

Unit Title		Estimated Time Frame
Interacting With Those Around Me		38 days
Big Idea		
How do people and objects interact with each other?		
Essential Question(s)	Literacy Practices	
<p>How do events and characters affect each other? How can I write information about a topic to inform my reader? How can I tell a story to entertain my reader?</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><u>RF.1.1</u> 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: Previously taught</p>	<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.

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		<ul style="list-style-type: none"> 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>	Prerequisite Skills: Previously taught	<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 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</p>	Prerequisite Skills: Previously taught	<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. I can read sight words. <p>I am learning how to read and write sight words.</p>

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words by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.		<ul style="list-style-type: none"> 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>
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>Prerequisite Skills: Previously taught</p> <p>Considerations: The summary should be provided to students or co-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. 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.

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RL.1.5 Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.	Prerequisite Skills: Recognize common structures of poems, stories and dramas.	We are learning to recognize the difference between text structures. <ul style="list-style-type: none"> ● I can identify the the text structures of poems, ● I can identify the structure of stories. ● I can identify the structure of dramas. ● I can identify text that is linear. ● I can identify text that is nonlinear. ● I can identify text that is circular. ● I can explain the differences in text structures.
RL.1.9 Compare/contrast the adventures and experiences of characters in stories.	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.	I am learning how to compare and contrast the adventures and experiences of characters in a story. <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.
RI.1.2 With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.	Prerequisite Skills:N/A Considerations: The summary should be provided to students or co-created.	I am learning how to understand the central idea of a text so that I can understand the big ideas of the text. <i>With prompting and support...</i> <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.

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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.	Prerequisite Skills: Identify the front and back cover of a book. Identify the cover page of a book.	I am learning to know and use text features to locate key facts or information in a text. <ul style="list-style-type: none"> ● I can identify and use headings. ● I can identify and use tables of content. ● I can identify and use glossaries. ● I can identify and use captions. ● I can identify and use bold print. ● I can identify and use subheadings. ● I can identify and use indexes. ● I can identify and use electronic menus. ● I can identify and use icons.
RI.1.9 Identify information from two or more texts on similar themes or topics.	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.	I am learning how to identify information from two or more texts on similar themes or topics. <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. ● I can identify differences between two or more texts on similar themes or topics.
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.	Prerequisite Skills: Previously taught 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	I am learning to comprehend grade-level (or above grade-level) literary/informational texts. <i>With prompting and support...</i> <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.

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	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.	<ul style="list-style-type: none"> • 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>
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.
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>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 	<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.

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<p><u>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</u></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><u>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</u></p>	<p>should also have many opportunities to participate in shared writing, interactive 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. 	<ul style="list-style-type: none"> 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>
<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.</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> <ul 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. Recount a single event or multiple events, memories or ideas. Include details which describe actions, thoughts, emotions. 	<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 	<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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<p>d. Use temporal words and phrases to signal event order.</p> <p>e. Create a sense of closure.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing</p>	teach to gradually take the student to a higher level.	
<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>	Prerequisite Skills: Previously taught	<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		

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<p>character- a person, an animal, or an object in a text connection- relating a person, idea, or event to another person, idea or event describe- to explain with words event- something that has happened; an incident, especially one that is particularly important, interesting, exciting, or unusual central idea- the thought, concept, notion or impression that is of greatest importance in the text identify- to recognize and name individual- a person key detail- a small, important part of a story setting- where and when an event takes place in a text temporal words- words that signal the time and order of events (e.g., soon, this morning, meanwhile)</p>	
Supporting Standards	
<p>RF.1.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level text with purpose and understanding. b. Orally read grade-level text fluently on successive readings. 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>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.1.5 Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.</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>	

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<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: 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. Provide reasons with details to support the opinion. Use grade-appropriate transitions. Provide a concluding section. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. <p>L.1.1 When writing or speaking, demonstrate appropriate use of:</p> <ol style="list-style-type: none"> common, proper and possessive nouns in a sentence. singular and plural nouns with matching verbs in basic sentences. personal, possessive and indefinite pronouns in a sentence. verbs to convey a sense of past, present and future in a sentence. frequently occurring adjectives in a sentence. frequently occurring conjunctions in a sentence. frequently occurring prepositions in a sentence. 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>Lissy’s Friends</i> (Unit 6, Week 4)(fiction) <i>Animal Teams AND Busy as a Bee</i> (Unit 4, Week 2)(non-fiction) ****Note: there are two texts to support RI 1.9</p> <p>My World (Social Studies) <i>Daily Life Past and Present</i>, Chapter 4, Lesson 3</p> <p>Amplify (Science) <i>After Sunset</i> (1.2)</p>	

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Additional Resources	
<p>Mentor Texts for Writing</p> <p><u>Informative/Explanatory</u></p> <p><i>From Seed to Pumpkin</i> by Wendy Pfeffer and James Graham Hale <i>How to Make Slime</i> by Lori Shores <i>If Your Monster Won't Go To Bed</i> by Denise Vega <i>Let's Find Out About Ice Cream</i> by Mary Ebeltoft Reid <i>Whales</i> by Gail Gibbons <i>What Do You Do With a Tail Like This?</i> by Steve Jenkins and Robin Page</p> <p><u>Narrative</u></p> <p><i>New Shoes</i> by Chris Raschka <i>Granny and Bean</i> by Karen Hesse <i>The Secret Fawn</i> by Kallie George and Elly MacKay <i>Hiking Day</i> by Anne Rockwell <i>City Moon</i> by Rachael Cole and Blanca Gomez <i>Not Little</i> by Maya Myers <i>Kitchen Dance</i> by Maurie J. Manning <i>Abuelita and I Make Flan</i> by Adriana Hernandez Bergstrom <i>The Camping Trip</i> by Jennifer K. Mann <i>Owl Moon</i> by Jane Yolen <i>Love Birds</i> by Jane Yolen <i>Soul Food Sunday</i> by Winsome Bingham</p> <p><u>Social Studies / Reading Connection</u></p> <p><u>Multicultural Books by Standard</u></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> by Katie Wood Ray and Lisa Cleveland (videos embedded)</p>	

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<p>Guided Drawing</p> <p>Lucy Calkins Information Writing Checklist for First Grade</p> <p>Lucy Calkins Information Writing Self-Check for First Grade</p> <p>Lucy Calkins Narrative Writing Checklist for First Grade</p> <p>Lucy Calkins Narrative 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 The Reading Strategies Book</p>	