

Unit Title		Estimated Time Frame
Building Relationships and Making Connections		38 days
Big Idea		
How do connections build relationships?		
Essential Question(s)	Literacy Practices	
<p>How do I help myself better understand a text?</p> <p>How do I write about an experience that I have had?</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
<p>If a standard has verbiage that is bold and underlined, that is the focus of the standard; otherwise, teach the standard in its entirety.</p>		

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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"> By this time, students should have mastered all concepts of print. For reference, please note prerequisite skills and considerations in previous units if students have not mastered concepts of print and all upper and lowercase letters of the alphabet. 	<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>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. 	<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>
<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound</p>	<p>Considerations:</p> <ul style="list-style-type: none"> Based on <u>data</u>, if most students can produce letter sounds and isolate 	<p>I am learning how to read and write new words.</p> <ul style="list-style-type: none"> I can identify consonant digraphs.

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<p>correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</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. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>beginning sounds, teach the Beginning and/or Intermediate Phonemic Awareness and Phonics ELLE Module in small group, not whole group (i.e, for students needing continued, more intense instruction).</p> <ul style="list-style-type: none"> If you have completed the Intermediate Phonemic Awareness and Phonics Module, begin teaching the ELLE Cumulative Decoding Module in whole group. 	<ul style="list-style-type: none"> 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>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>	<p>Prerequisite Skills: With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text (RL.K.1).</p> <p>Considerations:</p> <ul style="list-style-type: none"> The new learning in first grade requires students to <i>support</i> their logical inferences. Students will consider: <ul style="list-style-type: none"> What happens or what is said in this text? Which words, pictures, and sentences help me know this? To support students in asking and answering questions about key details in a text, model asking questions about a text by writing questions on chart paper 	<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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	or annotating in the margins when using a whiteboard. Try to ask more analytical (how, why) questions than literal (who, what, where, when) questions.
<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, <i>orally</i> recognize key details from a summary to demonstrate understanding of the lesson learned in a story (RL.K.2).</p> <p>Considerations:</p> <ul style="list-style-type: none"> ● Students will consider: <ul style="list-style-type: none"> ○ What message, lesson, or moral does the author want me to take away from reading this text? ○ What details (from the beginning, middle, end) led me to determine this? ● To help students demonstrate understanding of the author’s message, lesson learned and/or moral, make talking about these a routine part of what you do when you read aloud to students or confer with them in small group. ● Plan lessons that demonstrate how the illustrations help readers figure out the author’s message, lesson 	<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> <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.

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learned and/or moral.		<ul style="list-style-type: none"> I can explain the lesson/moral of the story.
<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 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 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. 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>

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		<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.
<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>Prerequisite Skills: previously taught</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. • 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 standards will need to be developed in PLCs.</i></p>
<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: previously taught</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>RI.1.3 With prompting and support, identify the connection between individuals, events,</p>	<p>Prerequisite Skills: previously taught</p>	<p>I am learning about connections over the course of a text.</p>

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ideas or pieces of information over the course of a text.		<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.
<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: Previously taught</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.

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<p>HW.1.1 Legibly print all upper and lowercase letters and numerals with correct form.</p>	<p>Prerequisite Skills: N/A</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 and saying oral directions. ● I can write each uppercase letter quickly and correctly.
<p><u>C.1.3 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 technique, descriptive details and clear sequences.</u></p> <p>(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"> a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. <u>Recount a single event or multiple events, memories or ideas.</u> c. <u>Include details which describe actions, thoughts, emotions.</u> d. <u>Use temporal words and phrases to signal event order.</u> e. <u>Create a sense of closure.</u> f. With guidance and support from peers and adults, develop and 	<p>Prerequisite Skills: Previously taught.</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. 	<p>I am learning to write about my ideas and experiences.</p> <p><i>With some help...</i></p> <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. ● With some help...(With guidance and support...) ● I can add details to my writing to describe my actions, thoughts, and emotions. ● I can use words like then, next, and finally 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>

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strengthen writing as needed by planning, revising and editing		
<p>L.1.2 When writing:</p> <p>a. Capitalize proper nouns, including but not limited to dates and names of people.</p> <p>b. Demonstrate appropriate use of end punctuation.</p> <p>c. With prompting and support, produce and write commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>Prerequisite Skills: (Previously taught)</p> <p>Considerations:</p> <ul style="list-style-type: none"> Share fiction and nonfiction picture books with students and examine how authors use punctuation and capitalization to convey meaning. Think aloud about how all three go hand in hand. Create a class editing checklist with students. Provide students with personal-size copies of the checklist for their writing folders. 	<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. 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>
Supporting Standards		
<p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.</p> <p>RL.1.6 With prompting and support, identify who is telling the story at various points in a text.</p>		

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<p>RL.1.9 Compare/contrast the adventures and experiences of characters in stories.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade level text.</p> <p>RI.1.7 Use the visuals and details in a text to describe its key ideas.</p> <p>C.1.4 With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.</p> <p>C.1.5 With guidance and support, participate in shared research and writing projects.</p> <p>C.1.6 With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.</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. 	
Summative Assessment	
School Unit Assessment– Essential and Supporting Standards	
Anchor Text(s)	
<p>Wonders <i>How Bat Got Its Wings</i> (Unit 4, Week 1) (fiction) <i>Koko and Penny</i> (Unit 4, Week 5) (non-fiction)</p> <p>My World (Social Studies) <i>Schools and Communities Past and Present</i> (Chapter 4, Lesson 2)</p> <p>Amplify (Science) <i>Can you see in the Dark?</i> (1.2)</p>	

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<p>Anchor Texts for Writing Together We Ride by Valerie Bolling <i>New Shoes</i> by Chris Raschka <i>City Moon</i> by Rachael Cole <i>Not Little</i> by Maya Myers <i>Jabari Jumps</i> by Gaia Cornwell <i>Roller Coaster</i> by Marla Frazee <i>When Lola Visits</i> by Michelle Sterling <i>Applesauce Day</i> by Lisa J. Amstutz <i>The Camping Trip</i> by Jennifer K. Mann</p>	
Additional Resources	
<p>Mentor Texts for Writing</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 Narrative Writing Checklist for Kindergarten</p> <p>The Next Step Forward in Guided Reading by Jan Richardson</p> <p>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) 2. Beginning, Middle, End (B-M-E) (RL.1.3) 3. Five-Finger Retell (RL.1.3) 4. Who-What (RL.1.3, 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.1.3) 	

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<p>11. Very Important Part (V.I.P.) Nonfiction (RI.1.3) 12. Turning Headings Into Questions (RI.1.1) 15. Who-What-Why (RL.1.3)</p> <p>The Writing Strategies Book by Jennifer Seravallo Strategies 3.5, 3.17, 4.6</p> <p>The Reading Strategies Book by Jennifer Seravallo Strategies 8.3, 8.4, 8.11, 8.20 1.14, 1.15, 5.1</p>	