing Practice:

- **Write** - As a class, take a picture walk through *Whose Is This?* Scholars respond to the following prompt: Think about the events in *Whose Is This?* What is your favorite event? Scholars write a sentence naming the topic and a sentence stating their opinion.

- TE pg. 163
- *Whose Is This?*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 163-164
- By-the-Way Words - sari, turban
- Benchmark Vocabulary - fair, booths, explore
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 152-155
- TE pg. 164
- *Whose Is This?*
- Web B Graphic Organizer TR45

Resources:

Lesson 1 - WRITING: Opinion Writing

- TE pg. 171
- TE pg. 168
- TE pg. 168
- Student Model
- TE pg. 169
- *King Kafu and the Moon*
- Teacher Model Writing
- TE pg. 170
- *Whose Is This?*
- Digital Options

Grade 1 Reading/Writing

Share Writing:

- Scholars share their sentences with the class. Discuss reasons for their favorite event.

Learning Opportunities/Strategies:

Lesson 2 - Reading: Use Details to Retell a Story

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that valid opinions are supported by reasons.
- **Engage Scholars** - Display illustrations on pgs. 4-9 of *Whose Is This?* Discuss events at beginning of the story. Share the Essential Questions: How do readers use illustrations and key details to understand texts? How do writers use what they read to develop and support an opinion?
- **Read** - Follow the Shared Reading Routine to read *Whose Is This?* pgs. 4-9 focusing on key details in the story.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What happens first in this part of the story?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Retell** - Display and complete with class the Story Sequence B graphic organizer identifying characters, setting, and main events in the story.

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Opinion Writing

Conventions:

- **Use Determiners** - Display sentences to show the use of determiners. Scholars complete sentences using *a*, *an*, or *the* correctly.

Set the Purpose:

- **Support an Opinion** - Remind scholars that writers of opinion pieces state how they feel or what they

- TE pg. 170
- Student Writing

Resources:

Lesson 2 - Reading: Use Details to Retell a Story

- TE pg. 172
- TE pg. 172
- *Whose Is This?*, pgs. 4-9
- TE pg. 172
- *Whose Is This?*, pgs. 4-9
- Shared Reading Routine TR14-15
- TE pg. 172
- *Whose Is This?*, pgs. 4-9
- Think-Pair-Share Routine TR2-3

- TE pg. 173
- *Whose Is This?*, pgs. 4-9
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pg. 174
- Benchmark Vocabulary - hotter
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 152-155
- TE pg. 174
- *Whose Is This?*, pgs. 4-9
- Story Sequence B Graphic Organizer TR38

Resources

Lesson 2 - WRITING: Opinion Writing

- TE pg. 181
- TE pg. 178

Grade 1 Reading/Writing

believe about a topic and support their opinion with reasons.

Teach and Model:

- **Write Reasons to Support an Opinion** - Writers use facts, details, examples, and descriptions to support their opinions. Share the Student Model and discuss writer's opinion and reasons to support it.

Prepare to Write:

- **Write Reasons to Support an Opinion** - Review topic and opinion written in Lesson 1. Discuss with scholars reasons for their opinions and list on board. Choose one or two reasons that support your opinion piece and model writing sentences.

Independent Writing Practice:

- **Write** - Scholars review their topic and opinion about *Whose Is This?* with a partner. Look for details in the text to support their opinion and write at least one reason.

Share Writing:

- Volunteers share their writing with the class. As a class, identify reasons the author gives to support their opinion.

Learning Opportunities/Strategies:

Lesson 3 - READING: Make Connections

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that illustrations and details in texts help them better comprehend what they read.
- **Engage Scholars** - Retell events from Chapter 1 by looking at illustrations on pgs. 4-9. Read last paragraph on pg. 9 and discuss ending. Share the Essential Questions: How do readers use illustrations and key details to understand texts? How do writers use what they read to develop and support an opinion?
- **Read** - Follow the Shared Reading Routine to read pgs. 10-14 of *Whose Is This?* Scholars focus on interesting words and key details.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: What is in the box that Maria and Kimi find?

Close Read:

- TE pg. 178
- Student Model

- TE pg. 179
- Opinion from Lesson 1
- Teacher Modeled Writing (Opinion Writing)

- TE pg. 180
- *Whose Is This?*
- Writing Paper
- Digital Options

- TE pg. 180
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 3 - READING: Make Connections

- TE pg. 182

- TE pg. 182
- *Whose Is This?*, pgs. 4-9

- TE pg. 182
- *Whose Is This?*, pgs. 10-14
- Shared Reading Routine TR14-15

- TE pg. 182
- *Whose Is This?*, pgs. 10-14
- Think-Pair-Share Routine TR2-3

Grade 1 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Make Connections - Display and** complete with class the Three-Column chart making connections between meaning of words in the text and how they use the word in real life.

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Opinion Writing

Conventions:

- **Produce Compound Sentences** - Display and read aloud sentences to show how simple sentences can be combined into compound sentences. Scholars supply examples for all four types of sentences.

Set the Purpose:

- **Writing Process: Plan** - Review the five steps to the writing process. During the planning step, writers think about their topic.

Teach and Model:

- **Writing Process: Plan** - Display Student Model and discuss the order of an opinion piece. Writers introduce the topic, give an opinion, and support opinion with reasons.

Prepare to Write:

- **Plan an Opinion Piece** - Explain to scholars that you will begin planning an opinion piece about a school activity that the class enjoys doing together. Think about activities and list on board. Vote on an activity. Display Main Idea graphic organizer and write the topic and opinion in the Main Idea box.

Independent Writing Practice:

- **Write** - Scholars discuss with a partner the different activities at the culture fair in *Whose Is This?* Scholars choose an activity and enter the topic in the Main Idea graphic organizer.

Share Writing:

- TE pg. 183
- *Whose Is This?*, pgs. 10-14
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 183-184
- By-the-Way Words - headwrap
- Benchmark Vocabulary - objects, cloth, clues
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 152-155
- TE pg. 184
- *Whose Is This?*, pgs. 10-14
- Three-Column Chart TR40

Resources:

Lesson 3 - WRITING: Opinion Writing

- TE pg. 191
- TE pg. 188
- TE pg. 188
- Student Model
- TE pg. 189
- Teacher Modeled Writing (Opinion)
- Main Idea Graphic Organizer TR36
- TE pg. 190
- *Whose Is This?*
- Main Idea Graphic Organizer TR36
- Digital Options

Grade 1 Reading/Writing

- Scholars share their graphic organizers with the class and explain why they chose the activity.

Learning Opportunities/Strategies:

Lesson 4 - READING: Ask and Answer Questions About Details

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Learners appreciate how its diverse culture helps contribute to the unique character of the United States.
- **Engage Scholars** - Display cover and review components of a question. Scholars identify question on pg. 16 of *Whose Is This?* Share the Essential Questions: How do readers use illustrations and key details to understand texts? How do writers use what they read to develop and support an opinion?
- **Read** - Follow the Shared Reading Routine to read pgs. 15-18 of *Whose Is This?* Scholars follow along and whisper read noting any confusing parts.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What is the orange cloth? How is it used?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Ask and Answer Questions.** - Model asking and answering questions as you read pg. 15. Display and complete with class the T-Chart for pgs. 15-18.

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Opinion Writing

Conventions:

- **Use Commas in Dates and Series** - Display and read aloud sentences to show the use of commas in a series and in dates.

Set the Purpose:

- TE pg. 190
- Main Idea Graphic Organizer TR36

Resources:

Lesson 4 - READING: Ask and Answer Questions About Details

- TE pg. 192
- TE pg. 192
- *Whose Is This?*, pg. 16
- TE pg. 192
- *Whose Is This?*, pg. 15-18
- Shared Reading Routine TR14-15
- TE pg. 192
- *Whose Is This?*, pg. 15-18
- Think-Pair-Share Routine TR2-3

- TE pg. 193
- *Whose Is This?*, pg. 15-18
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 193-194
- By-the-Way Words - bindis
- Benchmark Vocabulary -puzzled, competition
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 152-155
- TE pg. 194
- *Whose Is This?*, pg. 15-18
- T-Chart Graphic Organizer TR39

Resources:

Lesson 4 - WRITING: Opinion Writing

- TE pg. 201

Grade 1 Reading/Writing

- **Writing Process: Plan** - Review the five steps of the writing process. Remind scholars that when writing an opinion piece they should think about how they think or feel about a topic and the reasons why.

Teach and Model:

- **Writing Process: Plan** - Writers gather information about a topic and find reasons to support their opinion. They take notes about the source of the information. Share Student Model and discuss the writer's note to support their opinion.

Prepare to Write:

- **Gather Information for an Opinion Piece** - Model the planning process to write an opinion piece by thinking of reasons that support your opinion. Choose one or two reasons and add to the Main Idea graphic organizer.

Independent Writing Practice:

- **Write** - Scholars review the activity they chose in Lesson 3. They take notes on details in text and page numbers, and write one reason for their opinion in the Main Idea graphic organizer.

Share Writing:

- Volunteers share their details about their activity with the class and explain how the detail supports their opinion.

Learning Opportunities/Strategies:

Lesson 5 - READING: Retell Story Events Using Key Details

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that illustrations and details in texts help them better comprehend what they read.
- **Engage Scholars** - Have scholars look at illustrations on pgs. 4-18 and recall story events. Share the Essential Questions: How do readers use illustrations and key details to understand texts? How do writers use what they read to develop and support an opinion?
- **Read** - Follow the Shared Reading Routine to read pgs. 19-23 of *Whose Is This?* Scholars focus on details that help them understand events.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What can you tell about the object Maria pulls from the box?

- TE pg. 198

- TE pg. 198
- Student Model

- TE pg. 199
- Main Idea Graphic Organizer from Lesson 3
- Teacher Modeled Writing (Opinion)

- TE pg. 200
- Main Idea Graphic Organizer
- Digital Options

- TE pg. 200
- Student Writing

Resources:

Lesson 5 - READING: Retell Story Events Using Key Details

- TE pg. 202

- TE pg. 202
- *Whose Is This?*, pgs. 4-18

- TE pg. 202
- *Whose Is This?*, pgs. 19-23
- Shared Reading Routine TR14-15

- TE pg. 202
- *Whose Is This?*, pgs. 19-23
- Think-Pair-Share Routine TR2-3

Grade 1 Reading/Writing

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Retell - Display and** complete with class the Three-Column graphic organizer to retell events from pgs. 19-23 of *Whose Is This?*

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Opinion Writing

Conventions:

- **Use Conjunctions in Compound Sentences** - Display sentences to show compound sentences and discuss conjunction. Write pairs of simple sentences for Scholars to combine using conjunctions.

Set the Purpose:

- **Writing Process: Draft** - Review the five steps to the writing process. Explain that the next step is to write a draft of the opinion piece.

Teach and Model:

- **Writing Process: Draft** - Writers introduce a topic and state their opinion. Display Student Model and discuss words that signal an opinion.

Prepare to Write:

- **Name a Topic and State an Opinion** - Display Main Idea graphic organizer and review plan for opinion piece about a school activity. Model beginning the draft by introducing the topic and stating an opinion using feeling words.

Independent Writing Practice:

- **Write** - Scholars review their Main Idea graphic organizer and begin their draft by introducing the topic and stating their opinion.

Share Writing:

- Volunteers share their writing with the class. Class identifies the feeling words the author uses.

- TE pg. 203
- *Whose Is This?*, pgs. 19-23
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 203-204
- By-the-Way Words - Native American
- Benchmark Vocabulary - behind, spotted, meetings
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 152-155
- TE pg. 204
- *Whose Is This?*, pgs. 19-23
- Three-Column Chart Graphic Organizer TR40

Resources:

Lesson 5 - WRITING: Opinion Writing

- TE pg. 211
- TE pg. 208
- TE pg. 208
- Student Model
- TE pg. 209
- Main Idea Graphic Organizer from Lesson 3 & 4
- Teacher Modeled Writing (Opinion)
- TE pg. 210
- Main Idea Graphic Organizer from Lesson 3 & 4
- Digital Options
- TE pg. 210
- Student Writing

Grade 1 Reading/Writing

Learning Opportunities/Strategies:

Lesson 6 - READING: Use Key Details to Tell About Characters

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Writers understand that valid opinions are supported by reasons.
- **Engage Scholars** - Display pgs. 24-25 of *Whose Is This?* Have scholars point to the main characters and tell what they know about them. Share the Essential Questions: How do readers use illustrations and key details to understand texts? How do writers use what they read to develop and support an opinion?
- **Read** - Follow the Shared Reading Routine to read pgs. 24-29 of *Whose Is This?* focusing on what the characters say and do.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What ideas do Maria and Kimi have about what the wooden case might be?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Characters** - Use pgs. 24-29 in *Whose Is This?* to complete with class the Web A graphic organizer listing details about what Kimi and Maria say and do.

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Opinion Writing

Conventions:

- **Use Conjunctions** - Display sentences and discuss joining simple sentences with conjunctions. Write simple sentences on board for scholars to combine using *so* or *because*.

Set the Purpose:

- **Writing Process: Draft** - Review five steps of the writing process and the components of an opinion piece.

Teach and Model:

Resources:

Lesson 6 - READING: Use Key Details to Tell About Characters

- TE pg. 212
- TE pg. 212
- *Whose Is This?*, pgs. 24-25
- TE pg. 212
- *Whose Is This?*, pgs. 24-29
- Shared Reading Routine TR14-15
- TE pg. 212
- *Whose Is This?*, pgs. 24-29
- Think-Pair-Share Routine TR2-3
- TE pg. 213
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7
- TE pgs. 213-214
- Benchmark Vocabulary - shiny, polished, hollows
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 152-155
- TE pg. 214
- *Whose Is This?*, pgs. 24-29
- Web A Graphic Organizer TR44

Resources:

Lesson 6 - WRITING: Opinion Writing

- TE pg. 221
- TE pg. 218

Grade 1 Reading/Writing

- **Writing Process: Draft** - Writers support their opinion with facts, details, examples, and descriptions from various sources or from personal experiences. Display Student Model and discuss.

Prepare to Write:

- **Write Supporting Reasons for an Opinion Piece** - Display draft and Main Idea graphic organizer from prior lessons. Scholars suggest reasons to add to the opinion piece. Model adding reasons to the draft.

Independent Writing Practice:

- **Write** - Scholars review graphic organizer and continue their draft by writing at least one reason to support their opinion.

Share Writing:

- Volunteers share their opinion and reason with a small group. Discuss whether reason supports the opinion.

Learning Opportunities/Strategies:

Lesson 7 - READING: Use Words and Phrases from a Story

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Learners appreciate how its diverse culture helps contribute to the unique character of the United States.
- **Engage Scholars** - Display illustrations on pgs. 28-32 of *Whose Is This?* and discuss interesting words and phrases. Share the Essential Questions: How do readers use illustrations and key details to understand texts? How do writers use what they read to develop and support an opinion?
- **Read** - Follow the Shared Reading Routine to read pgs. 28-32 in *Whose Is This?* Scholars should focus on interesting words and phrases.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: How does the story end?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use

- TE pg. 218
- Student Model

- TE pg. 219
- Main Idea Graphic Organizer from Lessons 3 and 4
- Draft from Lesson 5
- Teacher Modeled Writing (Opinion)

- TE pg. 220
- Main Idea Graphic Organizer from Lessons 3 and 4
- Draft from Lesson 5
- Digital Options

- TE pg. 220
- Student Writing

Resources:

Lesson 7 - READING: Use Words and Phrases from a Story

- TE pg. 222

- TE pg. 222
- *Whose Is This?*, pgs. 28-32

- TE pg. 222
- *Whose Is This?*, pgs. 28-32
- Shared Reading Routine TR14-15

- TE pg. 222
- *Whose Is This?*, pgs. 28-32
- Think-Pair-Share Routine TR2-3

- TE pg. 223
- *Whose Is This?*, pgs. 28-32
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 223-224
- By-the-Way Words - tortillas
- Benchmark Vocabulary - peeped, handle, detectives

Grade 1 Reading/Writing

the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Word Choice** - Teacher guides scholars to discuss interesting words and phrases from pgs. 28-32 of *Whose Is This?*

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Opinion Writing

Conventions:

- **Use Prepositional Phrases** - Display and discuss sentences to show prepositional phrases that tell where someone or something is located.

Set the Purpose:

- **Writing Process: Draft** - Review the five steps of the writing process. Remind scholars that an opinion piece tells what a writer thinks, feels, or believes about a topic.

Teach and Model:

- **Writing Process: Draft** - Remind scholars that writers end their writing with a memorable closing. Writers give readers something to remember or think about. Read excerpt from pg. 32 of *Whose Is This?* and discuss.

Prepare to Write:

- **Write an Ending for an Opinion Piece** - Display class draft and review. Scholars offer suggestions for a closing to the opinion piece. Write suggestions on board and choose a closing. Model writing a closing.

Independent Writing Practice:

- **Write** - Scholars share their drafts with a partner and discuss ways to end their writing. Scholars end their piece by writing a sentence or two that readers will remember and think about.

Share Writing:

- Volunteers share their closing with the class and discuss what the closing makes them think about.

Learning Opportunities/Strategies:

Lesson 8 - READING: Tell How Ideas Are Connected

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Learners appreciate how its diverse

- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 152-155

- TE pg. 224
- *Whose Is This?*, pgs. 28-32

Resources:

Lesson 7 - WRITING: Opinion Writing

- TE pg. 231

- TE pg. 228

- TE pg. 228
- *Whose Is This*, pg. 32

- TE pg. 229
- Draft from Lesson 5 & 6

- TE pg. 230
- Draft from Lesson 5 & 6
- Digital Options

- TE pg. 230
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 8 - READING: Tell How Ideas Are Connected

- TE pg. 232

Grade 1 Reading/Writing

culture helps contribute to the unique character of the United States.

- **Engage Scholars** - Introduce *L is for Liberty* by reading the title and discussing photograph on pg. 35. Share the Essential Questions: How do readers use illustrations and key details to understand texts? How do writers use what they read to develop and support an opinion?
- **Read** - Follow the Shared Reading Routine to read aloud *L is for Liberty*. Scholars focus on what the text is mostly about.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: What facts did you learn about the Statue of Liberty?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Connect Ideas** - Using pgs. 36-37 of *L is for Liberty*, discuss the Statue of Liberty as a symbol. Teacher guides scholars to identify other symbols in the text.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Opinion Writing

Conventions:

- **Produce and Expand Sentences** - Review simple and compound sentences. Display sentences to show how to add words and phrases to make sentences stronger.

Set the Purpose:

- **Writing Process: Revise** - Review the five steps of the writing process. Scholars will revise their opinion writing to make it better.

Teach and Model:

- **Writing Process: Revise** - Scholars participate in peer review to revise their writing. Explain that in a peer review, writers exchange their work and offer feedback. Display and read aloud the Student Model. Read aloud the second paragraph with the added details and discuss.

- TE pg. 232
- *L is for Liberty*, Text Collection pg. 35

- TE pg. 232
- *L is for Liberty*, Text Collection pg. 35-58
- Shared Reading Routine TR14-15

- TE pg. 232
- *L is for Liberty*, Text Collection pg. 35-58
- Think-Pair-Share Routine TR2-3

- TE pg. 233
- *L is for Liberty*, Text Collection pg. 35-58
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pg. 234
- Benchmark Vocabulary - country
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155

- TE pg. 234
- *L is for Liberty*, Text Collection pg. 35-58

Resources:

Lesson 8 - WRITING: Opinion Writing

- TE pg. 241

- TE pg. 238

- TE pg. 238
- Student Model

Grade 1 Reading/Writing

Prepare to Write:

- **Revise an Opinion Piece** - Read aloud draft from previous lessons. Role-play a reviewer and discuss opinion with class. Scholars ask questions and make suggestions on how to improve the writing. Revise by adding details. Model writing the revised version.

Independent Writing Practice:

- **Write** - Scholars work with a peer to review their writing. Encourage partners to offer suggestions. Scholars add details and revise their writing.

Share Writing:

- Volunteers share their original and revised writing with the class. Discuss the added details that make the piece stronger.

Learning Opportunities/Strategies:

Lesson 9 - READING: Identify Main Topic and Key Details

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand that illustrations and details in texts help them better comprehend what they read.
- **Engage Scholars** - Take a picture walk through *L is for Liberty* and recall what the text is about. Share the Essential Questions: How do readers use illustrations and key details to understand texts? How do writers use what they read to develop and support an opinion?
- **Read** - Follow the Shared Reading Routine to read *L is for Liberty* pgs. 35-43 focusing on key ideas and details in this part of the text.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: What did you learn about the United States of America?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

- TE pg. 239
- Opinion Draft from Lesson 5, 6, & 7
- Teacher Modeled Writing (Opinion)

- TE pg. 240
- Opinion Writing
- Digital Options

- TE pg. 240
- Student Writing

Resources:

Lesson 9 - READING: Identify Main Topic and Key Details

- TE pg. 242
- TE pg. 242
- *L is for Liberty*, Text Collection pgs. 35-58

- TE pg. 242
- *L is for Liberty*, Text Collection pgs. 35-43
- Shared Reading Routine TR14-15

- TE pg. 242
- *L is for Liberty*, Text Collection pgs. 35-43
- Think-Pair-Share Routine TR2-3

- TE pg. 243
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 243-244
- By-the-Way Words - liberty
- Benchmark Vocabulary - believe
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155

Grade 1 Reading/Writing

Reading Analysis:

- **Main Topic and Key Details** - Display and complete with class the Main Idea graphic organizer identifying main idea and and key details for pgs. 36-43.

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Opinion Writing

Conventions:

- **End Punctuation** - Review the four types of sentences. Display sentences and discuss end punctuation. Scholars write sentences with correct punctuation.

Set the Purpose:

- **Writing Process: Edit and Publish** - Review the five steps of the writing process: planning, drafting, revising, editing, and publishing.

Teach and Model:

- **Writing Process: Edit and Publish** - Explain that during the editing step, writers check their writing for errors in spelling, capitalization, or punctuation. Display editing checklist and review with scholars. Read excerpt from *L is for Liberty* pgs. 40 & 43 and discuss capitalization and punctuation.

Prepare to Write:

- **Edit and Publish an Opinion Piece** - Display revised opinion piece and model reading multiple times to check for errors. Discuss the many ways to publish a piece. Publish the piece as a typed paper.

Independent Writing Practice:

- **Write** - Scholars read their revised piece to check for errors and publish their final copy.

Share Writing:

- Volunteers share their writing with the class. Collect and organize writings in a class book or display in classroom.

Learning Opportunities/Strategies:

Lesson 10 - READING: Ask and Answer Questions

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand that illustrations and details in texts help them better comprehend what they read.
- **Engage Scholars** - Display pg. 48 and discuss question. Display illustrations on pgs. 44-58 and

- TE pg. 244
- *L is for Liberty*, Text Collection pgs. 35-43
- Main Idea Graphic Organizer TR36

Resources:

Lesson 9 - WRITING: Opinion Writing

- TE pg. 251
- TE pg. 248
- TE pg. 248
- Editing Checklist TE pg. 248
- *L is for Liberty*, Text Collection pgs. 40 & 43

- TE pg. 249
- Revised Opinion Piece from Lesson 8

- TE pg. 250
- Revised Opinion Piece from Lesson 8
- Digital Options

- TE pg. 250
- Student Writing

Resources:

Lesson 10 - READING: Ask and Answer Questions

- TE pg. 252
- TE pg. 252
- *L is for Liberty*, Text Collection pgs. 44-58

Grade 1 Reading/Writing

invite scholars to ask questions about what they see. Share the Essential Questions: How do readers use illustrations and key details to understand texts? How do writers use what they read to develop and support an opinion?

- **Read** - Follow the Shared Reading Routine to read *L is for Liberty* pgs. 44-58. Scholars focus on words and phrases they do not understand.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss: How big is the Statue of Liberty?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Ask and Answer Questions** - Using pg. 54 of *L is for Liberty*, model asking and answering questions about unfamiliar words or phrases. Continue to discuss other unfamiliar words or phrases.

Learning Opportunities/Strategies:

Lesson 10 - WRITING: Opinion Writing

Conventions:

- **Capitalize Proper Nouns** - Display sentences to discuss proper nouns. Scholars share sentences and identify proper nouns.

Set the Purpose:

- **Name a Topic and State an Opinion** - Remind scholars that opinion writing states what someone thinks, feels, or believes about a topic.

Teach and Model:

- **Name a Topic and State an Opinion** - Writers begin an opinion piece with an opening statement about the topic and state an opinion using feeling words. Display Student Model and discuss.

Prepare to Write:

- **Write an Opinion About a Topic** - Begin working on a new opinion piece. Display the two texts and take a picture walk through each to help scholars recall

- TE pg. 252
- *L is for Liberty*, Text Collection pgs. 44-58
- Shared Reading Routine TR14-15

- TE pg. 252
- *L is for Liberty*, Text Collection pgs. 44-58
- Think-Pair-Share Routine TR2-3

- TE pg. 253
- *L is for Liberty*, Text Collection pgs. 44-58
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 253-254
- By-the-Way Words - tablet
- Benchmark Vocabulary - puzzle, hope
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-155

- TE pg. 254
- *L is for Liberty*, Text Collection pgs. 44-58

Resources:

Lesson 10 - WRITING: Opinion Writing

- TE pg. 261

- TE pg. 258

- TE pg. 258
- Student Model

- TE pg. 259
- *Far From Home*
- *Going to School*

Grade 1 Reading/Writing

details. Discuss what the class liked or disliked in each. Model writing a sentence to name the topic and state your opinion.

Independent Writing Practice:

- **Write** - Scholars take a picture walk through *Whose Is This?* and *L is for Liberty*. Discuss what scholars like or dislike and respond to the following prompt: Which text do you like better - *L is for Liberty* or *Whose Is This?* Scholars write a sentence that names the topic and a sentence that states their opinion.

Share Writing:

- Volunteers share their sentences with a partner and discuss why they like the book they chose.

Learning Opportunities/Strategies:

Lesson 11 - READING: Tell About Stories and Informational Text

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand that illustrations and details in texts help them better comprehend what they read.
- **Engage Scholars** - Page through both texts and discuss text features. Share the Essential Questions: How do readers use illustrations and key details to understand texts? How do writers use what they read to develop and support an opinion?
- **Read** - Follow the Shared Reading Routine to read pgs. 10-18 of *Whose Is This?* and pgs. 36-43 of *L is for Liberty*. Scholars focus on how the two texts are alike and different.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: How are these texts alike?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational and Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

- Teacher Modeled Writing (Opinion)

- TE pg. 260
- *Whose Is This?*
- *L is for Liberty*, Text Collection pgs. 35-58
- Digital Options
- Paper

- TE pg. 260
- Student Writing

Resources:

Lesson 11 - READING: Tell About Stories and Informational Text

- TE pg. 262
- TE pg. 252
- *Whose Is This?*
- *L is for Liberty*, Text Collection pgs. 35-58

- TE pg. 262
- *Whose Is This?*, pgs. 10-18
- *L is for Liberty*, Text Collection pgs. 36-43
- Shared Reading Routine TR14-15

- TE pg. 262
- *Whose Is This?*, pgs. 10-18
- *L is for Liberty*, Text Collection pgs. 36-43
- Think-Pair-Share Routine TR2-3

- TE pg. 263
- *Whose Is This?*, pgs. 10-18
- *L is for Liberty*, Text Collection pgs. 36-43
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pg. 264
- Benchmark Vocabulary - cloth, competition, believe
- Benchmark Vocabulary Routine for Informational and Literary Text TR24-31
- Generative Vocabulary Chart TE pgs. 152-155

Grade 1 Reading/Writing

Language Analysis:

- **Stories and Informational Texts** - Display and complete with class the T-Chart to record ways the two texts are different.

Learning Opportunities/Strategies:

Lesson 11 - WRITING: Opinion Writing

Conventions:

- **Use Personal Pronouns** - Display sentences to show personal pronouns taking the place of nouns. Write sentences on board and Scholars revise second sentence using a personal pronoun.

Set the Purpose:

- **Support an Opinion** - Opinion pieces state how the writer feels or what they believe about a topic and is supported with reasons.

Teach and Model:

- **Support an Opinion** - Writers introduce a topic, give their opinion, and support their opinion with reasons. Display Student Model and discuss.

Prepare to Write:

- **Write Reasons to Support an Opinion** - Review topic and opinion sentence from Lesson 10. As scholars suggest reasons, list on board. Choose one or two reasons to add to the class opinion. Model adding reasons to the class opinion piece.

Independent Writing Practice:

- **Write** - Scholars review their topic and opinion from Lesson 10. Look for details in the texts to support the opinion and include these examples in their writing.

Share Writing:

- Volunteers share their writing with the class. Have the class identify the reasons that support the writer's opinion.

Learning Opportunities/Strategies:

Lesson 12 - READING: Use Words and Phrases from Texts

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Writers understand that valid opinions are supported by reasons.
- **Engage Scholars** - Show cover of *Whose Is This?* and pg. 35 of *L is for Liberty* and discuss illustrations

- TE pg. 264
- *Whose Is This?*, pgs. 10-18
- *L is for Liberty*, Text Collection pgs. 36-43
- T-Chart Graphic Organizer TR39

Resources:

Lesson 11 - WRITING: Opinion Writing

- TE pg. 271

- TE pg. 268

- TE pg. 268
- Student Model

- TE pg. 269
- Opinion from Lesson 10

- TE pg. 270
- Opinion from Lesson 10
- *Whose Is This?*
- *L is for Liberty*, Text Collection pgs. 35-58
- Digital Options

- TE pg. 270
- Student Writing

Resources:

Lesson 12 - READING: Use Words and Phrases from Texts

- TE pg. 272

- TE pg. 272
- *Whose Is This?*

Grade 1 Reading/Writing

using interesting words and phrases. Share the Essential Questions: How do readers use illustrations and key details to understand texts? How do writers use what they read to develop and support an opinion?

- **Read** - Follow the Shared Reading Routine to read pgs. 4-9 in *Whose Is This?* and pgs. 48-58 in *L is for Liberty* focusing on interesting words and phrases.
- **Turn and Talk** - Follow the Think-Pair-Share Routine to discuss the question: What did you learn from these texts?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking Scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational and Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Word Choice** - Guide scholars to discuss interesting words or phrases in both texts. additional words and phrases.

Learning Opportunities/Strategies:

Lesson 12 - WRITING: Opinion Writing

Conventions:

- **Use Affixes as a Clue to the Meaning of a Word** - Display sentences and discuss meaning of the word. Scholars use in a sentence.

Set the Purpose:

- **Provide a Closing** - Explain that an opinion piece tells how the writer thinks or feels about a topic.

Teach and Model:

- **Provide a Closing** - When writing an opinion piece, writers: introduce the topic, state their opinion, give reasons to support the opinion, and provide closure. Display Student Model and discuss.

Prepare to Write:

- **Write an Ending for an Opinion Piece** - Display the class draft and review what was written. Write

- *L is for Liberty*, Text Collection pg. 35

- TE pg. 272
- *Whose Is This?*, pgs. 4-9
- *L is for Liberty*, Text Collection pgs. 48-58
- Shared Reading Routine TR14-15

- TE pg. 272
- *Whose Is This?*, pgs. 4-9
- *L is for Liberty*, Text Collection pgs. 48-58
- Think-Pair-Share Routine TR2-3

- TE pg. 273
- *Whose Is This?*, pgs. 4-9
- *L is for Liberty*, Text Collection pgs. 48-58
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pg. 274
- Benchmark Vocabulary - peered, hope
- Benchmark Vocabulary Routine for Informational and Literary Text TR24-31
- Generative Vocabulary Chart TE pgs. 152-155

- TE pg. 274
- *Whose Is This?*, pgs. 4-9
- *L is for Liberty*, Text Collection pgs. 48-58

Resources:

Lesson 12 - WRITING: Opinion Writing

- TE pg. 281

- TE pg. 278

- TE pg. 278
- Student Model

- TE pg. 279
- Opinion from Lesson 10 & 11

Grade 1 Reading/Writing

scholars' suggestions for a closing on board.
Choose a closing and model adding it to the piece.
Read finished piece to class.

Independent Writing Practice:

- **Write** - Scholars review their opinion writing and discuss with a partner possible endings. Scholars write an ending to their opinion piece.

Share Writing:

- Volunteers share their writing with the class. Have class discuss closings.

Learning Opportunities/Strategies:

Performance-Based Assessment:

- **Opinion Task: Write an Opinion Piece** - Scholars will think about the lost items they read about in *Whose Is This?* and decide which one they think was most interesting and why. They will write their opinion and include information from the text that helped them form their opinion.
- **Scholars will:**
 - introduce the topic by stating what they are writing about.
 - write a sentence that states their opinion.
 - give reasons for their opinion and support those reasons with information from the text.
 - provide a sense of closure.

Prepare:

- **Review** - Discuss Essential Questions: How do readers read to find answers to questions? How do writers use facts and key details to answer questions about a topic? Read aloud the Performance-Based Assessment.
- **Revisit the Text** - Remind scholars that the characters in *Whose Is This?* go to the town's culture fair and find many different objects in the lost and found. They spend the day trying to find the owners of the lost items. Read excerpt pgs. 12-13 and 17. Scholars think about the lost items and choose one they find most interesting. By choosing one, they are stating an opinion that they will need to support using information from the text.

Learning Opportunities/Strategies:

Performance-Based Assessment:

Create: As a class, create a list of the lost items from the story *Whose Is This?* Scholars choose the lost item they find most interesting. Scholars work independently on their writing task as teacher circulates to assist as necessary.

- Teacher Modeled Writing (Opinion)

- TE pg. 280
- Opinion from Lesson 10 & 11
- Digital Options

- TE pg. 280
- Student Writing
- Writing Keystone Checklist

Resources:

Performance-Based Assessment:

- TE pg. 282
- Student Reproducible pg. 286

- TE pg. 283
- Performance-Based Assessment

- TE pg. 283
- *Whose Is This?*, pgs. 12-13, 17

Resources:

Performance-Based Assessment:

- TE pg. 284
- *Whose Is This?*
- Paper, Pencils
- Digital Options

Grade 1 Reading/Writing

Score Writing: Use Opinion Writing Rubric		<ul style="list-style-type: none">TE pg. 287 Opinion Writing Rubric	
Present: Follow suggestions for scholars to share their writing with the class or in small groups.		<ul style="list-style-type: none">TE pg. 288	
Reflect and Respond: For scholars receiving a score of 0, 1, or 2, follow If...then... suggestions to support them as they complete other Performance-Based Assessments.		<ul style="list-style-type: none">TE pg. 289	
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice	Reader's & Writer's Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice	Reader's & Writer's Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice	Reader's & Writer's Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice
Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis ExtensionSleuth	Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis ExtensionSleuth	Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis SupportSleuthFoundational Skills	Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis SupportSleuthFoundational Skills
Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading	Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading	Realize Online Platform <ul style="list-style-type: none">Games/VideosGuided Writing	Realize Online Platform <ul style="list-style-type: none">Games/VideosGuided Writing
Text Club Routines TR24-27	Text Club Routines TR24-27	Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading	Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading
Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Scaffolded Strategies Handbook: <ul style="list-style-type: none">Unlock the TextUnlock the WritingPerformance-Based Assessment Lesson	Scaffolded Strategies Handbook: <ul style="list-style-type: none">Unlock the TextUnlock the WritingUnlock Language LearningPerformance-Based Assessment Lesson
		Scaffolded Instruction - Strategic Support If...then...Quick Check	Scaffolded Instruction - English Language Learners If...then...Quick Check
		ReadyUp! Intervention	ReadyUp! Intervention

Grade 1 Reading/Writing

ReadyGen 2024-2025 Pacing Guide - Grade 1

	Units	Unit Days	Cumulative TOTAL
MP 1	ReadyGEN Unit 1 - Connecting to Our World <ul style="list-style-type: none"> ● Module A <ul style="list-style-type: none"> ○ <i>Stellaluna</i> (6) ○ <i>Dragons and Giants</i> (3) ○ <i>Compare Stellerluna and Dragons and Giants</i> (1) ● Generative Vocabulary to Unlock Text <ul style="list-style-type: none"> ○ Pages 2-5 ○ All vocabulary/generative vocabulary must be taught using module resources as needed. ● Foundational Skills (Use Foundational Skills Lessons FS 1-13) <ul style="list-style-type: none"> ○ Consonants m/m/: (<i>moon, mat, Mama, man, mountain, mouth,</i>) ○ Consonants s/s/: (<i>sun, soft, sad, sat, Sam; said, saw,</i>) ○ Consonants t/t/: (<i>ten, tiny, tag, tan, Tam, Toad, top</i>) ○ Short a: a/a/: (<i>ant, mat, bat, mat, sat, Sam, Tam, at, apple, astronaut, can, pan</i>) ○ Consonant c/k/: (<i>cat, carrot, can't, can, could</i>) ○ Consonant p/p/: (<i>pan, Pip</i>) ○ Consonant n/n/: (<i>nut, night, neither, nodded</i>) ○ Consonant f, ff/f/: (<i>fan, firefighter, fad, felt</i>) ○ Consonant b/b/: (<i>bat, but</i>) ○ Consonant g/g/: (<i>goat, go</i>) ○ Short i: i/i: (<i>insect, pig, wing, six, fin, it, big, pin</i>) ○ High Frequency Words FS 3, 5, 7, 9, 11, 13: (<i>I, a, see, the, we, see, the, like, you</i>) 	10	
	<ul style="list-style-type: none"> ● Holidays & Observances <ul style="list-style-type: none"> ○ <i>Labor Day-1st Monday</i> ○ <i>Hispanic Heritage Month - September 15-October 15</i> ○ <i>Commodore Barry Day - September 13th</i> ○ <i>Constitution Day - September 17th</i> 	4	
	<ul style="list-style-type: none"> ● Flex Days (2 days) ● Notes: 	2	
			16
MP 1	ReadyGEN Unit 1 - Connecting to Our World <ul style="list-style-type: none"> ● Module B <ul style="list-style-type: none"> ○ <i>Time to Sleep</i> (6) ○ <i>What Do You Do With a Tail Like This?</i>(3) ○ <i>Compare Time to Sleep and What Do You Do With a Tail Like This?</i> (1) ● Generative Vocabulary to Unlock Text <ul style="list-style-type: none"> ○ Pages 152-155 ○ All vocabulary/generative vocabulary must be taught using module resources as needed. ● Foundational Skills (Use Foundational Skills Lessons FS 14-25) 	10	

Grade 1 Reading/Writing

	<ul style="list-style-type: none"> ○ Consonant d/d/: (duck, dot, do, dip, den) ○ Consonant l,ll/l/: (lamp, leg, let, lit, lock, legs) ○ Consonant h/h/: (hen, how, hop, him, horses, horse) ○ Short o: o/o: (ox, octopus, lot, you, we, dot, hot, lock, not) ○ Consonant r/r/: (red, rip, rig, rod, ran) ○ Consonant w/w/: (wig, wet, win) ○ Consonant j/j/: (jet, job, jog) ○ Consonant k/k/: (kitten, kid, kit) ○ Consonants r/r/, w/w/, j/j/, k/k/: (The koalas watch. Koalas can run and jump.; Baby cats are kittens. Kittens run and jump. Kittens want to sleep.) ○ Initial and Medial /e/; Short e: (edge, red, elephant, pen, pet, leg, men) ○ Consonant v/v/: (vase, volcano, vet) ○ Consonant y/y/: (yellow) ○ Consonant zz/z/: (zebra) ○ Consonant qu/kw: (quarter) ○ High Frequency Words FS 15, 17, 19, 21, 23, 25: (was, look, I, the, do, you, see, with, is, a, we) ● Holidays & Observances <ul style="list-style-type: none"> ○ National Indigenous People Day - 2nd Monday ● Flex Days (2 days) ● Unit 1-Assessments (1-4 days) ● PBA Assessment - Narrative (use writing block) ● Unit Assessment ● Notes: 	<div>1</div> <div>2</div> <div>4</div>	33
	Units	Unit Days	Cumulative TOTAL
MP 1	ReadyGEN Unit 2 - Becoming a Classroom Citizen <ul style="list-style-type: none"> ● Module A <ul style="list-style-type: none"> ○ A Fine, Fine School (5) ○ Recess Queen (5) ○ Compare A Fine, Fine School and Recess Queen(1) ● Generative Vocabulary to Unlock Text <ul style="list-style-type: none"> ○ Pages 2-5 ○ All vocabulary/generative vocabulary must be taught using module resources as needed. ● Foundational Skills (Use Foundational Skills Lessons FS 1-13) <ul style="list-style-type: none"> ○ Distinguish /a/; Short a: (ant, astronaut, am, at, cat, classes, dab, sat, ham, tack) ○ Consonant Pattern -ck: (jack, stick, deck, sack, pick, tuck, peck) ○ Distinguish /i/; Short i: (igloo, insects, sit, lip, drip, bib, they, the, to, look, if, did, pit, tick) ○ Consonant x/ks/: (six, fox, max, fax, tux, rex, box, lox, box, sax, pox, Tex) ○ Distinguish /o/; Short o: (not, mop, on, top, mom, rock, hopped) ○ Plural -s; Consonant s/z/: (kids, dogs, mops, pigs, caps) ○ High Frequency Words FS 3, 5, 7, 9, 11, 13: 	11	

Grade 1 Reading/Writing

	<p>(with, a, for, the, and, do, we, see, take, two, three, they, is)</p> <ul style="list-style-type: none"> ● Holidays & Observances <ul style="list-style-type: none"> ○ Veteran's Day November 11th ● Flex Days (2 days) ● Notes: 	<p>1</p> <p>2</p>	<p>47</p>
MP 2	<p>ReadyGEN Unit 2 - Becoming a Classroom Citizen</p> <ul style="list-style-type: none"> ● Module B <ul style="list-style-type: none"> ○ Far From Home (5) ○ Going to School (5) ○ Compare Far From Home and Going to School (1) ● Generative Vocabulary to Unlock Text <ul style="list-style-type: none"> ○ Pages 152-155 ○ All vocabulary/generative vocabulary must be taught using module resources as needed. ● Foundational Skills (Use Foundational Skills Lessons FS 14-25) <ul style="list-style-type: none"> ○ Inflected Ending -s: (gets, spills, They run. Tim runs.; tips, begs, dims, pats, holds, mops, falls, helps) ○ Inflectional Ending -ing: (giving, leaving, taking, hopping, tickling, mixing, tapping, picking, going, fixing, tacking) ○ Short e: (elephant, bed, men, get, left, set, pen, beg) ○ Initial Consonant Blends: (block, drum. stamp, snow, speaks, skill, step. plan, trot) ○ Short u: (umbrella, nut, bus, rug, fun.) ○ High Frequency Words FS 15, 17, 19, 21, 23, 25: (we, a, you, do, the, have, eats, take, her, he, like(s), here, to, with, is, they, too) ● Holidays & Observances <ul style="list-style-type: none"> ○ Thanksgiving 4th Thursday ● Flex Days (2 days) ● Unit 2-Assessments (1-4 days) ● PBA Assessment - Opinion (use writing block) ● Unit Assessment ● Notes: 	<p>11</p> <p>1</p> <p>2</p> <p>4</p>	<p>65</p>
	Units	Unit Days	Cumulative TOTAL
MP 2	<p>ReadyGEN Unit 3 - Making Choices</p> <ul style="list-style-type: none"> ● Module A <ul style="list-style-type: none"> ○ The Winner's Choice (6) ○ Hunter's Money Jar (5) ○ Compare The Winner's Choice and Hunter's Money Jar (2) <p><i>Climate Change connected to standard SL.PE.1.1.</i></p> <p><i>Discuss the impact an earthquake would have in your community.</i></p> <ul style="list-style-type: none"> ● Generative Vocabulary to Unlock Text <ul style="list-style-type: none"> ○ Pages 2-5 	<p>13</p>	

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	<ul style="list-style-type: none"> ○ Muslim Heritage Month ○ Dr. Martin Luther King, Jr. Day - 3rd Monday in January ○ Holocaust Remembrance Day - January 27th ● Flex Days (2 days) ● Unit 3 - Assessments (1-4 days) ● PBA Assessment - Narrative (use writing block) ● Unit Assessment ● Notes: 	24	93
	Units	Unit Days	Cumulative TOTAL
MP 3	<p>ReadyGEN Unit 4 - Planting for the Future</p> <ul style="list-style-type: none"> ● Module A <ul style="list-style-type: none"> ○ Arbor Day Square (5) ○ The Family Tree (3) ○ Compare Arbor Day Square and The Family Tree (1) ● Generative Vocabulary to Unlock Text <ul style="list-style-type: none"> ○ Pages 2-5 ○ All vocabulary/generative vocabulary must be taught using module resources as needed. ● Foundational Skills (Use Foundational Skills Lessons FS 1-13) <ul style="list-style-type: none"> ○ Vowel Sounds of y: (baby, fly, by, windy, sky, every, sly, silly, beauty,) ○ Syllable Pattern CV: (no, me, hi, go, me, she, be, he) ○ Consonant Pattern ng: (wing, ring, blooming, celebrating, long, sing) ○ Consonant Pattern nk: (pink, bunk, pink, bank) ○ Compound Words: (sandcastle, firefighter, playground, starfish, fenceposts, rooftop, sunset, handbag, hardhat) ○ Inflected Ending -es; Plural -es: (boxes, buses, passes, fences, touches) ○ r-Controlled or, ore: (corn, store, torn, core, more) ○ High Frequency Words FS 3, 5, 7, 9, 11, 13: ○ (wants, a, what, are, to, the, you, of, said, the, I, saw, was, day, come, want, now, down, you, into, could, from, do, eats, put, for, wanted, new, for, where, out, some, her) ● Holidays & Observances <ul style="list-style-type: none"> ○ Black History Month - February ○ Freedom Day - February 1st ● Flex Days (2 days) ● Notes: 	9	
		2	
		2	106
MP 3	<p>ReadyGEN Unit 4 - Planting for the Future</p> <ul style="list-style-type: none"> ● Module B <ul style="list-style-type: none"> ○ Lifecycle Of An Apple Tree (6) <p><i>Climate Change connected to standard W.IW.1.2.</i> <i>Write about what would happen to the apple seed, if you planted it in the North Pole (very cold place)? Use a science fact to support your answer.</i></p> <ul style="list-style-type: none"> ● Generative Vocabulary to Unlock Text 	6	

Grade 1 Reading/Writing

	<ul style="list-style-type: none"> ○ Pages 152-155 ○ All vocabulary/generative vocabulary must be taught using module resources as needed. ● Foundational Skills (Use Foundational Skills Lessons FS 14-25) <ul style="list-style-type: none"> ○ Adding Endings -ed: (walked, called, picked, hop, tap, zip, called) ○ Adding Endings -ing: (clapping, growing, flowering, starting, hop, tap, zip, starting) ○ r-Controlled ar: (star, yard, arm, car, artist, hard, smart, park, dark, chart, farm) ○ r-Controlled er, ir, ur: (dirt, first, turn, bar, far, cart, skirt, corn, curb, blur) ○ Contraction 's: (he's, who's, where's) ○ Contraction 've: (they've, I've, you've) ○ Contraction 're: (we're, they're, you're) ○ Comparative Endings -er, -est: (longer/longest, taller/tallest, bigger/biggest, warmer/warmest) ○ High Frequency Words FS 15, 17, 19, 21, 23, 25: (do, you, could, was, a, good, people, into, look, they, live, very, could, every, from, around, have, again, the, their, without, friends, what, to, said, one, what, day, around, put, done, of, day, ever) ● Holidays & Observances <ul style="list-style-type: none"> ○ President's Day - 3rd Monday in February ○ Women's History Month - March ● Flex Days (2 days) ● Unit 4 - Assessments (1-4 days) ● PBA Assessment - Informative (use writing block) ● Unit Assessment ● Notes: 	2 2 4	120
	Units	Unit Days	Cumulative TOTAL
MP 3	ReadyGEN Unit 5 - Observing the Messages of the Natural World <ul style="list-style-type: none"> ● Module A <ul style="list-style-type: none"> ○ King Kafu and the Moon (6) ○ Let's Visit the Moon (3) ○ Compare King Kafu and the Moon and Let's Visit the Moon (1) ● Generative Vocabulary to Unlock Text <ul style="list-style-type: none"> ○ Pages 2-5 ○ All vocabulary/generative vocabulary must be taught using module resources as needed. ● Foundational Skills (Use Foundational Skills Lessons FS 1-13) <ul style="list-style-type: none"> ○ Vowel Digraphs ai, ay: (playground, pail, day, main, afraid, away, rain, say, Is there a way to catch the moon?) ○ Singular and Plural Possessives: (man's hat, cat's yarn, king's bedroom, The boy's job is to find the king.; pet's beds, flag's pole, moon's hiding place) ○ Vowel Digraph ea: (feather, leaf, head, screamed, leave, bead, reach) 	10	

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Grade 1 Reading/Writing

	<ul style="list-style-type: none">● Flex Days (2 days)● Unit 5 - Assessments (1-4 days)● PBA Assessment - Informative (use writing block)● Unit Assessment● Notes:	2 4		149	
	Units	Unit Days		Cumulative TOTAL	
MP 4	ReadyGEN Unit 6 - Celebrating Diversity <ul style="list-style-type: none">● Module A<ul style="list-style-type: none">○ One Classroom Many Cultures (4)○ A Picnic in October (5)○ Compare One Classroom Many Cultures and A Picnic in October (1)● Generative Vocabulary to Unlock Text<ul style="list-style-type: none">○ Pages 2-5○ All vocabulary/generative vocabulary must be taught using module resources as needed.● Foundational Skills (Use Foundational Skills Lessons FS 1-13)<ul style="list-style-type: none">○ Diphthongs ow, ou: (house, cow, down, count, crowd, loud, how, sound, crown, noun)○ Final Syllable -le: (ta/ble, ma/ple, fum/ble, jug/gle, tur/tle, gig/gle, sta/ple, sin/gle, ti/tle)○ Vowel Patterns ou, ow: (round, town, you, slow, youth, blow, mouth, house, frown, grow, group, crowd, cloud, glow)○ Syllables V/CV: (ba/by, ro/bot)○ Syllables VC/V: (wag/on, cab/in, rap/id)○ Vowel Sound in foot: (wood, book, stood, hook, hood, wool, took)○ Adding Endings: (smiling, smiled; saved, saving; race, raced)○ High Frequency Words FS 3, 5, 7, 9, 11, 13: (puts, the, find, are, two, a, into, looks, people, school, of, one, everyone, remembers, said, here, was ,they, wanted, to, do, there, what, great, ears, others, behind, one, never, afraid, you, your, live, water, about, good-bye, told, come, enough)● Holidays & Observances<ul style="list-style-type: none">○ Arbor Day - Last Friday in April○ Asian American Pacific Islander Month - May● Flex Days (2 days)● Notes:	10			
			2		
			2		163
MP 4	ReadyGEN Unit 6 - Celebrating Diversity <ul style="list-style-type: none">● Module B<ul style="list-style-type: none">○ Whose is This? (4)○ L is for Liberty (3)○ Compare Whose is This? and L is for Liberty (1)	8			

Grade 1 Reading/Writing

	<ul style="list-style-type: none"> ● Generative Vocabulary to Unlock Text <ul style="list-style-type: none"> ○ Pages 152-155 ○ All vocabulary/generative vocabulary must be taught using module resources as needed. ● Foundational Skills (Use Foundational Skills Lessons FS 14-25) <ul style="list-style-type: none"> ○ <i>Diphthongs oi, oy: (toy, soil, joy, coin, voice, boy, point)</i> ○ <i>Suffixes -er, -or: (painter, sailor, farmer, actor, visitor, singer)</i> ○ <i>Vowel Sound in Ball: (paw, haul, lawn, saw, hawk, cause)</i> ○ <i>Syllable Patterns: (el/bow, gar/den, mel/on, ri/der, un/til, mi/ner, rob/in)</i> ○ <i>Prefixes un-, re-: (untie, retie, replay, unhappy, reheat, unload)</i> ○ <i>High Frequency Words FS 15, 17, 19, 21, 23, 25:</i> <i>(are, a, across, they, everything, the, into, have, again, what, become, school, people, the, who, to, you, anything, work, your, family, of, their, early, said, was, could, one, learn, science through, answered, I, carry, today, wants, four, many)</i> ● Holidays & Observances <ul style="list-style-type: none"> ○ <i>Memorial Day - Last Monday in May</i> ○ <i>Flag Day - June 14th</i> ○ <i>Juneteenth - June 19th</i> ● Flex Days (2 days) ● Unit 6 - Assessments (1-4 days) ● PBA Assessment - Opinion (use writing block) ● Unit Assessment ● Notes: 	<div>3</div> <div>2</div> <div>4</div>	180
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