

Unit Title		Estimated Time Frame
Rights and Responsibilities		31 days
Big Idea		
I'm learning how to be a member of a community.		
Essential Question(s)		Literacy Practices
How can asking and answering questions make me a better reader and writer?		<ol style="list-style-type: none"> 1. Recognize that text is anything that communicates a message. 2. Employ, develop, and refine schema to understand and create text. 3. View literacy experiences as transactional, interdisciplinary and transformational. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. 5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. 6. Collaborate with others to create new meaning. 7. Utilize digital resources to learn and share with others. 8. Engage in specialized, discipline specific literacy practices. 9. Apply high level cognitive processes to think deeply and critically about text. 10. Develop a literacy identity that promotes lifelong learning.
KAS Standards* If a standard has verbiage that is bold and underlined, that is the focus of the standard; otherwise, teach the standard in its entirety.	Prerequisite Skills/Considerations	Samples of Learning Intentions/Success Criteria
RF.1.1 Demonstrate understanding of the organization and basic features of print to aid in comprehension. <ol style="list-style-type: none"> a. Recognize the distinguishing features of a sentence including first word, capitalization, spacing and ending punctuation. 	Prerequisite Skills: RF.K.1 Considerations: <ul style="list-style-type: none"> • Although these concepts of print are a continuation of the learning from kindergarten, begin the year teaching these concepts via demonstration. Use big books and think aloud about how text 	I am learning how print works. <ul style="list-style-type: none"> • I can recognize the first and last words of a sentence. • I can use a capital letter to start my sentence. • I can recognize the first and last parts of a story. • I can locate one word and two words within a sentence.

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	<p>works: “Now let me see, where should I start? I’ll go to the top (point) and go this way (point)...” Do the same when you demonstrate in shared writing.</p> <ul style="list-style-type: none"> • During shared reading and rereading of shared writing, point under each word as you read. • Observe individual students during independent reading time and small group reading time so that you can directly observe how they handle print. 	<ul style="list-style-type: none"> • I can locate one letter and one word within a sentence. • I can name all uppercase and lowercase letters. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>RF.1.2 <u>Demonstrate understanding of spoken words, syllables and sounds (phonemes).</u></p> <ol style="list-style-type: none"> <u>Distinguish long from short vowel sounds in spoken single-syllable words.</u> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Construct and deconstruct spoken single syllable words into initial, medial vowel and final sounds (phonemes). 	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> • Count, pronounce, blend and segment syllables in spoken words. • Blend and segment onsets and rimes of single-syllable spoken words. • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words. • Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <p>Considerations:</p> <ul style="list-style-type: none"> • This standard addresses Phonological Awareness. Students must be able to hear and manipulate sounds in words they hear before being asked to work with visual forms of letters (phonics). • You may wish to introduce the concept of distinguishing long and short vowels through songs, poems and word games (“Apples and Bananas,” etc.). • Continue reinforcing the concept of rhyming words through songs, poems, chants and word games. 	<p>I am learning about how words <i>sound</i>.</p> <ul style="list-style-type: none"> • I can tell the difference between long and short vowels in a (single-syllable) word I hear. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>

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<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. <u>Know the spelling-sound correspondences for common consonant digraphs.</u></p> <p>b. <u>Decode regularly spelled one-syllable words.</u></p> <p>c. Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Demonstrate knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. With adult support, decode two-syllable words by breaking the words into syllables.</p> <p>f. <u>Read words with inflectional endings.</u></p> <p>g. <u>Recognize and read grade-appropriate irregularly spelled words.</u></p> <p>Prerequisite Skills:</p> <ul style="list-style-type: none"> • <p>Considerations:</p> <ul style="list-style-type: none"> • 	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. • Associate the long and short sounds with common spellings (graphemes) for the five major vowels. • Read common high-frequency words by sight. • Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ. <p>Considerations:</p> <ul style="list-style-type: none"> • Based on <u>data</u>, if most students know most letters, engage in review of the ELLE Alphabet Module (accelerated pace). • Based on <u>data</u>, if most students can produce letter sounds and isolate beginning sounds, teach the Early Phonemic Awareness and Phonics ELLE Module in small groups, not whole group. • Based on <u>data</u>, begin ELLE Advanced Phonemic Awareness and Phonics Module (RF.1.3 a, b, L.1.2.e). • Remember that foundational skills instruction can and should be differentiated, and this can best be done in Guided Reading groups.
<p>HW.1.1 Legibly print all upper and lowercase letters and numerals with correct form.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> • Print all upper and lowercase letters and numerals.
<p>I am learning how to read and write new words.</p> <ul style="list-style-type: none"> • I can identify consonant digraphs. • I can apply consonant digraphs when I decode/solve new words. • I can decode one-syllable words. • I can identify inflectional endings. • I can apply inflectional endings to decode/solve new words. <p>I am learning how to read and write sight words.</p> <ul style="list-style-type: none"> • I can identify sight words in my text. • I can read sight words. • I can write sight words I am learning. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>	<p>I am learning how to write all uppercase and lowercase letters.</p> <ul style="list-style-type: none"> • I can write each uppercase letter following

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	<p>Considerations:</p> <ul style="list-style-type: none"> Based on data, continue with ELLE alphabet module for students needing support with letter formation. Printing numerals will be addressed during the math block. 	<p>and saying oral directions.</p> <ul style="list-style-type: none"> I can write each uppercase letter quickly and correctly. I can write each lowercase letter quickly and correctly. I can write uppercase letters using correct letter formation. I can write lowercase letters using correct letter formation. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p><u>RL.1.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.</u></p>	<p>Prerequisite Skills: At the beginning of the year, we are focusing on RL.K.1 (what is in bold), with first-grade appropriate texts. RL.K.1 and RL.1.1 are almost identical; the only difference is the addition of supporting inferences.</p> <p>Considerations:</p> <ul style="list-style-type: none"> Consider Integrating from KAS for Social Studies with ELA standards in Unit 1: <ul style="list-style-type: none"> 1.1.Q.1 <i>Ask compelling questions about their communities in Kentucky.</i> 1.1.Q.2 <i>Identify supporting questions to investigate compelling questions about communities in Kentucky.</i> 	<p>I am learning how to ask and answer questions to help me understand the story.</p> <p><i>With prompting and support...</i></p> <ul style="list-style-type: none"> I can ask questions about the key details in the story. I can answer questions about the key details in the story. I can make a prediction using the key details in the story. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p><u>RI 1.1 With prompting and support, ask and answer explicit questions about key concepts and details, and make and support logical inferences to construct meaning from the text.</u></p>	<p>Prerequisite Skills: At the beginning of the year, we are focusing on RI.K.1 (what is in bold), with first-grade appropriate texts. RI.K.1 and RI.1.1 are almost identical; the only difference is the addition of supporting inferences.</p>	<p>I am learning how to ask and answer questions to help me understand the text.</p> <p><i>With prompting and support...</i></p> <ul style="list-style-type: none"> I can ask questions about the key concepts in the text.

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○	<p>Considerations:</p> <ul style="list-style-type: none"> ● Consider Integrating from KAS for Social Studies with ELA standards in Unit 1: <ul style="list-style-type: none"> ○ 1.I.Q.1 Ask compelling questions about their communities in Kentucky. ○ 1.I.Q.2 Identify supporting questions to investigate compelling questions about communities in Kentucky. 	<ul style="list-style-type: none"> ● I can answer questions about the key concepts in the text. ● I can construct meaning from the text using the key concepts. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>RL.1.3 Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.</p>	<p>Prerequisite Skills: With prompting and support, Identify characters, setting, major events in order to make meaning of story development.</p> <p>Considerations: In first grade, students must go beyond simply identifying characters and begin to describe them. While the phrase “With prompting and support” is also missing from the first grade standard, we will gradually release the responsibility to the students so that they can demonstrate mastery of the entire standard by the end of the year.</p>	<p>I am learning to describe a character to help me better understand the story.</p> <ul style="list-style-type: none"> ● I can describe the characters in the story. (what are they like?) ● I can describe how knowing about the character helps the story have more meaning. <p>I am learning to describe a setting to help me better understand the story.</p> <ul style="list-style-type: none"> ● I can describe the setting. (When did it happen? What does it look like? Where?) ● I can describe how knowing about the setting helps the story have more meaning. <p>I am learning how a story is developed.</p> <ul style="list-style-type: none"> ● I can describe the major events from the story. ● I can describe how knowing about the

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		<p>major events helps the story have more meaning.</p> <p>I am learning to describe the major events in a story to help me better understand the story.</p> <ul style="list-style-type: none"> ● I can identify the beginning of a story. ● I can describe what happens at the beginning of a story. ● Identify the middle of a story. ● I can describe what happens in the middle of the story. ● Identify the end of a story. ● I can describe what happens at the end of a story. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>RI.1.3 With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text.</p>	<p>Prerequisite Skills: With prompting and support, identify individuals, events, ideas, and pieces of information presented over the course of a text.</p> <p>Considerations: Note that the difference between the first grade version of this standard and the kindergarten version involves not just identifying the individuals, etc. but <i>identifying the connection</i> between individuals, etc. To help students identify the connection between individuals, events, ideas or pieces of information, select a portion of text and model how you absorb each sentence. Help students identify language that lets them know two events, ideas, or individuals are being compared (<i>but, however, versus</i>). Also, help students identify</p>	<p>I am learning about connections over the course of a text.</p> <p><i>With prompting and support...</i></p> <ul style="list-style-type: none"> ● I can identify the people in a text. ● I can identify connections between people in a text. ● I can identify the important events in a text. ● I can identify connections between important events in a text. ● I can identify the important ideas in a text. ● I can identify connections between important ideas in a text.

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	words that signal how information is organized (<i>first, next, and then</i>).	<i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i>
<p>RL/RI.1.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex <u>literary and informational</u> texts.</p>	<p>Prerequisite Skills: This standard is identical to RL/RI.K.10. The new learning involves applying the standard to grade-level appropriate texts (i.e., first grade level). Upon entering first grade, students will have had experience with this standard, on grade-level appropriate (i.e., kindergarten level) complex <u>literary and informational</u> texts.</p> <p>Considerations: In order for students to experience success with these standards, they will need many opportunities for massive practice of text reading. In addition to your whole group instruction, students will need teaching, scaffolding, and support in small groups at their instructional reading level. Students must have time for independent reading throughout the day in order to apply the strategies they've learned and to build reading vocabulary and stamina. Students need to learn to monitor their reading for <i>meaning</i>. Be sure to embed monitoring strategies throughout your teaching so that students understand that reading is all about making meaning, not just word calling.</p>	<p>I am learning to comprehend grade-level (or above grade-level) literary/informational texts.</p> <p><i>With prompting and support...</i></p> <ul style="list-style-type: none"> • I can monitor my reading to know if it makes sense. • I can re-read and try again when my reading doesn't make sense. • I can monitor my reading to know if it looks right. • I can look for words I know. (When I see a word I know I say that word.) • I can reread and look across the unknown word for parts I know to help myself break the tricky word. • I can monitor my reading to know if it sounds right. • I can monitor my reading to know if it makes sense, sounds right and looks right. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>C.1.3 <u>Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective</u></p>	<p>Prerequisite Skills: The new learning for the first-grade version of this standard includes recounting multiple events, memories, or ideas and the use of temporal words and phrases. Therefore, students will leave kindergarten having had experience with all the remaining</p>	<p>I am learning to write about my ideas and experiences.</p> <p><i>With some help...</i></p>

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<p><u>technique, descriptive details and clear sequences.</u> (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ol style="list-style-type: none"> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. <u>Recount a single event or multiple events, memories or ideas.</u> Include details which describe actions, thoughts, emotions. <u>Use temporal words and phrases to signal event order.</u> Create a sense of closure. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing 	<p>parts of the standard, with prompting and support.</p> <p>Considerations:</p> <ul style="list-style-type: none"> While we have identified C.1.3 as the essential composition standard for this unit, students will need many opportunities to write throughout the day, across content areas, and for multiple purposes and audiences. Students should also have many opportunities to participate in shared writing, interactive writing, guided writing, and independent writing. Children will follow different paths when it comes to recording their stories and ideas. Stages of Emergent Writing Development may be helpful in identifying a particular student's stage of writing development, and in deciding what to teach to gradually take the student to a higher level. 	<ul style="list-style-type: none"> I can think of an idea or experience to write about. I can talk about an idea or experience I want to write about. I can draw about an idea or experience. I can draw and write about an idea or experience. <i>With some help... (With guidance and support...)</i> I can add details to my writing to describe my actions, thoughts, and emotions. I can use words like <i>then</i>, <i>next</i>, and <i>finally</i> to help the reader understand my story. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p><u>L.1.2 When writing:</u></p> <ol style="list-style-type: none"> Capitalize proper nouns, including but not limited to dates and names of people. <u>Demonstrate appropriate use of end punctuation.</u> With prompting and support, produce and write commas in dates and to separate single words in a series. <u>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</u> 	<p>Prerequisite Skills: When writing:</p> <ul style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <p>Considerations:</p>	<p>I am learning how to use ending punctuation.</p> <ul style="list-style-type: none"> I can identify a period. I can identify a question mark. I can identify an exclamation point. I can use a period in my writing. <p>I am learning how to spell words.</p> <ul style="list-style-type: none"> I can use a question mark in my writing. I can use an exclamation mark in my writing.

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e. <u>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</u>	<ul style="list-style-type: none"> Based on <u>data</u>, begin ELLE Advanced Phonemic Awareness and Phonics Module (RF.1.3 a, b, L.1.2.e). Distinguish between the different types of end punctuation. 	<ul style="list-style-type: none"> I can spell CVC words. I can spell sight words. I can use rhymes to help me spell new words. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
Essential Vocabulary		
<p>character- a person, an animal, or an object in a text describe- to explain with words development- something starting, something building event- something that has happened; an incident, especially one that is particularly important, interesting, exciting, or unusual idea- a new thought identify- to show, to point out to name something individual- a single member of a group key detail- a small, important part of a story key ideas/key concepts- the important parts setting- where and when an event takes place in a text story- a connected series of events (give examples of stories for students, i.e. 3 Little Pigs, movies, tell a story) temporal words- words that signal the time and order of events (e.g., soon, this morning, meanwhile)</p>		
Supporting Standards (connected essential standards)		
<p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text. (supports RI.1.1, RI.1.3, RI.1.10) RI.1.5: Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text. (supports RI.1.1, RI.1.3, RI.1.10). RL.1.6: With prompting and support, identify who is telling the story at various points in a text. (supports RL.1.1, RL.1.3, RL.1.10, C.1.3) RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (supports RI.1.1, RI.1.3, RI.1.10, C.1.3) RL.1.7: Use a story's illustrations and details to describe its characters, setting and events. (supports RL.1.1, RL.1.3, RL.1.10, C.1.3) RI.1.7: Use the visuals and details in a text to describe its key ideas. (supports RI.1.1, RI.1.3, RI.1.10) C.1.1 Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those</p>		

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<p>digital resources.) (supports RL.1.3, RL.1.10, C.1.3)</p> <ul style="list-style-type: none"> a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introducing the topic. c. Provide reasons with details to support the opinion. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. <p>C.1.5: <u>With guidance and support participate in shared</u> research and <u>writing</u> projects. (supports RL.1.1, RI.1.1, RL.1.3, RI.1.3, C.1.3, HW.1.1)</p> <p>C.1.6: <u>With guidance and support</u> collect information from real world experiences or provided sources to <u>answer or generate questions</u>. (supports RL.1.1, RI.1.1, C.1.3)</p> <p>L.1.1 When writing or speaking, demonstrate appropriate use of:</p> <ul style="list-style-type: none"> a. common, proper and possessive nouns in a sentence. b. singular and plural nouns with matching verbs in basic sentences. c. personal, possessive and indefinite pronouns in a sentence. d. verbs to convey a sense of past, present and future in a sentence. (supports all identified RL/RI standards for this unit; C.1.3, L.1.2) e. frequently occurring adjectives in a sentence. f. frequently occurring conjunctions in a sentence. g. frequently occurring prepositions in a sentence. h. declarative, interrogative, imperative and exclamatory sentences in response to prompts. 	
Summative Assessment	
School-Created Unit Assessment– Essential and Supporting Standards	
Anchor Text(s)	
<p>Wonders <i>Alicia’s Happy Day</i> (Fiction) – Unit 1, Week 2, Big Book <i>Friends</i> (Non-fiction) – Unit 1, Week 4, Literature Anthology</p>	
Additional Resources	
<p>Mentor Texts for Writing <i>The Relatives Came</i>, Cynthia Rylant <i>Owl Moon</i>, Jane Yolen</p>	

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<p><i>Ralph Tells a Story</i>, Abby Hanlon <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>, Judith Viorst <i>Rainbow Fish</i>, Marcus Pfister <i>Chrysanthemum</i>, Kevin Henkes <i>Giraffes Can't Dance</i>, Giles Andreae <i>Be My Neighbor</i>, Maya Ajmera & John D. Ivanko</p> <p>My World (Social Studies) <i>Acting as Good Citizens</i>–Chapter 1, Lesson 1 <i>Rights and Responsibilities</i>–Chapter 1, Lesson 2</p> <p>Amplify (Science) <i>Spikes, Spines, and Shells: A Handbook of Defenses</i> – Plant and Animal Defenses, Chapter 1, Lesson 1.3</p> <p><u>Social Studies / Reading Connection</u> <i>The Day You Begin</i>, Jacqueline Woodson (1.H.CO.1) <i>This is the Earth</i>, Diane Z. Shore and Jessica Alexander (1.C.RR.1)</p> <p><u>Multicultural Books by Standard</u> <i>I Like Myself</i>, Karen Beaumont <i>Last Stop on Market Street</i>, Matt De La Pena</p> <p><u>Composition in the Classroom</u></p> <p><u>Launching the Writing Workshop</u></p> <p><u>Personal Narratives</u></p> <p><u>A Teacher’s Guide to Getting Started with Beginning Writers, K-2</u>, Katie Wood Ray and Lisa Cleveland (videos embedded)</p> <p><u>Guided Drawing</u></p> <p><u>Lucy Calkins Narrative Writing Checklist for Kindergarten</u></p> <p><u>The Next Step Forward in Guided Reading</u> and <u>Top 12 Comprehension Strategies</u> by Jan Richardson</p>	

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<p>The Writing Strategies Book, Jennifer Seravallo Strategies 3.1 - 3.6, 3.10, 3.12, 3.13, 4.2, 5.2, 5.3, 5.5, 5.9</p> <p>The Reading Strategies Book, Jennifer Seravallo Strategies 1.14, 1.15, 5.1</p> <p>Standards: A Glossary of Terms for Teachers</p> <p>Taberski, Sharon and Jim Burke. (2014). The Common Core Companion Grades K-2: The Standards Decoded. Thousand Oaks, California: Corwin.</p>	