
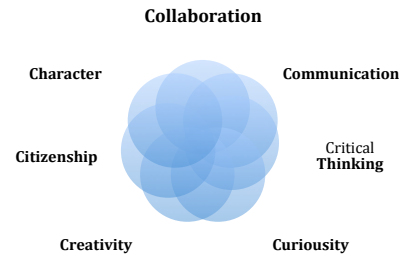


Content Area	Grade: One
Language Arts 	R14 The Seven Cs of Learning 
Unit Titles	Length of Unit/Contact Hours
• <i>First Graders Build Good Reading and Writing Habits</i>	4-5 weeks
• <i>Reading Word Detectives and Writing to Teach Others</i>	4-5 weeks
• <i>Reading and Writing Information</i>	4-5 weeks
• <i>Figuring out Tricky Words and Writing Like Scientists</i>	4-5 weeks
• <i>Knowing Characters Helps Us to Write Book Reviews</i>	4-5 weeks
• <i>Learning from Multiple Genres</i>	4-5 weeks
• <i>Getting to Know Characters Helps Us to Read and Write Stories</i>	4-5 weeks



Strands	Grade Level One Expectations
Reading	<ul style="list-style-type: none"> • Readers ask and answer questions about key details in texts. • Readers know and apply grade-level phonics and word analysis skills in decoding words in text and in isolation. • Readers recognize and use nonfiction text features to build understanding. • Readers with prompting and support, identify characters, settings, and major events in a story. • Readers can read grade-level text with fluency and understanding.
Writing	<ul style="list-style-type: none"> • Writers write narrative, information, and opinion pieces on a variety of topics. • Writers can write opinion pieces in which they introduce topics or name books they are writing about, state opinions, supply reasons for opinions, and provide some sense of closure. • Writers can writer revise and edit their writing by following a process.
Speaking and Listening	<ul style="list-style-type: none"> • Speakers participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. • Speakers ask and answer questions about key details in a text read aloud or information presented orally or through other media. • Speakers ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Language	<ul style="list-style-type: none"> • Learners demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • Learners determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies. • Writers use conventional spelling for grade-appropriate words • Speakers 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 (e.g., because).

	First Graders Build Good Reading and Writing Habits Reading: <i>Readers Build Good Habits</i> Writing: <i>Small Moments: Writing with Focus, Detail, and Dialogue</i>		4-5 weeks
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Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How can I read with volume, stamina, and fluency? • How can I converse with a partner about my reading? • How can I write many detailed stories?
Unit Strands and Standards	Practicing Reading Habits, Using Strategies, Learning Partnerships, Small Moments <u>Reading:</u> RL 1.1, RL.1.2, RL.1.7, RI 1.1, RI 1.2, RI 1.7, RF.1.1, RF.1.2, RF.1.3, RF.1.4 <u>Writing:</u> W.1.3, W.1.5, <u>Speaking and Listening:</u> SL.1.1, SL.1.2, SL.1.3 <u>Language:</u> L.1.1, L.1.2, L.1.4,
Concepts	<u>Reading:</u> Retelling, Using Illustrations, Print Concepts, Phonological Awareness, Phonics, Fluency <u>Writing:</u> Narrative Writing, Sequenced Ideas, Temporal Words, Details, Revision, Feedback <u>Speaking and Listening:</u> Converse with a Partner, Ask and Answer Questions about a Read Aloud, Question to Clarify, Question for more information <u>Language:</u> Writing Conventions, Language Conventions, Vocabulary
Key Vocabulary	Routines, Habits, Goals, Volume, Stamina, Reread, Predictions, Retelling, Meaning, Flexible Word Solvers, Partnerships, Small Moment, Seed Story, Mentor Author, Sequence, Elaboration, Narrative Writing Checklist, Storytelling, Bring Stories To Life, Unfreeze Characters, Dialogue, Feelings, Show Don't Tell, Craft, Publish, Editing Checklist

	First Graders Build Good Reading and Writing Habits Reading: <i>Readers Build Good Habits</i> Writing: <i>Small Moments: Writing with Focus, Detail, and Dialogue</i>		4-5 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • readers understand the importance of practicing good reading habits every day. • readers can use strategies independently at points of difficulty. • readers strengthen their partnerships by developing habits for sharing ideas. • writers bring Small Moment stories to life by adding important details. • writers realize that studying mentor texts can give them ideas for improving their own writing. • writers understand that revision makes their stories more interesting to read. 	<ul style="list-style-type: none"> • read with fluency, stamina, and volume • self-monitor and use strategies when needed. • talk with others about their books. • know and apply grade-level phonics and word analysis skill (hearing and identifying letters and sounds, building words, syllables) • use a variety of strategies to read and write new words. • read common high-frequency words by sight. • write Small Moments. • write with fluency, stamina, and volume. • elaborate their writing by describing what they said, did, and felt in their small moment. • edit and revise their writing (reread and touch each word, spelling reference chart, stretching words, using ending punctuation).

Assessments:	Writing: End of Unit Published Piece; Daily Writing Samples Reading: Oral Reading Record, Anecdotal Notes
Teacher Resources:	❖ <i>Unit Implementation Guide</i>

	Reading Word Detectives and Writing to Teach Others Reading: <i>Word Detectives Use All They Know to Solve Words</i> Writing: <i>How-To Books</i>		4-5 weeks
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Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How can I use multiple strategies to help my reading? • How can I make my reading sound like talking? • How can I write many books that teach people how to do something?
Unit Strands and Standards	The Power of Rereading, How To Books, Mimic Mentor Authors, <u>Reading:</u> RF.1.1, RF.1.2, RF.1.3, RF.1.4, RL.1.2, RL 1.10, RI 1.10 <u>Writing:</u> W.1.2, W.1.5, W1.8 <u>Speaking and Listening:</u> SL.1.1, SL.1.2, SL.1.3 <u>Language:</u> L.1.1, L.1.2, L.1.4
Concepts	<u>Reading:</u> Print Concepts, Phonological Awareness, Phonics and Word Recognition, Fluency, Retelling <u>Writing:</u> Information Writing, Introduction, Topic, Sequence, Temporal Words, Closure, Revision, Feedback <u>Speaking and Listening:</u> Converse with a Partner, Ask and Answer Questions from a Read Aloud, Question to Clarify, Question for more information <u>Language:</u> Writing Conventions, Language Conventions, Vocabulary
Key Vocabulary	Strategies, Meaning Cues, Structure Cues, Visual Cues, Word Parts, Partnerships, Word Detectives, Reread, Audience, How-To Components, Mentor Texts, Punctuation

	Reading Word Detectives and Writing to Teach Others Reading: <i>Word Detectives Use All They Know to Solve Words</i> Writing: <i>How-To Books</i>		4-5 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • readers can use all they know about reading to help them read new and difficult words. • readers understand the value of rereading books. • readers comprehend their books more deeply when they discuss them with a partner. • writers can teach people how to do something, step by step, in a How-To book. • writers can mimic craft moves of authors of mentor texts to improve their writing. • writers realize that feedback from others helps them to improve their writing. 	<ul style="list-style-type: none"> • use strategies independently to read more difficult books. • reread books to improve fluency (i.e. <i>phrasing, expression, rate</i>). • discuss books with a partner. • write How-To books. • use letter knowledge to blend sounds in words (recognize consonant and vowels and hear and record letter sounds syllables). • use temporal words to signal time order when writing. • share their writing with a partner. • give others feedback about their writing. • edit and revise their writing (transitions, complete sentences, word wall references).

Assessments:	Writing: End of Unit Published Piece; Daily Writing Samples Reading: Oral Reading Record, Anecdotal Notes, High-Frequency Words Assessment,
Teacher Resources:	❖ <i>Unit Implementation Guide</i>

	Reading and Writing Information Reading: <i>Learning About the World by Reading</i> Writing: <i>Non Fiction Chapter Books: Topics of Personal Expertise</i>		4-5 weeks
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Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How do books teach me information and ideas? • How do I figure out new and important words that relate to a topic? • How do I write many nonfiction chapter books?
Unit Strands and Standards	Reading to Learn, Teaching Partners, Organizing and Planning Writing <u>Reading:</u> RI.1.1, RI.1.2, RI.1.4, RI.1.5, RI.1.6, RF.1.1, RF.1.2, RF.1.3, RF.1.4, <u>Writing:</u> W.1.2, W.1.5 <u>Speaking and Listening:</u> SL.1.1, SL.1.2, SL.1.3 <u>Language:</u> L.1.1, L.1.2, L.1.4
Concepts	<u>Reading:</u> Key Ideas and Details, Question to Clarify, Question to gather additional information, Nonfiction Text Features, Illustrations vs. Words, Print Concepts, Phonological Awareness, Phonics and Word Recognition, Fluency <u>Writing:</u> Information Writing, Introduction, Topic, Facts, Closure, Revision, Feedback <u>Speaking and Listening:</u> Converse with a Partner, Ask and Answer Questions from a Read Aloud, Question to Clarify, Question for more information <u>Language:</u> Writing Conventions, Language Conventions, Vocabulary,
Key Vocabulary	Nonfiction, Experts, Bold Words, Tricky Words, Reread, Strategies, Envisioning, Connections, Questioning, Voice, Information Writing Checklist, Audience, Fancy Word, Guided Inquiry, Details, Volume, Chapters, Introductions, Conclusions, Publishing, Mentor Text, Independence, Craft Moves

	Reading and Writing Information Reading: <i>Learning About the World by Reading</i> Writing: <i>Non Fiction Chapter Books: Topics of Personal Expertise</i>		4-5 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • readers read nonfiction texts to learn information. • readers encounter new vocabulary in nonfiction texts, which are important to understanding the topic. • readers can increase their own understanding of a topic by teaching partners important information from books. • writers understand the importance of organizing their information in a logical way. • writers use details to elaborate on a topic and make their writing more interesting to read. • writers can revise and edit their writing independently. 	<ul style="list-style-type: none"> • read nonfiction texts with a purpose. • use strategies to read and understand important content words (word patterns, concept words, connecting words). • learn information from text features as well as print. • teach others what they are learning from nonfiction books. • use the writing process to write nonfiction chapter books • organize their ideas. • incorporate details in their writing. • set goals for improving their writing. • use checklists to revise and edit their writing (subjects, complete sentences, spelling resources).

Assessments:	Writing: End-of-Unit On-Demand Information, Daily Writing Samples
Teacher Resources:	❖ <i>Unit Implementation Guide</i>

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Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How can I independently use strategies to get through the challenging parts in books? • How can I use feedback to help others show off their reading? • How can I write like a scientist?
Unit Strands and Standards	<p>Using Strategies Independently, Giving Feedback, Observing and Recording, Writing All About Books</p> <p><u>Reading:</u> RF.1.4, RL.1.2, RL.1.3, RI 1.1, RI 1.2,</p> <p><u>Writing:</u> W.1.2, W.1.5</p> <p><u>Speaking and Listening:</u> SL.1.1, SL.1.2, SL.1.3</p> <p><u>Language:</u> L.1.1, L.1.2, L.1.4</p>
Concepts	<p><u>Reading:</u> Fluency, Purpose, Self-Monitoring, Retelling, Story Elements</p> <p><u>Writing:</u> Information Writing, Recording Observations, Details, Introduction, Topic, Facts, Closure, Revision, Feedback</p> <p><u>Speaking and Listening:</u> Converse with Partners, Ask and Answer Questions from a Read Aloud, Question to Clarify, Question for more information</p> <p><u>Language:</u> Writing Conventions, Language Conventions, Vocabulary</p>
Key Vocabulary	Tricky Words, Meaning Cues, Structure Cues, Visual Cues, Partnerships, Flexible, Reread, Clues, Fiction, Conversation, Audience, Feedback, Scientists, Experiments, Question, Answer, Observations, Jotting, Organize

	Figuring out Tricky Words and Writing Like Scientists Reading: <i>Readers Can Be Their Own Teachers</i> Writing: <i>Writing Like Scientists</i>		4-5 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • readers face challenges when reading books, and they are equipped with strategies to help them take on this work. • readers recognize that it takes effort to understand more complex texts. • readers listen carefully to their partners read and give specific feedback to help them improve. • writers understand that they can learn by recording observations of scientific experiments and reflecting on these results. • writers can share with others what they have learned about science by writing All-About books. 	<ul style="list-style-type: none"> • use multiple reading strategies independently. • comprehend higher-level texts. • use grade level word solving strategies (consonant clusters, short and long vowels, phonograms) • provide specific feedback to their partners. • write like a scientist. • write detailed observations of a science experiment • write an All-About book using what they learned from their scientific experiments. • edit and revise their writing by adding details/more information (capitalization, proper nouns, ending punctuation, subject verb agreement).

Assessments:	Writing: End-of-Unit Published Piece, Daily Writing Samples
Teacher Resources:	❖ <i>Unit Implementation Guide</i>

	Knowing Characters Helps Us Write Book Reviews Reading: <i>Readers Get to Know the Characters in Books</i> Writing: <i>Writing Reviews</i>		4-5 weeks
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Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How can I get to know the characters in my books? • How can I notice when characters change or learn a lesson? • How can I write many reviews that convince others of my opinions?
Unit Strands and Standards	Learning About Characters, Paying Attention-Using Pictures and Words to Learn, Writing Persuasive Pieces <u>Reading:</u> RL.1.1, RL.1.2, RL.1.3, RL 1.4, RL.1.7, RL.1.9 <u>Writing:</u> W.1.1, W.1.5 <u>Speaking and Listening:</u> SL.1.1, SL.1.2, SL.1.3, <u>Language:</u> L.1.1, L.1.2, L.1.4
Concepts	<u>Reading:</u> Key Ideas and Details, Retelling, Describe Characters, Use Illustrations, Compare and Contrast <u>Writing:</u> Opinion/Persuasive Writing, Introduction, Topic, Reasons, Closure, Revision, Feedback <u>Speaking and Listening:</u> Converse with a Partner, Ask and Answer Questions about a Read Aloud, Question to Clarify, Question for more information <u>Language:</u> Writing Conventions, Language Conventions, Vocabulary
Key Vocabulary	Characters, Developing & Changing Characters, Close Reading, Fluency, Rereading, Partnerships, Inference, Lesson, Opinions, Arguments, Reasons, Opinion Writing Checklist, Disagree, Persuasion, Comparison, Introduction, Anthologies, Book Reviews

	Knowing Characters Helps Us Write Book Reviews Reading: <i>Readers Get to Know the Characters in Books</i> Writing: <i>Writing Reviews</i>		4-5 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • Readers recognize that there are different ways to learn about characters. • Readers understand that they reread for a specific purpose. • Readers are always on the lookout for changes in characters, and those changes tell readers something important about the characters. • Readers pay close attention to lessons that characters learn. • Writers can write opinions about many things that they love. • Writers understand that in order to persuade others to think as they do, they must provide good reasons for their opinions. 	<ul style="list-style-type: none"> • Use pictures and words to learn about characters. • Reread with a focus to learn more about characters. • Use a variety of word solving strategies (consonant digraphs, phonograms, contractions, plurals) • Notice when characters change or have learned a lesson. • Write persuasive pieces about personal topics. • Write persuasive pieces about books. • State clear opinions and provide supportive details. • Edit and revise their writing (using known words, pronouns, capitalization and punctuation, nouns)

Assessments:	Writing: End-of-Unit On-Demand Opinion, Daily Writing Samples, Spelling Reading: Oral Reading Record, Anecdotal Notes, High-Frequency Words Assessment
Teacher Resources:	❖ <i>Unit Implementation Guide</i>

	Learning from Multiple Genres Reading: <i>Reading Across Genres to Learn About a Topic</i> Writing: <i>Poetry and Songs</i>		4-5 weeks
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Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How can I learn about a topic by reading different genres? • How can I teach others the information I've learned about a topic and share my opinions about it? • How can I write poems and songs about things that I care about?
Unit Strands and Standards	Learning to Look and Learn, Learning From Many Books, Learning to Write Poems <u>Reading:</u> RI.1.1, RI.1.2, RI.1.4, RI.1.9 <u>Writing:</u> W.1.5 <u>Speaking and Listening:</u> SL.1.1, SL.1.2, SL.1.3 <u>Language:</u> L.1.1, L.1.2, L.1.4
Concepts	<u>Reading:</u> Questioning, Retell, Sensory Words, Compare and Contrast <u>Writing:</u> Poetry Writing, Rhythm, Rhyme, Topic, Revision, Feedback <u>Speaking and Listening:</u> Converse with a Partner, Ask and Answer Questions about a Read Aloud, Question to Clarify, Question for more information <u>Writing:</u> Writing Conventions, Language Conventions, Vocabulary
Key Vocabulary	Genre, Noticing, Fiction, Nonfiction, Poetry, Prediction, Voice, Experts, Jotting, Comparing/Contrasting Information, Fact Check, Question, Opinions, Partnerships, Songs, Poems, Feelings, Emotions, Repetition, Strategies, Verses, Word Choice, Oral Presentations

	Learning from Multiple Genres Reading: <i>Reading Across Genres to Learn About a Topic</i> Writing: <i>Poetry and Songs</i>		4-5 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • readers can look for information in texts of different genres. • readers use topic-specific words to talk about their learning. • readers can compare and contrast information from different sources about a topic. • readers can read many books about a topic, teach what they've learned, and share their opinions. • writers use mentor texts as models for their own writing. • writers can show their thoughts and feelings in poems. • writers can add onto their poems and songs to make them longer. 	<ul style="list-style-type: none"> • learn from all types of texts. • use new and different words about a topic. • use multiple texts to learn about a topic. • teach others about a topic and share their opinions about it. • write songs and poems. • use a variety of word solving strategies (patterns, phonograms, noticing word features, word patterns) • edit and revise writing (nouns, syllables, verbs, commas, writing descriptions)

Assessments:	Writing: Daily Writing Samples Reading: Anecdotal Notes
Teacher Resources:	❖ <i>Unit Implementation Guide</i>

	Getting to Know Characters Helps Us to Read and Write Stories Reading: <i>Dramatizing Characters and Deepening Comprehension</i> Writing: <i>Writing Fiction</i>		4-5 weeks
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Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How can I have deeper ideas about the characters in the books that I read? • How can I create stories about realistic characters?
Unit Strands and Standards	Reading Like Talking, Thinking Deeply, Writing Small Moments, Using Your Imagination <u>Reading:</u> RL.1.2, RL.1.3, RF.1. <u>Writing:</u> W.1.3, W.1.5 <u>Speaking and Listening:</u> SL.1.1, SL.1.2, SL.1.3 <u>Language:</u> L.1.1, L1.2, L1.4
Concepts	<u>Reading:</u> Retell, Describe Characters, Character Feelings, Dramatize, Fluency <u>Writing:</u> Narrative Writing, Sequenced Ideas, Temporal Words, Details, Revision, Feedback <u>Speaking and Listening:</u> Converse with a Partner, Ask and Answer Questions about a Read Aloud, Question to Clarify, Question for more information <u>Language:</u> Writing Conventions, Language Conventions, Vocabulary
Key Vocabulary	Characters, Tone, Voice, Envisioning, Director, Script, Feelings, Rehearsals, Clubs, Theater Troupe, Repetition, Realistic Fiction, Pretend Character, Role-Playing, Goal Setting, Narrative Writing Checklist, Series, Series Writers, Dialogue, Mentor Texts, Show Don't Tell, Chapters, Structure, Elaboration, Self- Assessment, Goal Setting ,Inquiry, Punctuation, Meet the Author

	Getting to Know Characters Helps Us to Read and Write Stories Reading: <i>Dramatizing Characters and Deepening Comprehension</i> Writing: <i>Writing Fiction</i>		4-5 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • readers can bring their characters to life by rereading, using a smooth voice, and sounding like talking. • readers deeply think about their characters. • readers share their books with others in different ways. • readers give feedback to others. • writers use their imagination to write small moment adventures. • writers can create a series of books about a character. • writers use mentor texts as models for their own writing. • writers revise and edit their work. 	<ul style="list-style-type: none"> • bring the characters to life. • zoom in on important parts of a story. • perform, talk and think about books. • write a realistic fiction story. • use grade level phonics (recognize and use other vowel sounds, compound words, use a large number of phonograms, manipulate phonemes). • edit and revise their writing (past tense verbs, subject verb agreement, possessive pronouns, reviewing an editing checklist).

Assessments:	Writing: End-of-Unit On-Demand Narrative, Daily Writing Samples, Spelling Assessment Reading: Oral Reading Record, Anecdotal Notes, High-Frequency Words Assessment Benchmark Reading Assessment
Teacher Resources:	❖ <i>Unit Implementation Guide</i>