

Unit Title		Estimated Time Frame
Learning through the Author's Purpose and Message		31 days
Big Idea		
How can I determine information from the author's message?		
Essential Question(s)	Literacy Practices	
<p>What message is the author trying to tell me?</p> <p>How do details of a text help develop a central idea of a text?</p> <p>What can I learn about characters through their adventures and experiences?</p> <p>How can I write my own message and communicate it to my audience?</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>		
<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>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.

Unit Title		Estimated Time Frame
Learning through the Author's Purpose and Message		31 days
	<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. 	<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 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> <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. 	<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 <i>or</i> 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>

Unit Title	Estimated Time Frame	
Learning through the Author's Purpose and Message	31 days	
	<ul style="list-style-type: none"> The Intermediate Phonemic Awareness and Phonics Module Early Lessons are designed to teach segmenting and blending. 	
<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound 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>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"> All ELLE Modules intended for first grade will have been taught by this unit. For students who need continued support, reteach appropriate lessons in small group until mastery is achieved. 	<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. I can identify sight words in my text. <p>I am learning how to read and write sight words.</p> <ul style="list-style-type: none"> 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.1.2 With prompting and support, recognize key details from a summary to demonstrate understanding of the author's message, lesson learned and/or moral.</p>	<p>Prerequisite Skills:</p> <p>With prompting and support, orally recognize key details to demonstrate understanding of the lesson learned in the story.</p> <p>Considerations:</p> <p>Summary may be provided, co-created, or student-created.</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.

Unit Title	Estimated Time Frame
<p>Learning through the Author's Purpose and Message</p>	<p>31 days</p> <ul style="list-style-type: none"> ● 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. ● I can explain the lesson/moral of the story.
<p>RL.1.9 Compare/contrast the adventures and experiences of characters in stories.</p>	<p>Prerequisite Skills: RL.K.9 and RL.1.9 are almost identical; the only difference is the addition of "with prompting and support" in Kindergarten. First grade students should be able to demonstrate knowledge of this standard independently by the end of the unit.</p> <p>Considerations:</p> <ul style="list-style-type: none"> ● Students will consider questions such as <ul style="list-style-type: none"> ○ Who is the main character of the story? What are they like? Kind? Shy? Courageous? ○ Where does each story take place? ○ What kinds of experiences does each character have, and how are <p>I am learning how to compare and contrast the adventures and experiences of characters in a story.</p> <ul style="list-style-type: none"> ● I can identify the characters in a story. ● I can identify the similarities and differences of adventures and experiences of characters. ● I can compare and contrast the adventures and experiences of characters in a story.

Unit Title	Estimated Time Frame	
Learning through the Author’s Purpose and Message	31 days	
	<p>their experiences alike or different?</p> <ul style="list-style-type: none"> ○ What does each main character do to resolve their problem or conflict? ● During read-aloud, highlight how most of the main character’s experiences and adventures occur in the “middle” of the story. Read each story aloud and focus on the events that occur in each or the steps each main character takes to get from “the problem” (the beginning) to “the resolution” (the ending). On separate pieces of chart paper, list the two stories’ main events and have students compare the similarities and differences. 	
<p>RI.1.2 With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.</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: Summary may be provided, co-created, or student-created.</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.1.9 Identify information from two or more texts on similar themes or topics.</p>	<p>Prerequisite Skills: RI.K.9 and RI.1.9 are almost identical; the only difference is the addition of “with prompting and support” in Kindergarten. First grade students should be able to demonstrate knowledge of this standard independently by the end of the unit.</p> <p>Considerations:</p> <ul style="list-style-type: none"> ● Students will consider questions such as <ul style="list-style-type: none"> ○ What is the topic of both texts? 	<p>I am learning how to identify information from two or more texts on similar themes or topics.</p> <ul style="list-style-type: none"> ● I can identify the key details in a text. ● I can identify similarities and differences in the key details of two or more texts on similar themes or topics. ● I can identify similarities between two or more texts on similar themes or topics.

Unit Title		Estimated Time Frame
Learning through the Author's Purpose and Message		31 days
	<ul style="list-style-type: none"> ○ What is the title of each text? ○ What information is in both texts? ○ Is there information in one text that is not in the other? ○ Are the illustrations and text features in the two texts the same or different? ● Share via read-aloud two informational books on the same topic. Guide students to examine the covers and the titles for similarities and differences. Provide time for them to talk about what they've observed. On a second and third day, gather students to examine the tables of contents in both texts and discuss how these can help them determine what each author thinks is important. Provide students time to talk about why the authors may have made the decisions they did. Follow the same procedure in regard to the text features in each book. 	<ul style="list-style-type: none"> ● I can identify differences between two or more texts on similar themes or topics.
<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</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.)

Unit Title		Estimated Time Frame
Learning through the Author's Purpose and Message		31 days
	<p><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>	<ul style="list-style-type: none"> 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>HW.1.1 Legibly print all upper and lowercase letters and numerals with correct form.</p>	<p>Prerequisite Skills: Print all upper and lowercase letters and numerals.</p> <p>Considerations:</p> <ul style="list-style-type: none"> 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.
<p>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.)</p> <ol style="list-style-type: none"> With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. Introduce the topic. Supply information with detail to develop the topic. 	<p>Prerequisite Skills: Previously taught.</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 writing, guided writing, and independent writing. Children will follow different paths when it comes to recording their stories and 	<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.

Unit Title	Estimated Time Frame	
Learning through the Author's Purpose and Message	31 days	
<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 section.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	<p>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> <ul style="list-style-type: none"> ● 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><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>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. (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"> 1. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. 2. Recount a single event or multiple events, memories or ideas. 3. Include details which describe actions, thoughts, emotions. 	<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 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. 	<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.

Unit Title	Estimated Time Frame	
Learning through the Author's Purpose and Message	31 days	
<p>4. Use temporal words and phrases to signal event order.</p> <p>5. Create a sense of closure.</p> <p>6. 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"> 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>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<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:</p> <p>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: All ELLE Modules intended for first grade will have been taught by this unit. For students who need continued support, reteach appropriate lessons in small group until mastery is achieved.</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. 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		

Unit Title	Estimated Time Frame
Learning through the Author’s Purpose and Message	31 days
<p>adventures- something new and exciting to do; the activities a character participates in or the journeys a character takes in a story</p> <p>author’s message-the meaning or message about a story that the author wants you to know</p> <p>central idea- the thought, concept, notion or impression that is of greatest importance in the text</p> <p>character- a person, an animal, or an object in a text</p> <p>compare/contrast- to analyze how two stories are the same and how they are different; to analyze how two different texts present information on a topic</p> <p>experiences- the activities a character participates in or the journeys a character takes in a story</p> <p>explanatory text- a text that explains how to do something</p> <p>informative text- a text that provides information about a topic</p> <p>key detail- a small, important part of a story</p> <p>lesson learned- when a character gains new knowledge through experiences</p> <p>moral- the lesson the reader learns</p> <p>narrative- a story or account of real or imagined experiences or events</p>	
Supporting Standards	
<p>RF.1.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Orally read grade-level text fluently on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</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>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>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>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>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.1.8 Identify the claim and the reasons an author gives to support the claim in a text.</p> <p>C.1.1 Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. (NOTE:</p>	

Unit Title	Estimated Time Frame
Learning through the Author’s Purpose and Message	31 days
<p>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. Provide reasons with details to support the opinion.</p> <p>d. Use grade-appropriate transitions.</p> <p>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> <p>L.1.1 When writing or speaking, demonstrate appropriate use of:</p> <p>a. common, proper and possessive nouns in a sentence.</p> <p>b. singular and plural nouns with matching verbs in basic sentences.</p> <p>c. personal, possessive and indefinite pronouns in a sentence.</p> <p>d. verbs to convey a sense of past, present and future in a sentence.</p> <p>e. frequently occurring adjectives in a sentence.</p> <p>f. frequently occurring conjunctions in a sentence.</p> <p>g. frequently occurring prepositions in a sentence.</p> <p>h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.</p>	
Summative Assessment	
School Unit Assessment– Essential and Supporting Standards	
Anchor Text(s)	
<p>Wonders <i>A Barn Full of Hats</i> (Fiction, Unit 5, Week 1); <i>Click, Clack, Moo: Cows That Type</i> (Fiction, Unit 6, Week 1) <i>Animal Teams</i> (informational, Unit 4, Week 2); <i>Go Wild</i> (Informational, Unit 4, Week 3)</p> <p>My World (Social Studies) “Stories in Our Culture” (Chapter 5, Lesson 6)</p> <p>Amplify (Science) After Sunset (1.2)</p>	

Unit Title	Estimated Time Frame
Learning through the Author's Purpose and Message	31 days
Additional Resources	
<p>Mentor Texts for Informational Writing <i>Bugs Are Insects</i> by Anne Rockwell <i>The Sun and the Moon</i> by Carolyn Cinami DeCristofano <i>Starfish</i> by Edith Thacher Hurd <i>How to Tie Your Shoes</i> by Cottage Door Press <i>Building a House</i> by Byron Barton <i>How to Teach a Slug to Read</i> by Susan Pearson <i>Big Blue Whale</i> by Nicola Davies <i>Let's Go Rock Collecting</i> by Roma Gans <i>Chickenology: The Ultimate Encyclopedia</i> by Camilla Pintonato</p> <p>Mentor Texts for Narrative Writing <i>Kitchen Dance</i>, Maurie J. Manning <i>Thundercake</i>, Patricia Polacco <i>Granny and Bean</i> by Karen Hesse <i>The Secret Fawn</i> by Kallie George <i>Hiking Day</i> by Anne Rockwell <i>Kitchen Dance</i> by Maurie J. Manning <i>Abuelita and I Make Flan</i> by Adriana Hernandez Bergstrom <i>Joy Ride</i> by Sherri Duskey Rinker <i>Love Birds</i> by Jane Yolen <i>Soul Food Sunday</i> by Winsome Bingham</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>	

Unit Title	Estimated Time Frame
Learning through the Author's Purpose and Message	31 days
<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 First Grade</p> <p>Lucy Calkins Narrative Writing Self-Check for First Grade</p> <p>Lucy Calkins Information Writing Checklist for First Grade</p> <p>Lucy Calkins Information Writing Self-Check 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) 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) 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>The Writing Strategies Book by Jennifer Seravallo</p> <ol style="list-style-type: none"> 4.1 Make Your Pictures and Your Words Agree 4.2 Focus in Time 5.2 Say Say Say, Sketch Sketch Sketch, Write Write Write 5.5 All About or One Time? 5.6 Teaching Texts: How Tos 5.7 Organize in Sequence 6.2 Pictures Teach, Words Teach 6.3 Speech Bubbles Let Your Characters Talk 6.9 What <i>Else</i> Happened? 	

Unit Title	Estimated Time Frame
Learning through the Author's Purpose and Message	31 days
<p>The Reading Strategies Book by Jennifer Seravallo</p> <ul style="list-style-type: none">1.1 Be an Explorer Who Finds Treasures in Books1.2 The WHOLE and Teeny-Tiny Details1.13 Talk Like the Character5.3 Summarizing What's Most Essential5.4 Uh-oh...Phew7.1 Notice a Pattern and Give Advice8.2 Notice What Repeats9.1 Compare New to Known9.2 Reading with a Sense of "Wow"10.5 Get More From Pictures10.6 Labels Teach	