

Unit Title		Estimated Time Frame
Our Community		36 days
Big Idea		
Lessons can be learned from the people and animals in our community.		
Essential Question(s)	Literacy Practices	
<p>What can we learn from our friends and our community? How can we find important ideas and lessons in a text?</p>	<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*	Prerequisite Skills/Considerations	Samples of Learning Intention/Success Criteria
If a standard has verbiage that is bold and underlined, that is the focus of the standard; otherwise, teach the standard in its entirety.		

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<p>RF.1.1 Demonstrate understanding of the organization and basic features of print to aid in comprehension.</p> <p>a. Recognize the distinguishing features of a sentence including first word, capitalization, spacing and ending punctuation.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> ● Follow words from left to right, top to bottom and page by page. ● Recognize that spoken words are represented in written language by specific sequences of letters. ● Recognize that words are separated by spaces in print. ● Recognize and name all upper and lowercase letters of the alphabet. <p>Considerations:</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. 	<p>I am learning how print works.</p> <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. 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 Demonstrate understanding of spoken words, syllables and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Construct and deconstruct spoken single syllable words into initial, medial vowel and final sounds (phonemes)</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> ● Recognize and orally produce rhyming words. ● 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>	<p>I am learning about how words <i>sound</i>.</p> <ul style="list-style-type: none"> ● I can tell the difference between the long and short vowel sound in a (single-syllable) word I hear. ● I can blend the sounds I hear to say a word. ● I can chop/segment a word I hear into sounds or ● I can say the sounds in a 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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	<ul style="list-style-type: none"> • This standard addresses Phonological Awareness. Students must be able to hear and manipulate sounds in words they hear. • 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. • The Intermediate Phonemic Awareness and Phonics Module Early Lessons are designed to teach segmenting and blending. 	
<p>RF.1.3 <u>Know and apply grade-level phonics and word analysis skills in decoding words.</u></p> <p><u>a. Know the spelling-sound correspondences for common consonant digraphs.</u></p> <p><u>b. 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><u>e. With adult support, decode two-syllable words by breaking the words into syllables.</u></p> <p><u>f. Read words with inflectional endings.</u></p> <p><u>g. Recognize and read grade-appropriate</u></p>	<p>Prerequisite Skills:</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight.</p> <p>d. Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <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). 	<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>

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<u>irregularly spelled words.</u>	<ul style="list-style-type: none"> Based on <u>data</u>, if most students can produce letter sounds and isolate beginning sounds, teach the Beginning Phonemic Awareness and Phonics ELLE Module in small group, not whole group. Based on <u>data</u>, begin ELLE Intermediate Phonemic Awareness and Phonics Module (RF.1.3 a, b, L.1.2.e). 	
HW.1.1 Legibly print all upper and lowercase letters and numerals with correct form.	<p>Prerequisite Skills: Print all upper and lowercase letters and numerals.</p> <p>Considerations:</p> <ul style="list-style-type: none"> Based on data, continue with the ELLE Alphabet module for students needing support with letter formation. Printing numerals will be addressed during the math block. 	<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 and saying oral directions. I can write each uppercase letter quickly and correctly.
RL.1.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make and support logical inferences to construct meaning from the text.	<p>Prerequisite Skills: N/A</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.I.Q.1 <i>Ask compelling questions about their communities in Kentucky.</i> 1.I.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. I can ask questions to help me better understand the story. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>

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<p>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.</p> <p>○</p>	<p>Prerequisite Skills: N/A</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 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. ● I can answer questions about the key concepts in the text. ● I can construct meaning from the text using the key concepts. ● I can use my questions to help me learn more information about a topic. <p><i>*Success Criteria for additional parts of tandards will need to be developed in PLCs.</i></p>
<p>RL.1.2 <u>With prompting and support, recognize key details from a summary to demonstrate understanding of the author’s message, lesson learned and/or moral.</u></p>	<p>Prerequisite Skills: With prompting and support, orally recognize key details to demonstrate understanding of the lesson learned in the story.</p> <p>Considerations: During their kindergarten year, students will have had experience orally recognizing key details. The new learning extends to understanding the author’s message and if applicable, the moral. After modeling and co-constructing written responses to texts, and with prompting and support, gradually release the responsibility of constructing written responses to the students.</p>	<p>I am learning how to identify the author’s message of a story so I can know what the author is trying to teach me.</p> <p><i>With prompting and support...</i></p> <ul style="list-style-type: none"> ● I can identify key details in a story. ● I can identify what problem/need the main character is experiencing. ● I can identify the most important information the author wants me to know. ● I can identify the author’s message to the readers. ● I can explain the author’s message of the text to the readers. <p>I am learning how to identify the lesson/moral of a story so I can understand what the character learned.</p>

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		<p><i>With prompting and support...</i></p> <ul style="list-style-type: none"> • I can identify key details in a text. • I can explain how the problem is solved for the character. • I can explain how the character is different at the end of the story than at the beginning. • I can describe what the character learned in the story. • I can explain the lesson/moral of the story.
<p>RI.1.2 <u>With prompting and support, recognize key details</u> from a summary <u>to demonstrate understanding of the central idea of a text.</u></p>	<p>Prerequisite Skills: With prompting and support, orally recognize key details to demonstrate understanding of the central idea of a text.</p> <p>Considerations: During their kindergarten year, students will have had experience orally recognizing key details to demonstrate understanding of the central idea. After modeling and co-constructing written responses to texts, and with prompting and support, gradually release the responsibility of constructing written responses to the students.</p>	<p>I am learning how to understand the central idea of a text so that I can understand the big ideas of the text.</p> <p><i>With prompting and support...</i></p> <ul style="list-style-type: none"> • I can recognize the key details in a text. • I can identify the key details in a text. • I can identify the main topic of a text. • I can identify the central idea of a text. • I can explain the central idea of a text.
<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: Identify characters, setting, major events</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</p>	<p>I am learning how a story is developed.</p> <ul style="list-style-type: none"> • I can identify the beginning of a story. • I know the purpose of the beginning of a story. • I can identify the middle of a story. • I know the purpose of the middle of a story. • I can identify the end of a story.

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	responsibility to the students so that they can demonstrate mastery of the entire standard by the end of the year.	<ul style="list-style-type: none"> I know the purpose of the end of a story. <p>I am learning to describe a character to help me better understand the story.</p> <ul style="list-style-type: none"> I can identify the characters. I can describe the characters. 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 identify the setting. I can describe the setting. I can describe how knowing about the setting helps the story have more meaning. <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 3-4 events in a story. I can describe 3-4 events in a story. I can describe how knowing about the major events helps the story have more meaning.
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>Prerequisite Skills: Identify individuals, events, ideas, and pieces of information in a text</p> <p>Considerations: Note that the difference between the first grade version of this standard and the kindergarten</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.

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	<p>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 words that signal how information is organized (<i>first, next, and then</i>).</p>	<ul style="list-style-type: none"> • 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.
<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: N/A</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>

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<p><u>C.1.2 Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</u></p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</p> <p><u>b. Introduce the topic.</u></p> <p><u>c. Supply information with detail to develop the topic.</u></p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p>e. Use grade-appropriate transitions to develop text structure across paragraphs.</p> <p><u>f. Provide a concluding section.</u></p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p> <ul style="list-style-type: none"> • 	<p>Prerequisite Skills:</p> <p>(C.K.2) Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</p> <p>b. Introduce the topic.</p> <p>c. Supply information to develop the topic.</p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p>e. Use grade-appropriate transitions to develop text structure across paragraphs.</p> <p>f. Provide a concluding idea.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p> <p>Considerations:</p> <ul style="list-style-type: none"> • While we have identified C.1.2 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
<p>I am learning to write to give information and explain about a topic.</p> <p><i>With some help...</i></p> <ul style="list-style-type: none"> • I can think of a topic to write about. • I can talk about a topic I want to write about and give details about the topic. • I can draw about a topic. • I can draw and write about a topic and details about the topic. • I can add details to my writing to give information about the topic. • I can write a conclusion about my topic. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>	

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	<p>writing, guided writing, and independent writing.</p> <ul style="list-style-type: none"> 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. Consider integrating this writing standard with these 1st Grade Social Studies Inquiry Standards <i>Using Evidence</i>: <ul style="list-style-type: none"> 1.I.U.E.1: Identify information from 2 or more sources to describe multiple perspectives about communities in Kentucky. 1.I.U.E.2: Construct responses to compelling and supporting questions about communities in Kentucky. 	
<p><u>L.1.2 When writing:</u> <u>a. Capitalize proper nouns, including but not limited to dates and names of people.</u> <u>b. Demonstrate appropriate use of end punctuation.</u> c. With prompting and support, produce and write commas in dates and to separate single words in a series. <u>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</u></p>	<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: Based on <u>data</u>, finish ELLE Intermediate Phonemic Awareness and Phonics Module (RF.1.3 a, b, L.1.2.e).</p>	<p>I am learning how to capitalize proper nouns.</p> <ul style="list-style-type: none"> I can use a capital letter at the beginning of a sentence. I can use a capital letter at the beginning of a person's name. <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.

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<p><u>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</u></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. <p>I am learning how to spell words.</p> <ul style="list-style-type: none"> ● I can spell CVC words. ● I can spell sight words. ● I can use parts of a word I know 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>author's message - the meaning or message about a story that the author wants you to know 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 lesson learned-when a character gains new knowledge through experiences 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) moral- the lesson the reader learns</p>		
Supporting Standards		
<p>RL.1.7 Use a story's illustrations and details to describe its characters, setting and events.(supports RL.1.1, RL. 1.2, RL.1.3, RL.1.10, C.1.2)</p>		

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<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. 1.2, RI.1.3, RI.1.10)</p> <p>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. 1.2, RI.1.3, RI.1.10)</p> <p>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.1.2, RI. 1.3,, RI.1.10, C.1.2)</p> <p>RI.1.8 Identify the claim and the reasons an author gives to support the claim in a text. (supports RI 1.1, RI. 1.2, RI. 1.3, C. 1.2)</p> <p>RI.1.9 Identify information from two or more texts on similar themes or topics.(supports RI 1.1, RI. 1.2, RI. 1.3, C. 1.2)</p> <p>C.1.5 With guidance and support, participate in shared research and writing projects.(supports RL.1.1, RI.1.1, RL. 1.2, RI. 1.2, RL.1.3, RI.1.3, C.1.2, HW.1.1)</p> <p>C.1.6 With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.(supports RL.1.1, RI.1.1, C.1.2)</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. 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. <p>(supports all identified RL/RI standards for this unit; C.1.2, L.1.2)</p> <p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Identify common affixes and how they change the meaning of a word. c. With guidance and support, identify frequently occurring root words and their inflectional forms. d. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships. <p>(supports all identified RL/RI standards for this unit; C.1.2, L.1.2)</p>	
Summative Assessment	
School Unit Assessment– Essential and Supporting Standards	

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Anchor Text(s)	
<p>NOTE: All fiction texts selected as anchor texts can be used to teach all RL standards within the unit; all non-fiction texts selected as anchor texts can be used to teach all RI standards within the unit.</p> <p>Wonders <i>The Pigs, the Wolf, and the Mud</i> (Fiction)-- Unit 2, Week 2 <i>Firefighters at Work</i> (Nonfiction) -- Unit 2, Week 1</p> <p>My World (Social Studies) "Our Community" (Chapter 2, Lesson 1) (supports RL 1.1 and RI 1.2)</p> <p>Amplify (Science) <i>Spikes, Spines, and Shells</i> (nonfiction) - Amplify</p>	
Additional Resources	
<p>Mentor Texts for Writing <i>The Brilliant Deep</i> by Kate Messner <i>Now You Know How it Works</i> by Valorie Fisher <i>Red Alert! Endangered Animals Around the World</i> by Catherine Barr <i>Everyone Can Learn to Ride a Bicycle</i> by Chris Raschka <i>How a House is Built</i> by Gail Gibbons</p> <p>Text ideas for reading <i>The Three Little Javelinas</i> (fiction) by Susan Lowell and Jim Harris <i>Arthur Jumps into Fall</i> (fiction) by Marc Brown <i>Five Little Monkeys Jumping on the Bed</i> (fiction) -- various versions and authors <i>The Three Little Pigs</i> (fiction) -- various versions and authors</p> <p><i>Tortoise Parts</i> (nonfiction) - Amplify</p> <p>From Wonders: <i>Millie Waits for the Mail</i> (fiction) -- Wonders Unit 2, Week 1 <i>The Three Little Dassies</i> (fiction) -- Wonders Unit 2, Week 2</p>	

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<p>Nell's Books (Fiction) -- Unit 2, Week 4 Homes Around the World (Nonfiction) -- Unit 2, Week 2 At a Pond (Nonfiction) -- Unit 2, Week 3</p> <p>Social Studies / Reading Connection</p> <p>Multicultural Books by Standard</p> <p>Composition in the Classroom</p> <p>Launching the Writing Workshop</p> <p>Personal Narratives</p> <p>A Teacher's Guide to Getting Started with Beginning Writers, K-2 by Katie Wood Ray and Lisa Cleveland (videos embedded)</p> <p>Guided Drawing</p> <p>Lucy Calkins Information Writing Checklist for First Grade</p> <p>The Next Step Forward in Guided Reading by Jan Richardson The following Comprehension Modules can be modeled in a whole-group lesson, then used as guided practice in small groups or independently:</p> <ol style="list-style-type: none"> 1. Stop and Use Fix-Up Strategies (RL.1.1, RL.1.2) 2. Beginning, Middle, End (B-M-E) (RL.1.2, RL.1.3) 3. Five-Finger Retell (RL.1.2, RL. 1.3) 4. Who-What (RL. 1.2, RL.1.3, RI.1.2, RI. 1.3) 8. Green Questions (RL.1.1, RI.1.1) 9. Red Questions (RL.1.1, RI.1.1) 10. Very Important Part (V.I.P.) Fiction (RL.1.2, RL. 1.3) 11. Very Important Part (V.I.P.) Nonfiction (RI.1.2, RI. 1.3) 12. Turning Headings Into Questions (RI.1.1) 15. Who-What-Why (RL.1.3) <p>The Writing Strategies Book by Jennifer Seravallo Strategies:</p>	

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<p>3.9 Interview to Dig For and Uncover Topics 3.26 Word Mapping 4.8 Find Your Passion to Focus 8.5 When's It Big? When's It Small?</p> <p>The Reading Strategies Book by Jennifer Seravallo</p> <p>Strategies:</p> <p>9.4 Check Yourself 9.5 Gather Up Facts 9.7 Click and Clunk 9.13 Important Versus Interesting 10.3 Reread and Sketch with More Detail</p>	