ENGLISH LANGUAGE ARTS

Curriculum Map
1st Grade

Sacramento
City Unified
School District

ELA 1st Grade: Year-at-a-Glance		
Month	**Units**	**ELA, ELD Standards**
Sept. Oct.	Unit 1 Launching the Year – Open Genre Rituals and Routines, Reading and Language Writing and Language, Language (approx. 6 weeks)	RL.1,10; RI.1,10 W.5, 8 SL.1,2,3,4,5,6 ELD.PI 1,3,5,10,11,12a
Oct. Nov.	Unit 2 Narrative - Reading and Writing Realistic Fiction – Focus on Characters Reading and Language, Writing and Language, Language (approx. 5 weeks)	RL.1,2,3,4,5,6,7,9,10 W.3,5,6,8; SL1,2,4,5,6 L.1,2,3,4,6 ELD.P1,3,4,6,11 ELD.P.II 1
END 1st Trimester.		
Dec.	Unit 3 Author Craft Study Reading and Language, Writing and Language, Language (approx. 3 weeks)	RL.1,2,4,10; RI.1,4,10; W.5,7; SL.1,2,6; L.4,6; ELD.PI.1,5,6,7,10; ELD.PII.1
Jan, Feb	Unit 4 Informative/Explanatory-Reading and Writing Informational Books Reading and Language, Writing and Language, Language (approx. 8 weeks)	RL.1,5; RI.1,2,4,5,6,7,9,10; W.2,5,6,7,8; L.1,2,4,5,6; L.1g,j,4,6; ELD.PI.1,2,3,5,6,7,10,12b; ELD.PII.1,3,6
END 2nd Trimester.		
March	Unit 5 Opinion/Argument - Reading Opinion Texts and Writing Opinion Speech Reading and Language, Writing and Language, Language (approx. 5 weeks)	RL.1,2,4,10; RI.1,2,3,4,8,10 W.1,5,6,7,8; SL.1,2,3,5,6 L.1.g,j,4,6 ELD.PI.1,2,3,5,6,7,9,10,11,12a ELD.PII.1,3a,6
April	Unit 6 Poetry - Reading and Writing Poetry Reading and Language, Writing and Language, Language (approx.. 3 weeks)	RL.1,4,10; W.5,6 SL.1,4; L.4,5 ELD.PI.1,5,6,7,8,9 ELD.PII.1,3,10
May	Unit 7 Narrative-Reading and Writing Personal or Fantasy Narratives Reading and Language, Writing and Language, Language (approx. 4 weeks)	RL.1,2,3,4,5,7,9,10; RI.1,10 W.3,5,7,8; SL.1,2,5,6 L.1g,j,4,5a,6 ELD.PI.1,2,3,5,6,7,9,10 ELD.PII.1,2,6
June	Unit 8 Reflecting on Growth and Setting Goals as Readers, Writers, and Collaborative Learners Reading and Language, Writing and Language, Language (approx. 2 weeks)	W.5,6,7,8 SL.1a-c,2,3,4,5,6 L.6 ELD.PI 1, 5, 7, 9, 10, 11

1st Grade, SCUSD ELA Curriculum Map

Unit 1:
Launching the Year - Open Genre
(Approx. 6 weeks)

Overview:
In this unit, students will build their capacities as independent learners and collaborative group members. Students will establish, learn, and internalize routines to create a safe and productive learning community. This unit will allow students to further explore their identity as a learner in both reading and writing by reflecting on their growth as an independent and collaborative learner.

Over-Arching Essential Question for Unit 1: How do we create a motivating, engaging, and respectful environment that fosters the delight and empowerment that accompanies literacy development?

In this unit students will:
- Establish, learn, and internalize classroom routines and procedures
- Explore their identities as a reader, writer, and collaborative group member
- Establish the use of a writer's notebook and reading response journal
- Learn strategies to establish, internalize, and strengthen good habits as a reader, writer, and group member
- Practice Social Emotional Learning (SEL) competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making

Culminating Task: A genre of student choice writing piece that has gone through the writing process over the course of the launch.

Standards:

Reading Standards for Literature:
    1.1 – Ask and answer questions about key details in text.
    1.10 –With prompting and support, read prose and poetry of appropriate complexity for grade 1.
        a. Activate prior knowledge related to the information and events in a text.
        b. Confirm predictions about what will happen next in a text.

Reading Standards for Informational Text:
    1.1 – Ask and answer questions about key details in a text.
    1.10 – With prompting and support, read informational text appropriately complex for grade 1.
        a. Activate prior knowledge related to the information and events in a text.
        b. Confirm predictions about what will happen next in a text.

Foundational Skills & Additional Language Standards: *This document does not address systematic instruction of foundational skills.*

Writing Standards:

1.5 – With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

1.8 – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

1.1 – Participate in a range of collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion.

1.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

a. Give, restate, and follow simple two-step directions.

1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

1.4 – Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

1.5 – Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

1.6 – Produce complete sentences when appropriate to task and situation.

Language:

1.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from a range of strategies.

ELD Standards

Part I: Interacting in Meaningful Ways
A. Collaborative
1. *Exchanging information and Ideas-*Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
3. *Offering opinions-*Offer opinions in conversations using an expanded set of learned phrases (*e.g., I think/don't think X. I agree with X, but*....), as well as open responses, in order to gain and/or hold the floor or add information to an idea.
B. Interpretive
1. *Listening actively-*Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
C. Productive
10. *Writing-*Write longer literary texts (e.g., a story) and informational texts (e.g., and informative text on the life cycle of insects) collaboratively with an adult (e.g., joint construction), with peers, and independently.
11. *Supporting opinions –* Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).
12. *Selecting language resources*
   a. Retell texts and recount experiences, using increasingly detailed complete sentences and key words.

College and Career Descriptors	**Social-Emotional Learning**
• Demonstrate independence.	**SEL Competencies:**
• Build strong content knowledge	• Self-Management
• Respond to the varying demands of audience, task, purpose, and discipline	• Self-Awareness
• Comprehend as well as critique	• Responsible Decision Making
• Value evidence	• Relationship Skills
• Use technology and digital media strategically and capably	• Social Awareness
• Come to understand other perspectives and cultures	

Unit 1: Launching the Year - Open Genre

Rituals and Routines SL.1, 3, 6; ELD.PI 1, 3; SEL Competencies

Essential Questions:	Suggested Assessments
 • How do we develop and strengthen our self-awareness? • How do we develop and strengthen our self-management? • How can we develop and strengthen our social-awareness? • How can we build relationships? • How can we become responsible decision-makers?	**Minute by Minute**: observation, questions – teachers and students, student discussions, written work/representations **Daily Lesson:** observation, questions – teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection **Weekly:** student discussions and work products, student self-reflection **End-of-Unit:** student work artifacts (*e.g. portfolio, writing project, oral presentation*), use of rubrics, student self-reflection, other classroom summative assessments designed by teachers
Sequence of Learning Outcomes Students will be able to…in order to… **(What.... Why……)**	**Strategies for Teaching and Learning** One way to do this work is to… **(How…)**
1. Learn and internalize routines to create a safe and productive learning community.	1. Introduce and practice protocols daily to internalize effective use of: • Time & place for gathering (how to enter/exit). • Student access to supplies (e.g., classroom library books, paper, pencils, writing folders, etc.) • Student independent work time (location, transition to location, time frame, working with peers, and respectful use of learning supplies).
Resources: "Launching the Year" at www.scusd.edu/ela, Co-created "Class Agreement" chart, Sample Classroom Library Photo, Class Agreement "Teacher's Promise to Students" Poster,	
2. Develop and follow agreed-upon rules for discussion to make collaboration productive and effective.	2. Introduce discussion protocols for partner, small group, and whole class discussions using a looks like/sounds like/feels like chart. • Reading & writing partners at gathering place (how to physically turn and talk). • Conversation expectations (e.g., eye contact, body language, volume/tone of voice).
Resources: "Launching the Year" at www.scusd.edu/ela, "How to Read With Your Partner" Chart	
3. Use a variety of words/phrases to ask relevant questions, affirm others, add pertinent	3. Introduce, practice, and chart academic language stems categorized by purpose using student

information, build on responses, and provide useful feedback.	friendly topics, e.g., taking turns, listening vs. speaking, clarifying, ways to agree/disagree, building on responses, etc.

Resources: "Launching the Year" at www.scusd.edu/ela

4. Come to discussions prepared to make collaboration productive.	4. Set and define clear expectations for "being prepared" and provide opportunities for practice, e.g., coming to work area with supplies, establishing systems for absent partnerships.

Resources: "Launching the Year" at www.scusd.edu/ela

Additional Resources for Teaching and Learning, Reading and Language	Differentiation (e.g. Special Education, EL, GATE)
	UDL Differentiation Strategies and Resources **GATE Differentiation Strategies and Resources**

Unit 1: Launching the Year – Open Genre

Reading and Language
RL.1,10; RI.1, 10; SL.1, 2, 6; ELD.PI 1, 3, 5

Essential Questions	Suggested Assessments
• How do we develop and strengthen our reading skills and reading lives? • How do we help each other develop and strengthen our reading skills?	**Minute by Minute**: observation, questions - teachers and students, student discussion, written work, etc. **Daily Lesson:** observation, questions – teachers and students, instructional tasks, student discussion, written work/representations, student self-reflection. **Weekly:** student discussions and work products, student self-reflection **End-of-Unit:** student work artifact, e.g. portfolio, writing project, oral presentation, use of rubric, student self-reflection, other classroom summative assessments designed by teachers
Sequence of Learning Outcomes Students will be able to…in order to… **(What…why…)**	**Strategies for Teaching and Learning** One way to do this work is to… **(How…)**
Note- Reading time will increase over time. Use extra time for teacher read alouds where students can practice discussion protocols introduced during rituals and routines, etc.	Note- Build reading stamina daily with co-created bar graphs, a timer, and a time for reflection daily on what works and doesn't to build stamina.
On-going use of Six Basic Reading Comprehension Strategies: Use these strategies for reading comprehension to gain meaning: • Activating prior knowledge or predicting • Questioning • Visualizing • Monitoring, clarifying, or fix-up strategies • Drawing inferences • Retelling	**On-going use of Six Basic Reading Comprehension Strategies:** Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use.

On-going vocabulary instruction: Use a growing number of words and phrases and flexibly choose from strategies: using sentence-level context clues, frequently occurring affixes, and frequently occurring root words (e.g. look – looks, looked, looking) in order to grow vocabulary knowledge and use.	Readers collect favorite new words and definitions in their writer's notebook and/or a co-created word bank chart to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.
Resources:	
1. Describe what reading time looks and sounds like to understand their responsibility in it.	1. Introduce- What will reading time look like in our classroom?
Resources: "Launching the Year" at www.scusd.edu/ela, Choosing "Just Right Books" Chart "How Does Your Book Feel?" Chart	
2. Develop the habit of reading daily to become life-long readers.	2. Show the class your library books and other reading resources (e.g., magazines, newspapers, etc.) Co-create a chart- What do great readers read? - Why do great readers read?
Resources: "Launching the Year" at www.scusd.edu/ela : http://www.scholastic.com/teachers/top-teaching/2012/09/three-easy-ways-help-students-build-reading-identity	
3. Build stamina to sustain independent reading.	3. Track progress of stamina on a bar graph during independent reading time (reflect on why class made gains or losses).
Resources: "Launching the Year" at www.scusd.edu/ela	
4. Ask and answer detailed questions to demonstrate active listening of read alouds.	4. Co-create a chart and model- How do we listen to read alouds.
Resources: "Launching the Year" at www.scusd.edu/ela	
5. Read daily to build strong reading habits.	5. Introduce that readers read in the same location - Where do great readers read?
Resources: "Launching the Year" at www.scusd.edu/ela	
6. Use self-assessment and self-management toward managing their independent reading time.	6. Co-create a chart with icons of: • How do great readers take care of books? • How do I get books? • Where do I get books for my reading box/bag/bucket?
Resources: "Launching the Year" at www.scusd.edu/ela	
7. Learn and internalize reading habits to manage independent reading time.	7. Co-create a Looks Like-Sounds Like-Feels Like chart of what it looks like to READ the whole time.
Resources: "Launching the Year" at www.scusd.edu/ela	
8. Understand that readers read for different purposes under a variety of conditions and	8. Brainstorm a list of possible reading conditions and purpose (e.g., cereal boxes for nutritional

circumstances to build good reading habits (e.g. for fun, with a partner, small group).	value, street signs for directions).
Resources: "Launching the Year" at www.scusd.edu/ela	
9. Read, listen, and talk with partners about one text to build comprehension and learn from others.	9. Model how partners think about a book and its pictures while they are reading and can share what they are thinking. Co-create a chart with discussion frames of how partners can read listen and discuss. Use fish bowl, students engaged in partner reading and share what they notice about how the partners are reading.
Resources: "Launching the Year" at www.scusd.edu/ela, Academic stems	
10. Write or draw a reflection to demonstrate understanding of their responsibilities during reading time.	10. Create a personal written/visual of "I am growing my reading skills and habits - this is what I look like".
Resources: "Launching the Year" at www.scusd.edu/ela	
Additional Resources for Teaching and Learning, Reading and Language	**Differentiation (e.g. Special Education, EL, GATE)**
	UDL Differentiation Strategies and Resources **GATE Differentiation Strategies and Resources**

Unit 1: Launching the Year- Open Genre	
Writing and Language W.5, 8; SL.1, 2, 4, 5, 6; ELD.PI 1, 3, 5, 10, 11, 12a	
Essential Questions	**Suggested Assessments**
• How do we develop and strengthen our writing skills and writing lives? • How do we help each other develop and strengthen our writing skills and writing lives?	**Minute by Minute**: observation, questions - teachers and students, student discussions, written work/representations **Daily Lesson:** observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection **Weekly:** student discussions and work products, student self-reflection **End-of-Unit:** student work artifacts (*e.g. portfolio, writing project, oral presentation*), use of rubrics, student self-reflection, other classroom summative assessments designed by teachers
Sequence of Learning Outcomes Students will be able to…in order to… **(What… why…)**	**Strategies for Teaching and Learning** One way to do this work is to… **(How…)**
1. Learn and understand the structure and routines of a writing time to become part of the writing community.	1. Introduce writing time with a visual - "What is Writing Time?"
Resources: "Launching the Year" at www.scusd.edu/ela, Writer's Workshop "Looks/Like, Sounds/Like" Chart	
2. Establish the use of a writing pocket folder to hold and organize writing and reflect on work in progress.	2. Model using a folder every day. Mark one side finished and one unfinished. Model how to put papers in and take papers out and revisit the same writing piece the next day.
Resources: "Launching the Year" at www.scusd.edu/ela	
3. See themselves as authors to develop their writing identity.	3. Co-create a chart -"What do Writer's Write?"
Resources: "Launching the Year" at www.scusd.edu/ela	
4. Learn how to choose a topic to write about to become independent writers.	4. Co-create a class "Heart Map" to generate writing ideas- "What Can I Write About?"
Resources: "Launching the Year" at www.scusd.edu/ela, "Heart Map" Sample	
5. Write and draw the best they can to practice telling stories.	5. Model and Co-create a chart of "How Can I Think and Draw like a Writer? Co-create a Spelling Strategies Chart
Resources: "Launching the Year" at www.scusd.edu/ela, "What Do Writer's Do?" Chart	
6. Learn how to use writing supplies appropriately	6. Display materials for writing workshop- Model

to gain independence.	"How do I take care of my writing? Use my writing folder."
Resources: "Launching the Year" at www.scusd.edu/ela	
7. Learn how to use illustrations to tell increasingly detailed stories.	7. Model telling a story by drawing and telling, drawing and telling, drawing and telling. Allow students time to try and practice drawing to tell stories.
Resources: "Launching the Year" at www.scusd.edu/ela	
8. Learn how to use resources in the classroom to assist writing.	8. Introduce and model daily how writers use resources when writing (word wall, anchor charts, word lists)
Resources: "Launching the Year" at www.scusd.edu/ela	
9. Write and/or draw daily with purpose and understanding to build strong writing habits.	9. Model how writers visualize their stories to tell and write them.
Resources: "Launching the Year" at www.scusd.edu/ela	
10. Engage in writing for increasingly longer stretches of time to sustain their work and remain productive.	10. Bring in a bag of special items and model how to come up with writing ideas to write a lot about.
Resources: "Launching the Year" at www.scusd.edu/ela	
11. Understand that writing is possible under a variety of conditions and circumstances to build good writing habits.	11. Co-create a chart of how and why "Writer's Confer with the Teacher".
Resources: "Launching the Year" at www.scusd.edu/ela	
12. Understand a writer's work is never done to maintain stamina.	12. Co-create a chart of "Great Writers Are Never Done"- what to do when you think you are done.
Resources: "Launching the Year" at www.scusd.edu/ela	
13. Read, listen, and talk with peers/partners about their writing to strengthen writing ideas and learn from others.	13. Model choosing a story and sharing it with a partner to get feedback. Allow students to practice sharing one of their own stories with a partner.
Resources: "Launching the Year" at www.scusd.edu/ela, "Writing Partners" Chart	
14. Make language choices that are appropriate to academic setting when expressing ideas and requesting information or clarification.	14. Introduce the author's chair.
Resources: "Launching the Year" at www.scusd.edu/ela	
15. Reflect on their own learning process to articulate their learning and set goals to develop their identities as writers.	15. Create a class "Dear Reader" letter that reflects on what was learned and sets a goal(s).
Resources: "Launching the Year" at www.scusd.edu/ela	
Additional Resources for Teaching and Learning, Writing and Language	**Differentiation (e.g. Special Education, EL, GATE)**

	UDL Differentiation Strategies and Resources **GATE Differentiation Strategies and Resources**

Unit 1: Launching the Year - Open Genre
Language L.2g, 3a, 4a, d

Essential Questions	Suggested Assessments
tbd	**Minute by Minute**: observation, questions - teachers and students, student discussions, written work/representations **Daily Lesson:** observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection **Weekly:** student discussions and work products, student self-reflection **End-of-Unit:** student work artifacts (*e.g. portfolio, writing project, oral presentation*), use of rubrics, student self-reflection, other classroom summative assessments designed by teachers
Sequence of Learning Outcomes Students will be able to…in order to…	**Strategies for Teaching and Learning** One way to do this work is to…
tbd	
Additional Resources for Teaching and Learning, Language	**Differentiation (e.g. Special Education, EL, GATE)**
	UDL Differentiation Strategies and Resources **GATE Differentiation Strategies and Resources**

Unit 2:

Unit 2:
Narrative - Reading and Writing Realistic Fiction
(Approx. 5 weeks)

Overview:
In this unit, students will grow develop understanding of characters by learning to identify main and supporting characters and personality types. They will come to know characters in meaningful ways, identifying types of characters across curated texts, e.g. the bully, the adventurer, the shy character, depending on the teacher's selection of texts. This unit will push students to think beyond the characters studied in the texts in order to draw conclusions about a character type and to draw inferences about life lessons.

Over-Arching Essential Question for Unit 2:
What character types do we find in Realistic Fiction?

In this unit students will:
- Identify and describe main and supporting characters, using the text as evidence
- Make inferences about characters using close reading strategies
- Compare and contrast characters across texts
- Use organizational planning to craft narratives driven by well-developed characters

Culminating Task: Students will write a realistic fiction piece.

Standards

ELA Common Core State Standards:

Reading Literature:

Key Ideas and Details

1.1 – Ask and answer questions about key details in a text.

1.2 – Retell stories, including key details, and demonstrate understanding of their central message or lesson.

1.3 – Describe characters, setting, and major events in a story, using key details.

Craft and Structure

1.4 – Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

1.5 – Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

1.6 – Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

1.7 – Use illustrations and details in a story to describe its characters, setting, or events.

1.9 – Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

1.10 –With prompting and support, read prose and poetry of appropriate complexity for grade 1.
   a. Activate prior knowledge related to the information and events in a text.
   b. Confirm predictions about what will happen next in a text.

Reading: Foundational Skills: *This document does not address systematic instruction of foundational*

skills.

Writing:

Text Types and Purposes

    1.3 – Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production and Distribution of Writing

    1.5 – With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Research to Build and Present Knowledge

    1.8 – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

Comprehension and Collaboration

    1.1 – Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

        a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

        b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

        c. Ask questions to clear up any confusion about the topics and texts under discussion.

    1.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

        a. Give, restate, and follow simple two-step directions.

    1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

    1.4 – Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

    1.5 – Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

    1.6 – Produce complete sentences when appropriate to task and situation.

Language:

Conventions of Standard English

    1.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

        e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home).*

f. Use frequently occurring adjectives.

Vocabulary Acquisition and Use

1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. Use frequently occurring affixes as a clue to the meaning of a word.

c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g*., looks, looked, looking*).

1.6 – 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., *I named my hamster Nibblet because she nibbles too much because she likes that*).

ELD Standards:
Part I: Interacting in Meaningful Ways
A. Collaborative
1. ***Exchanging information and ideas*** - Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
2. ***Interacting via written English –*** Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.
3. ***Offering opinions*** - Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X*), and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, and so on.
B. Interpretive
5. ***Listening actively*** - Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.
6. ***Reading/viewing closely -*** Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
7. ***Evaluating language choices –*** Describe the language writers or speakers use to present or support and idea (e.g., the author's choice of vocabulary to portray characters, places, or real people) with prompting and light support.
C. Productive
9. ***Presenting –*** Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).
10. ***Writing –*** Write longer literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of insects) collaboratively with an adult (e.g., joint construction), with peers, and independently.
11. ***Supporting Opinions –*** Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).

Part II: Learning About How English Works

A. Structuring Cohesive Texts

    1. *Understanding Text Structure* **–** Apply understanding of how different text types are organized predictably to express ideas (e.g., how story is organized versus an informative/explanatory text versus an opinion text) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.

    2. *Understanding Cohesion* **-** Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *for example, after that, first/second/third*) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.

B. Expanding and Enriching Ideas

    3. *Using verbs and verb phrases*

        b. Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.

    4. *Using nouns and noun phrases* **-** Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and independently.

College and Career Descriptors	Social-Emotional Learning
• Demonstrate independence. • Build strong content knowledge. • Respond to the varying demands of audience, task, purpose, and discipline. • Comprehend as well as critique. • Value evidence. • Use technology and digital media strategically and capably. • Come to understand other perspectives and cultures.	**SEL Competencies:** • Self-Management • Self-Awareness • Responsible Decision Making • Relationship Skills • Social Awareness

Unit 2: Narrative - Realistic Fiction	
Reading and Language RL. 1, 2, 3, 4, 6, 7, 9, 10; W.8; SL.1, 2, 3, 4, 5, 6; L.1f, 4, 6; ELD.PI 1, 2, 3, 5, 6, 7, 9, 11;	
Essential Questions	**Suggested Assessments**
• What do readers gain from studying characters in realistic fiction? • What are the characteristics of realistic fiction? • How is realistic fiction structured and crafted? Why? How should we read them as a result? • What language features are used in realistic fiction? Why?	**Minute by Minute**: observation, questions - teachers and students, student discussions, written work/representations **Daily Lesson:** observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection **Weekly:** student discussions and work products (e.g. Reading Response Journals), student self-reflection **End-of-Unit:** student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers
Sequence of Learning Outcomes Students will be able to…in order to… **(What… why…)**	**Strategies for Teaching and Learning** One way to do this work is to… **(How…)**
Start the work with pre-unit Immersion for enjoyment, to build content knowledge, and exposure to genre features.	Teacher read-alouds, and student independent reading of multiple examples of the genre.
Continued and on-going use of Six Basic Reading Comprehension Strategies (see launch unit): Use these strategies for reading comprehension to gain meaning: • Activating prior knowledge or predicting • Questioning • Visualizing • Monitoring, clarifying, or fix-up strategies • Drawing inferences • Retelling	**On-going use of Six Basic Reading Comprehension Strategies:** Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan and others, 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use.
On-going vocabulary instruction: Use a growing number of words and phrases and	Readers collect favorite new words and definitions

flexibly choose from strategies: using sentence-level context clues, frequently occurring affixes, and frequently occurring root words (e.g. Look – looks, looked, looking) in order to grow vocabulary knowledge and use.	in their writer's notebook and/or a co-created word bank chart to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.

Resources: Core Words list in *Core Ready* Discovering Characters in Narrative Stories unit, binder pg 28

1. Identify the main and supporting characters so they understand the role characters play in a story.	1. Co-create "Who's Who in Our Stories?" chart. Have partnerships work together to identify major and minor characters.

Resources: Core Ready Reading Lesson 1, Narrative Texts, e.g. *Fox All Week,* JTM Appendix 1: "Core Message" JTM Appendix 2: "Who's Who in Our Stories? Organizer" JTM Homework: Reading Lesson 1 "My Favorite Character"

2. Identify who is telling the story so they will understand the story better.	2. Model looking in text for clue words to determine who is telling the story.

Resources: Core Ready Reading Lesson 2, Narrative Text, e.g. *Just Grandma and Me, Fancy Nancy and the Mean Girl*

3. Notice and identify words and phrases in the story that suggest feelings in order to aware of the author's deliberate word choices and the effect on the reader.	3. Co-create, and grow over time, a noticing T chart – feeling words and phrases and the effect on the reader (purpose).

Resources:

4. Notice and identify words and phrases in the story that appeal to the senses – sensory details - to be aware of the author's deliberate word choices and the effect on the reader.	4. Co-create, and grow over time, a noticing T chart – sensory details and the effect on the reader (purpose).

Resources:

5. Notice and name important character traits to better understand the development of characters.	5. Use sticky notes to mark places in text (using illustrations and words) where character traits are mentioned or inferred. Have partnerships work together to infer character traits based on details in text.

Resources: Core Ready Reading Lesson 3, Narrative Texts JTM Appendix 12: Milestone Formative Assessment -"Identifying Character Traits with Text Evidence" JTM Homework: Reading Lesson 3 "Identifying Character Traits"

6. Work in discussion groups to think about the different types of characters.	6. Use "Study Character Collections"– stories, grouped by similar character traits.

Resources: Core Ready Reading Lesson 4

7. Make predictions about what might happen next by using their knowledge of a character because it helps them find meaning in a text.	7. Co-create "Crystal Ball" chart.

Resources: Core Ready Reading Lesson 5, *The Recess Queen*, JTM Appendix 3: "Crystal Ball Graphic Organizer"	
8. Pay attention to a character's relationship with others to help deepen understanding of character.	8. Co-create "Thinking Character to Character" chart. Have partnerships fill out graphic organizer.
Resources: Core Ready Reading Lesson 6, *One*, Character Collection of Books, JTM Appendix 4: "Thinking Character to Character Graphic Organizer" JTM Appendix 12: Milestone Performance Formative Assessment - "Analyzing Character Relationships"	
9. Compare and contrast the adventures and experiences of similar characters across different stories to deepen understanding of character.	9. Co-create Venn diagram.
Resources: Core Ready Reading Lesson 7, Two or more books with similar characters e.g. *The Recess Queen* and *One*, JTM Appendix 5: "Venn Diagram" JTM Appendix 12: Milestone Performance Formative Assessment - "Comparing and Contrasting the Adventures and Experiences of Similar Characters across Different Stories"	
10. Draw conclusions about characters to help deepen comprehension.	10. Use "Lit-Chat-Group Character Boards," "Study Character Collections," and co-create "Character Board Ideas" chart.
Resources: Core Ready Reading Lesson 8 JTM Homework: reading Lesson 8 "Identifying Character Types"	
11. Learn life lessons from stories to help understand the world around them.	11. Revisit "Lit-Chat-Group Character Boards", "Study Character Collections", and "Character Board Ideas" charts and record new thinking on "Learning from Characters Graphic Organizer."
Resources: Core Ready Reading Lesson 9, JTM Appendix 6: "Learning from Characters Graphic Organizer" JTM Appendix 12: Milestone Performance Formative Assessment - "Inferring Life Lessons from a Character in a Story"	
12. Discuss and share their learning about characters to learn from peers and become interested in a new group of books or type of character in their own reading lives.	12. Lit-Chat Groups present "Lit-Chat-Group Character Boards" to class or other classes.
Resources: Core Ready Reading Lesson 10 JTM Appendix 12: Milestone Performance Formative Assessment - "Presenting Discoveries from Character Study"	
Additional Resources for Teaching and Learning, Reading and Language	**Differentiation (e.g. Special Education, EL, GATE)**
CA ELA/ELD Framework	**UDL Differentiation Strategies and Resources**

Speaking and Listening Performance Checklist **Close Reading "Olivia and the Stolen Markers"** **Close Reading "The Beach House"** OCR: *Matt and Till* *Ira Sleeps Over* *My Brother is Afraid of Just About Everything*	**GATE Differentiation Strategies and Resources**

Unit 2: Narrative - Realistic Fiction	
Writing and Language RL.1, 5, 10; W.3, 5, 8; SL.1, 2a, 3, 4, 5, 6; L.1e,f, 6; ELD.PI 1, 3, 10; ELD.PII 1, 2, 3b, 4	
Essential Questions	**Suggested Assessments**
• How do realistic fiction writers structure and craft their pieces? Why? • How do realistic fiction writers use language features? Why?	**Minute by Minute**: observation, questions - teachers and students, student discussions, written work/representations **Daily Lesson:** observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection **Weekly:** student discussions and work products (e.g. Writer's Notebooks), student self-reflection **End-of-Unit:** student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers
Sequence of Learning Outcomes Students will be able to…in order to… **(What…why…)**	**Strategies for Teaching and Learning** One way to do this work is to… **(How…)**
1. Define realistic fiction so they understand how to craft one of their own.	1. Provide baskets of mixed genre texts at various reading levels to sort into realistic fiction and not realistic fiction, collaboratively.
Resources: Core Ready Writing Lesson 1, *Goggles*, basket of mixed genre texts	
2. Create strong characters to make the story more interesting.	2. Model creating a character.
Resources: Core Ready Writing Lesson 2 JTM Appendix 7: Model Story: "Olivia and the Stolen Markers" JTM Homework: Writing Lesson 2 "Storytelling"	
3. Imagine stories for their characters so they can create an interesting story including a problem and solution.	3. Model orally telling stories about a character.
Resources: Core Ready Writing Lesson 3 JTM Appendix 7: Model Story: "Olivia and the Stolen Markers"	
4. Use common regular past-tense verbs to recount a story (e.g., talked, played, walked). (Integrated ELD)	4. Students identify regular past-tense verbs in teacher-created model story.
Resources: ELD.P	
5. Plan an organized story sequence so the story makes sense.	5. Model and chart using a "Story Planning Map."
Resources: Core Ready Writing Lesson 4, JTM Appendix 8: "Story Planning Map" JTM Appendix 12: Milestone Performance Formative Assessment - "Planning Story Elements"	
6. Consider temporal words to show the passage	6 Co-create "Words That Show Time Going By"

of time. (Integrated ELD)		chart.	

Resources: ELD Standards/ Core Ready Writing Lesson 5	
7. Use strong details to make their characters and stories come to life.	7 Co-create "How Are You Feeling?" chart. And/or use the T-charts created in Reading Outcomes 3 & 4 as word & phrases banks.
Resources: Core Ready Writing Lesson 6 [JTM Appendix 9: Sample Piece "The Beach House" : Version 1](#) [JTM Appendix 10: "Sample Piece "The Beach House": Version 2](#) [JTM Appendix 12: Milestone Performance Formative Assessment - "Using Strong Details and Temporal Words"](#) [JTM Homework: Writing Lesson 6 "Adding Action"](#)	
8 Use an increasing variety of adjectives to enrich descriptions (e.g., *plump, juicy* blueberries). (Integrated ELD)	8 Co-create a list of "exciting adjectives" from mentor text. Teacher models revising for adjective use. Students revise writing.
Resources: ELD.PII. and ELD.PI.1.	
9 Revise to strengthen their characters and stories.	9. Use revising checklist.
Resources: Core Ready Writing Lesson 7 [JTM Appendix 11: Strong Characters in Realistic Fiction Checklist"](#)	
10. Edit to make their story easier for the reader to read.	10 Use editing checklist.
Resources: Core Ready Writing Lesson 7 [JTM Appendix 12: Milestone Performance Assessment - "Revising and Editing Stories"](#)	
11. Add dynamic illustrations to make the story clearer and more interesting.	11 Use think-aloud to model how illustrations add meaning.
Resources: Core Ready Writing Lesson 8, *The Recess Queen*	
12. Share and discuss their work to learn from others.	12 Co-create "Interview Questions" chart. Use chart to interview each other.
Resources: Core Ready Writing Lesson 9 [JTM Appendix 12: Milestone Performance Formative Assessment - "Describing Main Characters"](#) [JTM Homework: Writing Lesson 9 "Sharing Stories"](#)	
13. Reflect to understand how much they've learned.	13 Use "Core Questions."
Resources: Core Ready Writing Lesson 10	

Additional Resources for Teaching and Learning, Writing and Language	Differentiation (e.g. Special Education, EL, GATE)
Speaking and Listening Performance Checklist	**UDL Differentiation Strategies and Resources** **GATE Differentiation Strategies and Resources**

Unit 2: Narrative – Realistic Fiction

Language	
L.1, 2, 3, 4, 6	
Essential Questions	**Suggested Assessments**
tbd	**Minute by Minute**: observation, questions - teachers and students, student discussions, written work/representations
	Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection
	Weekly: student discussions and work products, student self-reflection
	End-of-Unit: student work artifacts (*e.g. portfolio, writing project, oral presentation*), use of rubrics, student self-reflection, other classroom summative assessments designed by teachers
Sequence of Learning Outcomes Students will be able to…in order to… **(What… why…)**	**Strategies for Teaching and Learning** One way to do this work is to… **(How…)**
tbd	
Additional Resources for Teaching and Learning,, Language	**Differentiation (e.g. Special Education, EL, GATE)**
	UDL Differentiation Strategies and Resources **GATE Differentiation Strategies and Resources**
Unit 3: **Genre Choice - Reading and Writing Author Craft Study**	

Overview:

In this unit, students will deeply immerse in the craft and structure of one author's series of books (e.g., Laura Numerof's If You Give a …) or a single book (e.g., Mo Willem's Don't Let the Pigeon Drive the Bus). Students will begin by studying the author's life and noting the variety of books written by the author. The class will choose one book or book series from the author to study closely. Students will closely study and deconstruct the overall structure and the sentence-level craft of the book(s) before constructing their own text in close imitation of the one being studied. Through immersion, inquiry, and application, students will improve their understanding and use of a writers' intentional structure and craft choices.

Over-Arching Essential Question for Unit 3: What can we learn from studying and closely imitating the structure and craft choices authors make?

In this unit students will:
- Learn about a chosen author's life and work
- Name and define the chosen author's structure and craft choices at the text, sentence, and word level
- Practice the chosen author's structure and craft choices as in an apprenticeship

Culminating Task: Students will produce their own piece of writing in close imitation of the studied author's work.

Standards

ELA Common Core Standards:

Reading Standards for Literature:

Key Ideas and Details

1.1. Ask and answer questions about key details in a text.

1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Craft and Structure

1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **(See grade 1 Language standards 4–6 for additional expectations.) CA**

Range of Reading and Level of Text Complexity

1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading Standards for Informational Text:

Key Ideas and Details

1.1. Ask and answer questions about key details in a text.

Craft and Structure

1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Range of Reading and Level of Text Complexity

1.10. With prompting and support, read informational texts appropriately complex for grade 1.

Foundational Skills & Additional Language Standards: *This document does not address systematic instruction of foundational skills.*

Writing Standards:
Production and Distribution of Writing

1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Research to Build and Present Knowledge

1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

Speaking and Listening:
Comprehension and Collaboration

1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion.

1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

a. Give, restate, and follow simple two-step directions. CA

Presentation of Knowledge and Ideas

1.6. Produce complete sentences when appropriate to task and situation.

Language:
Vocabulary Acquisition and Use

1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. Use frequently occurring affixes as a clue to the meaning of a word.

c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

1.6. 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).

ELD Standards

Part I: Interacting in Meaningful Ways
A. Collaborative

1. Exchanging information and ideas - Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.

B. Interpretive

5. Listening actively - Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.

6. Reading/viewing closely - Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.

7. Evaluating language choices – Describe the language writers or speakers use to present or support and idea (e.g., the author's choice of vocabulary to portray characters, places, or real people) with prompting and light support.

C. Productive

10. Writing – Write longer literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of insects) collaboratively with an adult (e.g., joint construction), with peers, and independently.

Part II: Learning About How English Works

A. Structuring Cohesive Texts

1. Understanding Text Structure – Apply understanding of how different text types are organized predictably to express ideas (e.g., how story is organized versus an informative/explanatory text versus an opinion text) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.

College and Career Descriptors	**Social-Emotional Learning**
• Demonstrate independence.	**SEL Competencies:**
• Build strong content knowledge.	• Self-Management
• Respond to the varying demands of audience, task, purpose, and discipline.	• Self-Awareness
• Comprehend as well as critique.	• Responsible Decision Making
• Value evidence.	• Relationship Skills
• Use technology and digital media strategically and capably.	• Social Awareness
• Come to understand other perspectives and cultures.	

Unit 3: Genre Choice - Reading and Writing Author Craft Study
Reading and Language RL.1, 2, 4, 10; RI.1, 4, 10; W. 7; SL.1, 2, 6; L.4, 6; ELD.PI.1, 5, 6, 7, 10; ELD.PII.1

Essential Questions	Suggested Assessments
• What do readers gain from studying the life and work(s) of an author? • What do readers gain from analyzing an author's structure and craft choices?	**Minute by Minute**: observation, questions - teachers and students, student discussions, written work/representations **Daily Lesson:** observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection **Weekly:** student discussions and work products (e.g. Reading Response Journals), student self-reflection **End-of-Unit:** student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers
Sequence of Learning Outcomes Students will be able to…in order to… **(What… why…)**	**Strategies for Teaching and Learning** One way to do this work is to… **(How…)**
Start the work with pre-unit Immersion for enjoyment, to build content knowledge, and exposure to the author's work. **On-going use of Six Basic Reading Comprehension Strategies:** Use these strategies for reading comprehension to gain meaning: • Activating prior knowledge or predicting • Questioning • Visualizing • Monitoring, clarifying, or fix-up strategies • Drawing inferences • Retelling	Teacher read-alouds and student independent reading of multiple examples of the author's work. **On-going use of Six Basic Reading Comprehension Strategies:** Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan and others, 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use.
On-going vocabulary instruction: Use a growing number of words and phrases and flexibly choose from strategies: using sentence-level context clues, frequently occurring affixes, and frequently occurring root words (e.g. Look – looks, looked, looking) in order to grow vocabulary knowledge and use.	Readers collect favorite new words and definitions in their writer's notebook and/or a co-created word bank chart to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.

1. Study the life of an author to begin recognizing that who we are, where we live, and what we do influence what we do as writers.	1. After reading from a variety of sources, co-create an author's biography poster. Discuss what you know about an author and how that might have affected his/her writing choices. Record thinking on a T-Chart.
Resources: A variety of sources to learn about a single author (e.g., books about author, the author's website, author's notes from back and inside flaps of books, *Meet the Author/Illustrator* series from Scholastic)	
2. Review the works of a favorite mentor author to narrow the author study to one book/series choice.	2. Co-create a chart that lists the author's titles and genres. Choose one series or single book to study more closely.
Resources: the author's website, books by mentor author read in class	
3. Identify and study the structure and craft choices an author has made to prepare to incorporate them into their own writing.	3. Co-create a "Structure and Craft Choices" chart (e.g. the sentence pattern structure in Laura Numerof's *If You Give a …* series: repetition, introductory clauses, if/then pattern, circular structure).
Resources: A quote: "Writing well involves learning to attend to the craft of writing, learning to do the sophisticated work of separating what it's about from how it is written." from *Wonderous Words* by Katie Wood Ray, (p.10)	
4. Closely study the identified structure and craft choices to determine purpose.	4. Add a purpose column to the "Structure and Craft Choices" chart created in previous lesson.
Resources:	
5. Reflect on what they learned from closely studying another writer's work to plan for future structure and craft choices.	5. Consider what craft choices might be used in future writing pieces and how the study affected their skills as readers. . Reflections can be collected through a shared writing experience.
Resources:	

Additional Resources for Teaching and Learning, Reading and Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework	**UDL Differentiation Strategies and Resources** **GATE Differentiation Strategies and Resources**

Unit 3: Genre Choice - Reading and Writing Author Craft Study	
Writing and Language W.5, SL.1, 6; L.6; ELD.PI.1, 10; ELD.PII.1	
Essential Questions	**Suggested Assessments**
• How do writers use the knowledge they've gained from close study of an author's craft to write a close imitation piece? • How does an author's craft study improve a writer's skills and understanding?	**Minute by Minute**: observation, questions - teachers and students, student discussions, written work/representations **Daily Lesson:** observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection **Weekly:** student discussions and work products (e.g. Writer's Notebooks), student self-reflection **End-of-Unit:** student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers
Sequence of Learning Outcomes Students will be able to…in order to… **(What…why…)**	**Strategies for Teaching and Learning** One way to do this work is to… **(How…)**
1. Practice the mentor author's structure and craft techniques in their own writing to improve their understanding of structure and craft.	1. Over many days, students work independently and in pairs to apply the writer's structure and craft to draft their own close imitation writing pieces (e.g. the sentence pattern structure in Laura Numerof's *If You Give a …* series: repetition, introductory clauses, an if/then pattern, circular structure).
Resources: mentor text(s)	
2. Revise to strengthen their writing and craft choices.	2. Review the structure and craft choices to be closely imitated. Collaboratively revise writing.
Resources: "Structure and Craft Choices" chart created in reading lesson	
3. Edit for the specific conventions noted in the author study to provide a smooth read for the reader.	3. Work from an editing checklist to edit for one thing at a time.
Resources:	
4. Read their writing out loud to share their work with others.	4. Share in small groups or read to a buddy class.
Resources:	
Additional Resources for Teaching and	**Differentiation (e.g. Special Education, EL,**

Learning, Writing and Language	GATE)
	UDL Differentiation Strategies and Resources **GATE Differentiation Strategies and Resources**

Unit 3: Genre Choice - Reading and Writing Author Craft Study	
Language	
Essential Questions	**Suggested Assessments**
tbd	
Sequence of Learning Outcomes Students will be able to…in order to… **(What… why…)**	**Strategies for Teaching and Learning** One way to do this work is to… **(How…)**
tbd	
Additional Resources for Teaching and Learning,, Language	**Differentiation (e.g. Special Education, EL, GATE)**
	UDL Differentiation Strategies and Resources **GATE Differentiation Strategies and Resources**

Unit 4
Informative/Explanatory-Reading and Writing Informational Text
(Approx. 5 weeks)

Overview:

In this unit, students will be introduced to a variety of informational texts. Students will practice using text features to navigate print and digital informational text. Students will also use text features to explore new information related to a topic of interest. By exercising student choice and focusing on a topic of high interest, students will develop reading and writing habits while learning about content they love.

Over-Arching Essential Question for Unit 4: How do text features help us as readers and writers of informational text?

In this unit students will:
- Name and define informational text features
- Use knowledge of text features while navigating informational text
- Determine the main idea of a text by reading closely
- Build research skills such as taking notes from sources

Culminating Task: Students will work in collaborative groups to research a topic of interest and craft an informational text.

Standards

ELA Common Core State Standards

Reading Standards for Literature:

Key Ideas and Details

> 1.1. Ask and answer questions about key details in a text.

Craft and Structure

> 1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Reading Standards for Informational Text:

Key Ideas and Details

> 1.1. Ask and answer questions about key details in a text.

> 1.2. Identify the main topic and retell key details of a text.

Craft and Structure

> 1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **(See grade 1 Language standards 4–6 for additional expectations.) CA**

> 1.5. Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. CA

> 1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

1.7. Use the illustrations and details in a text to describe its key ideas.

1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

1.10. With prompting and support, read informational texts appropriately complex for grade 1.

a. Activate prior knowledge related to the information and events in a text. CA

Foundational Skills & Additional Language Standards: *This document does not address systematic instruction of foundational skills.*

Writing Standards:

Text Types and Purposes

1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Production and Distribution of Writing

1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

Comprehension and Collaboration

1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion.

1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

a. Give, restate, and follow simple two-step directions. CA

Presentation of Knowledge and Ideas

1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings

clearly.

1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

Language:

Conventions of Standard English

1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Vocabulary Acquisition and Use

1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. Use frequently occurring affixes as a clue to the meaning of a word.

c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

1.6. 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).

ELD Standards

Part I: Interacting in Meaningful Ways

A. Collaborative

1. Exchanging information and ideas - Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.

2. Interacting via written English – Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.

3. Offering opinions - Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X*), and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, and so on.

B. Interpretive

5. Listening actively - Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.

6. Reading/viewing closely - Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.

7. Evaluating language choices – Describe the language writers or speakers use to present or support and idea (e.g., the author's choice of vocabulary to portray characters, places, or real people) with prompting and light support.

C. Productive

10. Writing – Write longer literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of insects) collaboratively with an adult (e.g., joint construction), with peers, and independently.

12. Selecting language resources –

b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., *The dog was as big as a house*) to create an effect, precision, and shades of meaning while speaking and writing.

Part II: Learning About How English Works

A. Structuring Cohesive Texts

1. Understanding Text Structure – Apply understanding of how different text types are organized predictably to express ideas (e.g., how story is organized versus an informative/explanatory text versus an opinion text) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.

B. Expanding and Enriching Ideas

3. Using verbs and verb phrases

a. Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently.

b. Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.

C. Connecting and Condensing Ideas

6. Connecting Ideas – Combine clauses in a wide variety of ways (e.g., rearranging complete, simple-to-form compound sentences) to make connections between and to join ideas (e.g., *The boy was hungry. The boy ate a sandwich.* → *The boy was hungry so he ate a sandwich*) in shared language activities guided by the teacher and independently.

College and Career Descriptors	Social-Emotional Learning
• Demonstrate independence. • Build strong content knowledge • Respond to the varying demands of audience, task, purpose, and discipline • Comprehend as well as critique • Value evidence • Use technology and digital media strategically and capably • Come to understand other perspectives and cultures.	**SEL Competencies:** • Self-Management • Self-Awareness • Responsible Decision Making • Relationship Skills • Social Awareness

Unit 4: Informative/Explanatory-Reading and Writing Informational Text
Reading and Language RL.1, 5; RI.1, 2, 4, 5, 6, 7, 9, 10; W.8; SL. 1,2 , 4, 5, 6; L.4, 6; ELD.PI.1, 2, 3, 5, 6; ELD.PII.1

Essential Questions	Suggested Assessments
  • What do readers gain from reading informational text? • What are the characteristics of informational text? • How are informational texts structured and crafted? Why? How should we read them as a result? • What language features are used in informational text? Why?	**Minute by Minute**: observation, questions - teachers and students, student discussions, written work/representations **Daily Lesson:** observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection **Weekly:** student discussions and work products (e.g. Reading Response Journals), student self-reflection **End-of-Unit:** student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers

Sequence of Learning Outcomes Students will be able to…in order to… **(What… why…)**	Strategies for Teaching and Learning One way to do this work is to… **(How…)**
Start the work with pre-unit Immersion for enjoyment, to build content knowledge, and exposure to genre features. **On-going use of Six Basic Reading Comprehension Strategies:** Use these strategies for reading comprehension to gain meaning: • Activating prior knowledge or predicting • Questioning • Visualizing • Monitoring, clarifying, or fix-up strategies • Drawing inferences • Retelling	Teacher read-aloud, and student independent reading of multiple examples of the genre. **On-going use of Six Basic Reading Comprehension Strategies:** Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan and others, 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use.
On-going vocabulary instruction:	

Use a growing number of words and phrases and flexibly choose from strategies: using sentence-level context clues, frequently occurring affixes, and frequently occurring root words (e.g. Look – looks, looked, looking) in order to grow vocabulary knowledge and use.	Readers collect favorite new words and definitions in their writer's notebook and/or a co-created word bank chart to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.
1. Read informational text to find facts about interesting topics.	1. Define fact and opinion. Use a story and an informational text about a topic to guide students to understand the difference. In small groups, have students sort a basket of texts into two categories: books to entertain and books to inform. Model and have students mark "fun facts" in their informational text to share with classmates.

Resources: Core Ready Lesson 1, baskets of mixed genre texts, RTK Appendix 2: "Fun Facts" Exit Slip, *Amazing Whales!*, *Amos and Boris*, RTK Appendix 1: "Core Message to Students"

2. Use text features to determine the content of the book.	2. Model using the text features (e.g., title, table of contents, cover illustration) to predict what the book is about. Provide sentence frames to support students in sharing their prediction and textual evidence with a partner (e.g., *I think this book is about _____ because I see _____.*) After independent practice, have students use "Fun Fact Exit Slip" to share something they learned.

Resources: Core Ready Lesson 2, informational books (e.g., *The Life Cycle of a Butterfly, The Life Cycle of a Honeybee*), RTK Appendix 2: "Fun Fact" Exit Slip

3. Use informational text features in printed text to predict content and find interesting information.	3. Co-create "Features of Informational Text" chart starting with features from lesson 2 and adding "headings". Explain function of headings and repeatedly practice using heading to predict the content of that section. Have students use the table of contents/headings to find facts that interest them independently. Use "Fun Fact Exit Slip" to record interesting facts.

Resources: Core Ready Lesson 3, informational books (e.g., *The Life Cycle of a Honeybee*), RTK Appendix 2: "Fun Fact" Exit Slip

4. Use informational text features in online text to navigate their way to new information.	4. Review "Features of Informational Text" chart created in Lesson 3 and add features of digital resources (e.g., "electronic menu" and "icons"). Introduce both features using student friendly website (e.g., kids.nationalgeographic.com). Navigate the website as a class before having students work in pairs to find information for a class book. Use "Fun Fact Exit Slip" to record facts.

Resources: Core Ready Lesson 4, RTK Appendix 2: "Fun Fact" Exit Slip, access to informational websites (e.g. kids.nationalgeographic.com, timeforkids.com), "Features of Informational Text" chart from Core Ready Lesson 3, RTK Homework: Reading Lesson 4 "Using Text Features"

5. Use a variety of strategies to determine and clarify the meaning of unknown words and phrases.	5. Add vocabulary strategies to a chart titled "To Find Out What a New Word Means, I can…" as you introduce them to the class. Model using strategies with familiar text (e.g., *The Life Cycle of the Honeybee*) before having students try it independently or with partners when needed.

Resources: Core Ready Lesson 5, informational text (e.g., *The Life Cycle of the Honeybee, Diving Dolphins*), RTK Appendix 2: "Fun Fact" Exit Slip, RTK Appendix 10: Milestone Performance Formative Assessment - "Determining and Clarifying Unknown Words and Phrases"

6. Compare two texts on the same topic to recognize the importance of consulting multiple sources when researching a topic.	6. Introduce Venn diagrams to compare ordinary items (e.g., marker and pencil). Model using a Venn diagram to compare two texts about a topic before asking students to do the same in pairs. Have students evaluate which text is most helpful.

Resources: Core Ready Lesson 6, Venn diagram, familiar informational texts on one topic (e.g., *The Life Cycle of a Honeybee* and *The Honey Makers*)

7. Pay close attention to the visual features of informational text to learn more about a topic.	7. After defining and showing examples, add "captions" and "diagrams" to the "Features of Informational Text" chart created in Lesson 3. With partners, have students identify information learned from visual feature in their own texts. Use "Fun Fact Exit Slip" to record learning.

Resources: Core Ready Lesson 7, familiar informational texts (e.g., *The Life Cycle of a Honeybee, Bats*), "Features of Informational Text" chart from Core Ready Lesson 3, RTK Appendix 2: "Fun Fact" Exit Slip

8. Recognize the relationship between the text and visual features so they take in all that an informational text has to offer.	8. Model thinking about how closely reading a visual feature supports and adds to what is learned from the main text before trying it in partnerships. Partnerships then try skill with their own text and use "Fun Fact Exit Slip".

Resources: Core Ready Lesson 8, "Features of Informational Text" chart from Core Ready Lesson 3, RTK Appendix 2: "Fun Fact" Exit Slip, *Surprising Sharks,* RTK Homework: Reading Lesson 8 "Reading With Pictures"

9. Sort their facts into logical categories so readers can easily find the information.	9. Introduce the idea of categorizing information. Model sorting facts into logical categories or groups. Have small groups of students take one category of facts and create a page for a digital class book including appropriate digital images.

Resources: Core Ready Lesson 9, teacher vetted RTK Appendix 2: "Fun Fact" Exit Slip from previous lessons, computers

10. Reflect on their learning so they can understand how much they've learned about reading and navigating informational text.	10. Jointly construct a response to an Essential Question about reading informational text. Provide "Student Reflection Page" to support students in reflecting with a partner in writing.

Resources: Core Ready Lesson 10, RTK Appendix 9: "Student Reflection Page", "Features of Informational Text" chart from Core Ready Lesson 3	
Additional Resources for Teaching and Learning, Reading and Language	**Differentiation (e.g. Special Education, EL, GATE)**
CA ELA/ELD Framework **Speaking and Listening Checklist**	**UDL Differentiation Strategies and Resources** **GATE Differentiation Strategies and Resources**

Unit 4: Informative/Explanatory-Reading and Writing Informational Texts

Writing and Language RI.1, 2, 5, 6, 10; W.2, 5, 6, 7, 8; SL.1, 2, 5, 6; L.1g,j, 6; ELD.PI.1, 2, 5, 6, 7, 10, 12b; ELD.PII.1, 3, 6

Essential Questions	Suggested Assessments
   - How do writers of informational text gather information? - How do writers of informational text structure and craft their pieces? Why? - How do writers of informational text use language features? Why?	**Minute by Minute**: observation, questions - teachers and students, student discussions, written work/representations **Daily Lesson:** observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection **Weekly:** student discussions and work products (e.g. Writer's Notebooks), student self-reflection **End-of-Unit:** student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers

Sequence of Learning Outcomes Students will be able to…in order to… **(What…why…)**	Strategies for Teaching and Learning One way to do this work is to… **(How…)**
1. Investigate topics that interest them because they will want to learn more about it.	1. Co-create a "What I Want to Learn More About" list. Provide informational text for students to browse in order to get ideas about topics they'd like to learn more about. Have students choose 3 ideas they would like to research further. Create research groups based on students' topic choices.
Resources: Core Ready Lesson 1, a variety of informational texts on various topics (e.g., print books, print articles, informational websites, informational videos), RTK Homework: Writing Lesson 1 "Exploring Topics"	
2. Record information learned from a text to prepare to create an original text to share with others.	2. Model taking notes in your own words for a class topic (e.g., butterflies) before engaging students in shared research from the same text. Have students read informational text on their topic and share notes with research group. Have students mark pieces of information that came up in multiple texts in their research group.
Resources: Core Ready Lesson 2, sample informational text (e.g., *The Life Cycle of a Butterfly*), informational text on student research topics.	
3. Organize their information and create headings	3. Use ordinary objects (e.g., different kinds of

	candy) to introduce the idea of organizing/sorting to make things easier to find. Use "Butterfly Fact Cards" to have students practice organizing information. Jointly craft headings for each group of information about butterflies before having students work in research groups to organize and craft headings for their topic.
for their writing so readers can quickly find what they are looking for.	

Resources: Core Ready Lesson 3, ordinary objects (e.g., different kinds of candy), [RTK Appendix 3: "Butterfly Fact Cards"](#), facts gathered by research groups in previous lesson

4. Use relational verbs to introduce a topic and both relational and "doing" verbs to develop the topic. (e.g., Butterflies *are* flying insects. They *have* six legs. They *have* three body parts. Butterflies *have* wings. They *fly* from flower to flower. Their wings *fade* as they get older.). (Integrated ELD)	4. Notice use of *to be* and *to have* as well as doing verbs in mentor text sentences. Have students draft fact sentences from "Model Notes On Butterflies" on class topic (joint construction) using relational (e.g. *to be, to have*) and doing verbs.

Resources: Core Ready Lesson 4, ELD.PI.7, 10, ELD.PII.3, [RTK Appendix 4: "Model Notes On Butterflies"](#)

5. Use notes to create a draft in their own words to create an original text to share with others.	5. Partnerships within research groups use drawings/notes to draft each category of facts for the group project on "Draw and Write Paper."

Resources: Core Ready Lesson 4, [RTK Appendix 5: "Draw and Write Paper"](#), [RTK Appendix 10: Milestone Performance Formative Assessment - "Informational Text Draft"](#)

6. Combine two simple sentences into more complex sentences (e.g., The have six legs. They have three body parts → They have six legs *and* three body parts; Butterflies have wings. They fly from flower to flower → Butterflies have wings *so* they can fly from flower to flower). (Integrated ELD)	6. Notice how mentor texts often include more than one fact in one sentence using *and, to* or *so* (e.g., pg. 14, 18, 22 of *Diving Dolphin*) Students, work with a partner to identify where in their writing two facts might be combined into a single compound sentence.

Resources: ELD.PI.10, ELD.PII.6, mentor informational text (e.g., *Diving Dolphin*)

7. Craft definitions for new vocabulary words in a glossary so the reader can better understand the topic.	7. Model thinking of critical vocabulary to inform using a student friendly topic (e.g., our school). Model selecting, bolding, and using "Glossary Paper" to define critical vocabulary. Jointly construct an additional glossary entry before asking students to work in research groups to develop glossaries for their topics.

Resources: Core Ready Lesson 5, [RTK Appendix 6: "Glossary Paper"](#), previously written student drafts, [RTK Homework: Writing Lesson 5 "Using Vocabulary"](#)

8. Write introductions to introduce the reader to the topic.	8. As a class, examine "Sample Introductions" to identify multiple techniques for introducing a topic (e.g., an interesting fact, a question, a description). Model and jointly construct introductions on class topic before students work in groups to craft their own.

Resources: Core Ready Lesson 6, [RTK Appendix 7: "Sample Introductions"](#)

9. Write conclusions to provide the reader with a sense of closure.	9. As a class, examine conclusions from mentor texts to identify multiple techniques for providing

	closure (e.g., refer back to title/main topic, a call to action, return to beginning of process/cycle). Model and jointly construct conclusions on class topic before students work in groups to craft their own.

Resources: Core Ready Lesson 6, mentor texts that use multiple techniques for providing closure (e.g., *The Honey Makers* [refer back to title/main topic], *The Life Cycle of a Honeybee* [a call to action], *Diving Dolphin* and *The Life Cycle of a Butterfly* [return to beginning of process/cycle])

10. Add images to their writing to help the reader understand more about a topic.	10. Analyze mentor text for how visual features support deeper understanding of a topic. As a class, decide what type of visual feature would best support a section of the jointly constructed text (e.g., diagram, photograph with caption, illustration with caption). Have students work in pairs to add visual features to each section of their research group's text.

Resources: Core Ready Lesson 7, mentor texts with visual features (e.g., *The Life Cycle of a Honeybee, Bats*)

11. Revise their work with peers to ensure they are meeting the expectations of the genre.	11. Use the revising portion of "Elements of Informational Text Checklist".

Resources: Core Ready Lesson 9, RTK Appendix 8: "Elements of Informational Text" Checklist, RTK Appendix 10: Milestone Performance Formative Assessment - "The Elements of Informational Text" Checklist

12. Edit their work with peers to help the reader understand the information on each page.	12. Use the COPS portion of "Elements of Informational Text Checklist".

Resources: Core Ready Lesson 9, RTK Appendix 8: "Elements of Informational Text" Checklist

13. Publish the information they've collected to share their knowledge with others.	13. Model your chosen method of publishing using the jointly constructed text (e.g., print book, digital book, blog, PowerPoint, Pages). Co-create a "What to Include" chart. Provide students ample time to publish their work in research groups.

Resources: Core Ready Lesson 8 (can be used before or after Core Ready Lesson 9)

14. Reflect on what they've learned about informational text to celebrate their learning.	14. Jointly construct a response to an Essential Question about writing informational text. Provide "Student Reflection Page" to support students in reflecting with a partner in writing.

Resources: Core Ready Lesson 10, RTK Appendix 9: "Student Reflection Page", RTK Appendix 8: "Elements of Informational Text" Checklist, RTK Appendix 10: Milestone Performance Formative Assessment - "Writing Reflection"

Additional Resources for Teaching and Learning, Writing and Language	**Differentiation (e.g. Special Education, EL, GATE)**

Speaking and Listening Checklist	**UDL Differentiation Strategies and Resources** **GATE Differentiation Strategies and Resources**

1st Grade, SCUSD ELA Curriculum Map

Unit 4: Informative/Explanatory-Reading and Writing Informational Text
Language

Essential Questions	Suggested Assessments
tbd	**Minute by Minute**: observation, questions - teachers and students, student discussions, written work/representations **Daily Lesson:** observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection **Weekly:** student discussions and work products, student self-reflection **End-of-Unit:** student work artifacts (*e.g. portfolio, writing project, oral presentation*), use of rubrics, student self-reflection, other classroom summative assessments designed by teachers
Sequence of Learning Outcomes Students will be able to…in order to… **(What… why…)**	**Strategies for Teaching and Learning** One way to do this work is to… **(How…)**
tbd	
Additional Resources for Teaching and Learning,, Language	**Differentiation (e.g. Special Education, EL, GATE)**
	UDL Differentiation Strategies and Resources **GATE Differentiation Strategies and Resources**

Unit 5

Opinion/Argument – Reading Opinions and Writing Speeches
(Approximately 3 weeks)

Overview:

In this unit, students will be engage in a variety of short texts in order to consider the opinion of others. Students will practice considering both sides of an argument. Students will also identify the author's reasons, so as to strengthen their own opinion. By exercising student choice and focusing on a topic of high interest, students will develop reading and writing habits while learning about content they love.

Over-Arching Essential Question for Unit 5: How do we express our opinion in a speech and provide reasons to support it?

In this unit students will:
- Read closely and think analytically to determine an author's opinion
- Consider each side of an argument and the opinion of others
- Express an opinion about a topic of interest
- Provide images to enhance their speech

Culminating Task: Students will draft an opinion piece with supportive evidence and deliver it as a speech.

Standards

ELA Common Core State Standards:

Reading Standards for Literature:

Key Ideas and Details

    1.1. Ask and answer questions about key details in a text.

    1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Craft and Structure

    1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses**.**

Range of Reading and Level of Text Complexity

    1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading Standards for Informational Text:

Key Ideas and Details

    1.1. Ask and answer questions about key details in a text.

    1.2. Identify the main topic and retell key details of a text.

    1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

    1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Integration of Knowledge and Ideas

    1.8. Identify the reasons an author gives to support points in a text.

Range of Reading and Level of Text Complexity

1.10. With prompting and support, read informational texts appropriately complex for grade 1.

Foundational Skills & Additional Language Standards: *This document does not address systematic instruction of foundational skills.*

Writing Standards:

Text Types and Purposes

1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Production and Distribution of Writing

1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

Comprehension and Collaboration

1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion.

1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

a. Give, restate, and follow simple two-step directions. CA

1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

1.6. Produce complete sentences when appropriate to task and situation

Language:

Conventions of Standard English

1.1. Demonstrate command of the conventions of standard English grammar and usage when writing

or speaking.

    g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).

    j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Vocabulary Acquisition and Use

    1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

        a. Use sentence-level context as a clue to the meaning of a word or phrase.

        b. Use frequently occurring affixes as a clue to the meaning of a word.

        c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g*., looks, looked, looking*).

    1.6. 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*).

ELD Standards:

Part I: Interacting in Meaningful Ways
B. Collaborative
    1. Exchanging information and ideas - Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
    2. Interacting via written English – Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.
    3. Offering opinions - Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X*), and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, and so on.
B. Interpretive
    5. Listening actively - Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.
    6. Reading/viewing closely - Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
    7. Evaluating language choices – Describe the language writers or speakers use to present or support and idea (e.g., the author's choice of vocabulary to portray characters, places, or real people) with prompting and light support.
C. Productive
    9. Presenting – Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).
    10. Writing – Write longer literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of insects) collaboratively with an adult (e.g., joint construction), with peers, and independently.
    11. Supporting Opinions – Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).
    12. Selecting language resources –
        a. Retell texts and recount experiences, using increasingly detailed complete sentences and key words.

Part II: Learning About How English Works

A. Structuring Cohesive Texts

1. Understanding Text Structure – Apply understanding of how different text types are organized predictably to express ideas (e.g., how story is organized versus an informative/explanatory text versus an opinion text) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.

B. Expanding and Enriching Ideas

3. Using verbs and verb phrases

a. Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently.

C. Connecting and Condensing Ideas

6. Connecting Ideas – Combine clauses in a wide variety of ways (e.g., rearranging complete, simple-to-form compound sentences) to make connections between and to join ideas (e.g., *The boy was hungry. The boy ate a sandwich.* → *The boy was hungry so he ate a sandwich*) in shared language activities guided by the teacher and independently.

College and Career Descriptors	Social-Emotional Learning
• Demonstrate independence • Build strong content knowledge • Respond to the varying demands of audience, task, purpose, and discipline • Comprehend as well as critique • Value evidence • Use technology and digital media strategically and capably • Come to understand other perspectives and cultures	**SEL Competencies:** • Self-Management • Self-Awareness • Responsible Decision Making • Relationship Skills • Social Awareness

Unit 5: Opinion/Argument – Reading Opinions and Writing Speeches	
Reading and Language RL.1, 2, 4, 10; RI.1, 2, 3, 4, 8, 10; W.7, 8; SL.1, 2, 6; L.1j, 4, 6; ELD.PI.1, 2, 3, 5, 6, 7, 9, 12a; ELD.PII.1, 3a	
Essential Questions	**Suggested Assessments**
- What is an opinion? - How do people share their opinions? - How can sharing your opinion help others? - How are opinions structured and crafted? Why? - What language features are used in opinion pieces? Why?	**Minute by Minute**: observation, questions - teachers and students, student discussions, written work/representations **Daily Lesson:** observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection **Weekly:** student discussions and work products (e.g. Reading Response Journals), student self-reflection **End-of-Unit:** student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers
Sequence of Learning Outcomes Students will be able to…in order to… **(What… why…)**	**Strategies for Teaching and Learning** One way to do this work is to… **(How…)**
Start the work with pre-unit Immersion for enjoyment, to build content knowledge, and exposure to genre features.	Teacher read-alouds and student independent reading of multiple examples of the genre.
On-going use of Six Basic Reading Comprehension Strategies: Use these strategies for reading comprehension to gain meaning: • Activating prior knowledge or predicting • Questioning • Visualizing • Monitoring, clarifying, or fix-up strategies • Drawing inferences • Retelling	**On-going use of Six Basic Reading Comprehension Strategies:** Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan and others, 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use.
On-going vocabulary instruction: Use a growing number of words and phrases and flexibly choose from strategies: using sentence-level context clues, frequently occurring affixes, and frequently occurring root words (e.g. Look –	Readers collect favorite new words and definitions in their writer's notebook and/or a co-created word bank chart to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.

looks, looked, looking) in order to grow vocabulary knowledge and use.	
1. Understand that people read, write, and speak about issues because they're important to them.	1. Co-create a "Facts and Opinions about Our School" chart. Co-create an "Exploring Opinion Writing" chart to guide students in browsing opinion texts and choosing one to read more closely. In pairs, have students determine what the piece is mostly about and what is important to the author.
Resources: Core Ready Lesson 1, PTP Appendix 2: Leveled Opinion Writing Sample - "Help Save Our Park", PTP Appendix 3: Leveled Opinion Writing Sample - "Buses Should Have Seatbelts", PTP Appendix 4: Leveled Opinion Writing Sample - "Everyone Should Do Community Service", PTP Appendix 5: Leveled Opinion Writing Sample - "Healthy School Lunches", PTP Appendix 6: Leveled Opinion Writing Sample - "Playground Safety", PTP Appendix 7: Leveled Opinion Writing Sample - "Music and Art in School" Collection of real-world opinion pieces, www.spaghettibookclub.org, *Click, Clack, Moo: Cows That Type*, *Earrings!*, *Dear Mrs. LaRue*, *I Wanna Iguana*, PTP Homework: Reading Lesson 1 "Fact vs. Opinion", PTP Appendix 1: "Core Message to Students"	
2. Understand how authors use verbs to show feelings/desires to help identify characters' or authors' opinions. (Integrated ELD)	2. Introduce three types of verbs (doing, saying, thinking/feeling). Find examples of each in familiar picture book (e.g., We'd *like* some electric blankets. [thinking/feeling]). Discuss how thinking/feeling verbs in particular help you understand a character or author's opinion. Find more thinking/feeling verbs in familiar texts. Jointly reconstruct a familiar picture book with an opinion, focusing on thinking/feeling verbs.
Resources: ELD.PI.7, ELD.PII.3, *Click, Clack, Moo: Cows That Type*	
3. Identify an opinion expressed in a text so they are aware of when an author is trying to persuade them.	3. Introduce thinking/feeling verbs more common to informational text (e.g., *think*, *feel*, *believe*) as well as other words that signal an author's opinion (e.g., *should*, *best*, *worst*). Have students use signal words to determine author's opinion in informational text.
Resources: Core Ready Lesson 2, *Click, Clack, Moo: Cows That Type*, PTP Appendix 2: Leveled Opinion Writing Sample - "Help Save Our Park", PTP Appendix 3: Leveled Opinion Writing Sample - "Buses Should Have Seatbelts", PTP Appendix 4: Leveled Opinion Writing Sample - "Everyone Should Do Community Service", PTP Appendix 5: Leveled Opinion Writing Sample - "Healthy School Lunches", PTP Appendix 6: Leveled Opinion Writing Sample - "Playground Safety", PTP Appendix 7: Leveled Opinion Writing Sample - "Music and Art in School"	
4. Identify the reasons an author gives to support an opinion so they understand how reasons and evidence strengthen opinions.	4. Have students color code the opinion statement and supporting reasons from a familiar opinion text in partners.
Resources: Core Ready Lesson 3, "Leveled Opinion Writing Samples" (see Lessons 1 & 2 for links to samples), PTP Homework: Reading Lesson 3 "Finding Support"	
5. Identify the opinion and supporting reasons when listening to an opinion read aloud to develop	5. Have students use the "I Hear You! Graphic Organizer" to record the opinion and supporting

their listening skills.	reasons from an opinion piece read aloud.

Resources: Core Ready Lesson 4, *Earrings!*, PTP Appendix 2: Leveled Opinion Writing Sample - "Help Save Our Park", PTP Appendix 7: Leveled Opinion Writing Sample: "Music and Art in School" #1, PTP Toolkit: "I Hear You!" Graphic Organizer, PTP Appendix 14: Milestone Performance Formative Assessment - "Identifying Opinions"

6. Determine and clarify the meaning of unknown phrases to better understand the text.	6. Create a "Determining the Meaning of Unfamiliar Phrases" chart outlining a process for analyzing an unknown phrase. Have students use the process to determine the meaning of unknown phrases in familiar opinion texts.

Resources: Core Ready Lesson 5, PTP Appendix 2: Leveled Opinion Writing Sample - "Help Save Our Park" #2, PTP Appendix 3: Leveled Opinion Writing Sample - "Buses Should Have Seatbelts" #1 or #2, PTP Appendix 4: Leveled Opinion Writing Sample - "Everyone Should Do Community Service" #1 or #2, PTP Appendix 5: Leveled Opinion Writing Sample - "Healthy School Lunches" #1 or #2

7. Select appropriate supporting details to strengthen an opinion.	7. Have students match reasons and opinions using the "Opinion Cards/Supporting Detail Cards". Have students match opinions and supporting details on the "Opinion and Supporting Detail Matching Sheet" with a partner.

Resources: Core Ready Lesson 6, PTP Appendix 8: "Opinion" Cards, PTP Appendix 9: "Supporting Detail" Cards, PTP Appendix 10: "Opinion and Supporting Detail" Matching Sheet

8. Consider different sides of an argument to understand that there are multiple points of view about a single topic.	8. Have students use "A New Point of View Sheet" to record the opinion expressed in a text and determine a different opinion about the same topic.

Resources: Core Ready Lesson 7, PTP Appendix 2: Leveled Opinion Writing Sample - "Help Save Our Park" #2, PTP Appendix 3: Leveled Opinion Writing Sample - "Buses Should Have Seatbelts" #1 or #2, PTP Appendix 5: Leveled Opinion Writing Sample - "Healthy School Lunches" #1 or #2, PTP Appendix 6: Leveled Opinion Writing Sample - "Playground Safety", PTP Toolkit: "A New Point of View" Sheet, PTP Appendix 11: Leveled Opinion Writing Sample - "Schools Should Have Playgrounds" and "Schools Should NOT Have Playgrounds", PTP Homework: Reading Lesson 7 "Conflicting Opinions", PTP Appendix 14: Milestone Performance Formative Assessment - "A New Point of View"

9. Read with appropriate rate volume and expression to share their written speech with an audience.	9. Co-create "How to Give a Good Speech" chart to guide students in reading their speeches aloud. Use "How Did I Do Reading Aloud? Partner Reading Checklist" to support students in providing constructive feedback to their partner.

Resources: Core Ready Lesson 8, PTP Appendix 3: Leveled Opinion Writing Sample - "Buses Should Have Seatbelts" #1 or #2, Students Writing from previous writing lessons, PTP Appendix 12: "How Did I Do Reading Aloud?" Partner Reading Checklist

10. Use eye contact and expression to engage an audience.	10. Add to the "How to Give a Good Speech" chart. In groups, have students use "How Did I Do Reading Aloud? Partner Reading Checklist" to

	provide peer feedback.
Resources: Core Ready Lesson 9, [PTP Appendix 3: Leveled Opinion Writing Sample - "Buses Should Have Seatbelts" #1 and #2](#), Student Writing, [PTP Appendix 12: "How Did I Do Reading Aloud?" Partner Reading Checklist](#)	
11. Respond to essential questions to reflect on what they've learned.	11. Jointly construct a shared response to one of the essential questions. In pairs, have students use the "Core Thinking Sheet" to craft a response to an essential question.
Resources: Core Ready Lesson 10, [PTP Appendix 2: Leveled Opinion Writing Sample - "Help Save Our Park" #2](#), [PTP Toolkit: "Core Thinking" Sheet](#)	
Additional Resources for Teaching and Learning, Reading and Language	**Differentiation (e.g. Special Education, EL, GATE)**
CA ELA/ELD Framework **Speaking and Listening Checklist**	**UDL Differentiation Strategies and Resources** **GATE Differentiation Strategies and Resources**

Unit 5: Opinion/Argument – Reading Opinions and Writing Speeches

Writing and Language
R.I.1, 2, 3, 8, 10; W.1, 5, 6, 7, 8; SL.1, 2, 3, 5, 6; L.1g,j, 6; ELD.PI.1, 3, 5, 6, 7, 9, 10, 11; ELD.PII.1, 6

Essential Questions	Suggested Assessments
• How can collaborating with peers help us strengthen our opinions? • How do speech writers structure and craft their pieces? Why? • How do speech writers use language features? Why?	**Minute by Minute**: observation, questions - teachers and students, student discussions, written work/representations **Daily Lesson:** observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection **Weekly:** student discussions and work products (e.g. Writer's Notebooks), student self-reflection **End-of-Unit:** student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers

Sequence of Learning Outcomes Students will be able to…in order to… **(What…why…)**	Strategies for Teaching and Learning One way to do this work is to… **(How…)**
1. List the issues or topics that are important to them because they want to share opinions that matter.	1. Co-create a "What We Care About" chart. Have students use the *Things I Care About* column of the "What I Care About Graphic Organizer" to record topics or issues important to them. Add student ideas to the class chart.
Resources: Core Ready Lesson 1, PTP Toolkit: What I Care About" Graphic Organizer, PTP Homework: Writing Lesson 1 "What I Care About",	
2. Form clear opinions so that the reader understands their point of view.	2. Use *I think…* to craft opinion statements about the topics that are important to them. Record statements on "What I Care About Graphic Organizer."
Resources: Core Ready Lesson 2, PTP Toolkit: What I Care About" Graphic Organizer	
3. Give reasons to support and strengthen their opinions.	3. Provide the "What I Think and Why Graphic Organizer" to support students in adding relevant reasons to support their opinion statements.
Resources: Core Ready Lesson 3, PTP Toolkit: "What I Think and Why" Graphic Organizer, PTP Appendix 14: Milestone Performance Formative Assessment - "What I Think and Why"	
4. Discuss their opinions to make them stronger.	4. Revisit "Classroom Talk Expectations" chart from the launch unit. Provide guiding questions to

	support students in academic conversations about their opinions. Have students revise their "What I Think and Why Graphic Organizers" based on their academic conversations.

Resources: Core Ready Lesson 4, PTP Toolkit: "What I Think and Why" Graphic Organizer, PTP Appendix 2: Leveled Opinion Writing Sample - "Help Save Our Park" #1, PTP Homework: Writing Lesson 4 "Sharing My Opinion"

5. Use *because* to support their opinions with reasons. (Integrated ELD)	5. Show how you can use because to connect your opinion statement and one reason statement from the "What I Think and Why Graphic Organizer" (e.g., I think recess should be ten minutes longer *because* it is important for everyone to get exercise.) Emphasize that a complete idea (clause) must follow the word *because*. Have students practice orally sharing their opinion and reason with a partner using *because*.

Resources: ELD.PI.3; ELD.PII.6, Core Ready Lesson 5

6. Use academic conversation skills to hold productive conversations.	6. Provide sentence frames and starters to support students in using academic conversation skills (e.g., create, clarify, fortify) in small groups. Have students continue to revise their "What I Think and Why Graphic Organizers" based on their academic conversations.

Resources: Core Ready Lesson 5, PTP Toolkit: "What I Think and Why" Graphic Organizer, Zwiers' Construction Conversation Skills Poster

7. Plan their opinion speech to prepare to share it with an audience.	7. Use "Sharing My Opinion with the World" Planner to guide students to plan their opinion speech. Have students share their work with a peer and build on their partner's opinion by providing additional reasons or details.

Resources: Core Ready Lesson 6, PTP Toolkit: "Sharing My Opinion With The World" Planner

8. Understand the structure of an opinion piece to prepare to write their own. (Integrated ELD)	8. Identify the parts of an opinion piece (e.g., introduction, opinion statement, reasons, and conclusion) in a mentor text. Co-create an "Opinion Structure" chart. Engage class in a discussion of the purpose of each part of an opinion piece.

Resources: ELD.PI.6, ELD.PII.1

9. Use what they know about opinion text structure to draft their own opinion pieces.	9. Use a mentor text to analyze one part of an opinion piece before having students draft that piece. Repeat for each new piece of an opinion.

	Have students work in partners to ensure their opinion pieces have all necessary parts.
Resources: Core Ready Lesson 7, [PTP Appendix 2: Leveled Opinion Writing Sample - "Help Save Our Park"](#), [PTP Appendix 3: Leveled Opinion Writing Sample - "Buses Should Have Seatbelts" #1 or #2](#), [PTP Appendix 4: Leveled Opinion Writing Sample - "Everyone Should Do Community Service" #1 or #2](#), [PTP Appendix 5: Leveled Opinion Writing Sample - "Healthy School Lunches" #1 or #2](#), [PTP Appendix 6: Leveled Opinion Writing Sample - "Playground Safety"](#), student writing, [PTP Appendix 14: Milestone Performance Formative Assessment - "Access Student Speeches"](#)	
10. Add images to their speeches to make their ideas even clearer.	10. Provide guiding questions to support students in finding digital images to support their opinion writing.
Resources: Core Ready Lesson 8, [PTP Appendix 5: Leveled Opinion Writing Sample - "Healthy School Lunches" #1](#) , [PTP Appendix 6: Leveled Opinion Writing Sample - "Playground Safety" #1](#), student writing, MacBook Cart, [PTP Homework: Writing Lesson 8 "Supporting Opinions With Images"](#)	
9. Revise collaboratively to make sure their opinion piece meets the expectations of the genre.	9. Use revising portion of "Strong Opinion Piece" checklist.
Resources: Core Ready Lesson 9, [PTP Appendix 13: "Writing A Strong Opinion Piece" Checklist](#), [PTP Appendix 14: Milestone Performance Formative Assessment - "Writing A Strong Opinion Piece" Checklist](#)	
10. Edit collaboratively to make sure the piece is easily read.	10. Use Editing Checklist portion of "Strong Opinion Piece" checklist.
Resources: Core Ready Lesson 9, [PTP Appendix 13: "Writing A Strong Opinion Piece" Checklist](#)	
11. Share their speeches with an authentic audience to put their opinion out in the world.	11. Record students giving their speeches. Share recordings digitally on a class website or for a family celebration (e.g., Open House).
Resources: Core Ready Lesson 10, MacBook Carts, student speeches	
Additional Resources for Teaching and Learning, Writing and Language	**Differentiation (e.g. Special Education, EL, GATE)**
[Speaking and Listening Checklist](#)	**[UDL Differentiation Strategies and Resources](#)** **[GATE Differentiation Strategies and Resources](#)**

Unit 5: Opinion/Argument – Reading Opinions and Writing Speeches	
Language	

Essential Questions	Suggested Assessments
tbd	**Minute by Minute**: observation, questions - teachers and students, student discussions, written work/representations **Daily Lesson:** observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection **Weekly:** student discussions and work products, student self-reflection **End-of-Unit:** student work artifacts (*e.g. portfolio, writing project, oral presentation*), use of rubrics, student self-reflection, other classroom summative assessments designed by teachers
Sequence of Learning Outcomes Students will be able to…in order to… **(What... why...)**	**Strategies for Teaching and Learning** One way to do this work is to… **(How…)**
Additional Resources for Teaching and Learning,, Language	**Differentiation (e.g. Special Education, EL, GATE)**
	UDL Differentiation Strategies and Resources **GATE Differentiation Strategies and Resources**

Unit 6
Poetry – Reading and Writing Poetry
(Approximately 3 weeks)

Overview:

In this unit, students will engage with a variety of poems as they cultivate and expand their understanding and appreciation of poetry. They will read poetry for the sheer joy of it, to learn the language of heart and soul. They will write poems, learning to find inspiration sparked by nature, memories from their personal lives, and from what is happening in the world around us. They will study and explore ways to use word choice, craft, and structure. Poetry will teach them about the power of language to transform our experiences.

"I learned whatever I know about language and craft from writing poems." – Grace Paley

Over-Arching Essential Question for Unit 6: What can we learn from poetry?

In this unit students will:
- Develop and grow an understanding and appreciation for poetry
- Read closely and think deeply to consider how a poet uses craft and structure techniques to convey meaning in a poem
- Use the world and life experience to influence poetry ideas
- Purposefully craft and structure their own poems
- Recite others' and their own poems

Optional:
- Illustrate their poem(s) to add visual support

Culminating Task: Students will compose at least one poem to share.

Standards

ELA Common Core State Standards:

Reading Standards for Literature:

Key Ideas and Details

    1.1. Ask and answer questions about key details in a text.

Craft and Structure

    1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses**.**

Range of Reading and Level of Text Complexity

    1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

        a. Activate prior knowledge related to the information and events in a text. CA

        b. Confirm predictions about what will happen next in a text. CA

Foundational Skills & Additional Language Standards: *This document does not address systematic instruction of foundational skills.*

Writing Standards:

Production and Distribution of Writing

1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Speaking and Listening:

Comprehension and Collaboration

1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion.

Presentation of Knowledge and Ideas

1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

a. Memorize and recite poems, rhymes, and songs with expression. CA

Language:

Vocabulary Acquisition and Use

1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

c. Identify real-life connections between words and their use (e.g., *note places at home that are cozy*).

d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

ELD Standards:

Part I: Interacting in Meaningful Ways

C. Collaborative

1. Exchanging information and ideas - Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.

B. Interpretive

5. Listening actively - Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.

6. Reading/viewing closely - Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.

7. Evaluating language choices – Describe the language writers or speakers use to present or

support and idea (e.g., the author's choice of vocabulary to portray characters, places, or real people) with prompting and light support.

8. *Analyzing language choices* – Distinguish how multiple different words with similar meanings (e.g., *big, large, huge, enormous, gigantic*) produce shades of meaning and a different effect on the audience.

C. Productive

9. *Presenting* – Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).

10. *Writing* – Write longer literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of insects) collaboratively with an adult (e.g., joint construction), with peers, and independently.

12. *Selecting language resources* –
b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., *The dog was as big as a house*) to create an effect, precision, and shades of meaning while speaking and writing.

Part II: Learning About How English Works
A. Structuring Cohesive Texts

1. *Understanding Text Structure* – Apply understanding of how different text types are organized predictably to express ideas (e.g., how story is organized versus an informative/explanatory text versus an opinion text) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.

B. Expanding and Enriching Ideas

3. *Using verbs and verb phrases*
a. Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently.

College and Career Descriptors	**Social-Emotional Learning**
• Demonstrate independence	**SEL Competencies:**
• Build strong content knowledge	• Self-Management
• Respond to the varying demands of audience, task, purpose, and discipline	• Self-Awareness
• Comprehend as well as critique	• Responsible Decision Making
• Value evidence	• Relationship Skills
• Use technology and digital media strategically and capably	• Social Awareness
• Come to understand other perspectives and cultures	

Unit 6: Poetry – Reading and Writing Poetry	
Reading and Language RL.1,4,10; SL.1,4; L4,5; ELD.PI.1, 5, 6, 7, 8, 9; ELD.PII.1, 3, 10	
Essential Questions	**Suggested Assessments**
• What do readers gain from reading poetry? • What are the characteristics of poetry? • How do poets use language features in their poems? Why? • How are poems structured and crafted? Why? How should we read them as a result?	**Minute by Minute**: observation, questions - teachers and students, student discussions, written work/representations **Daily Lesson:** observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection **Weekly:** student discussions and work products (e.g. Reading Response Journals), student self-reflection **End-of-Unit:** student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers
Sequence of Learning Outcomes Students will be able to…in order to… **(What… why…)**	**Strategies for Teaching and Learning** One way to do this work is to… **(How…)**
Start the work with pre-unit Immersion for enjoyment, to build content knowledge, and exposure to genre features.	Read aloud multiple examples of the genre. Students independently read multiple examples of the genre.
On-going vocabulary instruction: Use a growing number of words and phrases and flexibly choose from strategies: using sentence-level context clues, frequently occurring affixes, and frequently occurring root words (e.g. Look – looks, looked, looking) in order to grow vocabulary knowledge and use.	Readers/poets collect favorite new words and definitions in their writer's notebook and/or a co-created word bank chart to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.

On-going use of Six Basic Reading Comprehension Strategies:
Use these strategies for reading comprehension to gain meaning:
  • Activating prior knowledge or predicting
  • Questioning
  • Visualizing
  • Monitoring, clarifying, or fix-up strategies
  • Drawing inferences
  • Retelling
	On-going use of Six Basic Reading Comprehension Strategies:
	Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan and others, 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use.

1. Live in the world of reading and rereading poetry in order to enjoy and connect to many, many poems before they try to write their own.	1. Read and reread selected poems out loud: • Noticing connections and elicited feelings • Admiring word choice • Noticing different ways poems are written (create a noticing chart) • Begin to collect favorite poems for the classroom poetry wall and in student folders to be used as mentor texts • Encourage students to find, bring, and share poems
Resources: *"What I'd like to stress above everything else is the joy of the sounds of language. I have only one rule for reading it: please read a poem out loud." – Eve Merriam*	
2. Consider how poems invite the reader to see the world in a different way in order to begin to consider poets intentions.	2. Model and guide students to use previously selected mentor poems to notice how poets invite the reader to see the world through the poet's eyes, heart, and mind.
Resources: Billy Collins *Introduction to Poetry*	
3. Understand that poems have powerful language to convey emotions. (Integrated ELD)	3. Students read and reread mentor poems, annotating the powerful language, reflecting, and responding in their reading response journal.
Resources: ELD.PI.7	
4. Understand that poets use words that elicit feelings and appeal to the senses in order to deliver meaning. (Integrated ELD)	4. Co-create a Noticing Chart to list identified feeling words and words that appeal to the senses; record examples and the resulting effect.
Resources: ELD.PI.7	
5. Notice nuances in word meanings to appreciate poets' word choices and to identify shades of meaning. (Integrated ELD)	5. Students work in pairs to select precise verbs from a poem to substitute with similar verbs and discuss how the meaning changes. (e.g., *look, peak, glance, stare, scowl*).
Resources: ELD.PI.8, ELD.PII.3	
6. Understand that poets use specific craft for effect. (e.g., rhyming words and/or repeating words or lines to create a rhythmic piece, onomatopoeia to create an image and sound, alliteration for rhythm.)	6. Co-create a 3 column chart to anchor learning listing: 1) various types of poetry writer's craft 2) the purpose of the craft 3) examples of the craft
Resources:	
7. Notice poems' various structures (stanzas, line breaks, white space) to read it more fluently.	7. Read and reread poems out loud focusing on stanzas, line breaks and white space to guide phrasing, cadence, and prosody.

Resources:

8. Identify strong sensory images within in a poem to help understand the author's message or purpose.	8. Collaboratively highlight words or phrases within poems that give strong sensory image and discuss what they convey.

Resources:

8. Students will be able to memorize and recite a favorite poem to share their enjoyment with others.	8. Students select a personally meaningful poem to recite, practice fluent reading with expression, then recite for an audience.

Resources:

9. Reflect on their learning to see how they have grown in their understanding and appreciation of poetry.	9. Answer the essential questions in a shared writing piece on chart paper.

Resources:

Additional Resources for Teaching and Learning, Reading and Language	**Differentiation (e.g. Special Education, EL, GATE)**
Poetry Lessons to Meet the CCSS by Georgia Heard (2013) *Awakening the Heat: Exploring Poetry in Elementary and Middle School* by Georgia Heard (1999) *Kid's Poems: Teaching First Graders to Love Writing Poetry* by Regie Routman (2000) **OCR Selections:** • Las Hormiguitas (The Little Ants) by Jose-Luis Orozco • Mice by Rose Fyleman • Song of the Train by David McCore • Listen to the Rain by Bill Martin Jr. and John Archambault • 74th Street by Myra Cohn Livingston • Something is There by Lilian Moore	**UDL Differentiation Strategies and Resources** **GATE Differentiation Strategies and Resources**

Unit 6: Poetry – Reading and Writing Poetry	
Writing and Language RL.4; W.5,6; SL.1,4; L.5; ELD.PI.5, 6, 9, 12; ELD.PII.1	
Essential Questions	**Suggested Assessments**
• Why do we write poetry? • How do poets use language features in their poems? Why? • How do poets structure and craft their poems? Why?	**Minute by Minute**: observation, questions - teachers and students, student discussions, written work/representations **Daily Lesson:** observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection **Weekly:** student discussions and work products (e.g. Writer's Notebooks), student self-reflection **End-of-Unit:** student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers
Sequence of Learning Outcomes Students will be able to…in order to… **(What…why…)**	**Strategies for Teaching and Learning** One way to do this work is to… **(How…)**
1. Explore poems to understand where poets get their inspiration.	1. Browse through poetry, familiar or new, jotting down where the authors might have gotten their ideas: • Observing nature, objects, the world around us • Special people • Important moments • Wonderings, worries, hopes and dreams
Resources:	
2. Choose meaningful topics in order to write with intent, purpose, and focus.	2. Use the (infinite) "doors of poetry" metaphor for choosing a topic for example: • The Heart Door • The Observation Door • The Concerns About the World Door • The Wonder Door • The Memory Door
Resources: Georgia Heard's *Awakening the Heart*, chapter 3, Doors of Poetry charts at www.scusd.edu/ela Doors of Poetry explained with sample poems	
3. Poets write a first draft(s) because a first draft gives the poet something to work with/revise.	3. Reach for poetic language and form, but know revision will follow.
Resources:	
4. Revise for precision in word choice (i.e., powerful	4. Work with partners or individually to refer to

language, words that appeal to the senses, nuances in word choices) to convey meaning. (Integrated ELD)	word banks and the Noticing Charts from reading outcomes.

Resources: ELD.PI.12b
"Sometimes I've spent weeks looking for precisely the right word" – Eve Merriam

5. Revise for specific craft for effect and meaning	5. Work with partners or individually to read and reread poem(s) under revision, checking for sound, imagery, and rhythm. Refer to chart from reading outcome 6 and revise for: • Repeating words or lines for rhythm • Alliteration for rhythm

Resources:

6. Revise their poems using various structure techniques such as stanzas, white space, line breaks, and punctuation in their poetry to convey meaning.	6. Work with partners or individually to study mentor poems for ideas to apply to their own poems. Read and reread the poem under revision out loud to identify needed and possible structural elements.

Resources:

7. Make final edits to prepare for publishing.	7. Work with partners or individually to check spelling and readability.

Resources:

8. Publish their poems to create a clean, finished piece to keep for themselves and/or share with others	8. Type or hand print, with or without an illustration, post individual poems, and/or make a student and/or class anthology.

Resources: places to submit/publish: [Scholastic](#) [Stone Soup](#) [A list of more places to be published](#)

9. Present poems by reading out loud to celebrate and share their work	9. Choose their favorite poem or two to read out loud to a group with expression.

Resources: "What I'd like to stress above everything else is the joy of the sounds of language. I have only one rule for reading it: please read a poem out loud." – Eve Merriam

10. Reflect on their poetry journey to evaluate and extend their learning.	10. Compose a Dear Reader letter to reflect on what was learned about poetry, referring back to essential questions.

Resources:

Additional Resources for Teaching and Learning, Writing and Language	**Differentiation (e.g. Special Education, EL, GATE)**

Poetry Lessons to Meet the CCSS by Georgia Heard (2013) *Awakening the Heat: Exploring Poetry in Elementary and Middle School* by Georgia Heard (1999) *Kid's Poems: Teaching First Graders to Love Writing Poetry* by Regie Routman (2000)	**UDL Differentiation Strategies and Resources** **GATE Differentiation Strategies and Resources**

Unit 6: Poetry – Reading and Writing Poetry
Language

Essential Questions	Suggested Assessments
tbd	**Minute by Minute**: observation, questions - teachers and students, student discussions, written work/representations **Daily Lesson:** observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection **Weekly:** student discussions and work products, student self-reflection **End-of-Unit:** student work artifacts (*e.g. portfolio, writing project, oral presentation*), use of rubrics, student self-reflection, other classroom summative assessments designed by teachers

Sequence of Learning Outcomes Students will be able to…in order to… **(What… why…)**	Strategies for Teaching and Learning One way to do this work is to… **(How…)**

Additional Resources for Teaching and Learning,, Language	Differentiation (e.g. Special Education, EL, GATE)
	UDL Differentiation Strategies and Resources **GATE Differentiation Strategies and Resources**

Unit 7:

Narrative – Reading and Writing Fantasy Narratives
(Approximately 4 weeks)

Overview:
In this unit, students will engage in close reading of fantasy texts, examining the story elements and structure. Students will have opportunities to think deeply about the characters and events commonly used in fantasy while comparing the elements of familiar fantasy stories. By writing original fantasy stories, students will practice using the language of story and thus become better readers and writers of the genre.

Over-Arching Essential Question for Unit 7: How do we use what we know about stories to read and write engaging fantasy stories?

In this unit students will:
- Examine the structure and elements of fantasy stories
- Explore characters, setting, and events of fantasy stories
- Create original fantasy stories using elements discovered while reading fantasy
- Build language skills to support analysis of fantasy stories
- Retell fantasy stories
- Compare and contrast familiar fantasy stories
- Reflect upon development as readers and writers of fantasy

 Culminating Task: Students will write and illustrate original fantasy stories.

Standards

ELA Common Core State Standards:

Reading Standards for Literature:

Key Ideas and Details

1.1. Ask and answer questions about key details in a text.

1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

1.3. Describe characters, settings, and major events in a story, using key details.

Craft and Structure

1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses**.**

1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Integration of Knowledge and Ideas

1.7. Use illustrations and details in a story to describe its characters, setting, or events.

1.9. Compare and contrast the adventures and experiences of characters in stories..

Range of Reading and Level of Text Complexity

1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading Standards for Informational Text:

Key Ideas and Details

1.1. Ask and answer questions about key details in a text.

Range of Reading and Level of Text Complexity

1.10. With prompting and support, read informational texts appropriately complex for grade 1.

Foundational Skills & Additional Language Standards: *This document does not address systematic instruction of foundational skills.*

Writing Standards:

Text Types and Purposes

1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production and Distribution of Writing

1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Research to Build and Present Knowledge

1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

Comprehension and Collaboration

1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion.

1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

a. Give, restate, and follow simple two-step directions. CA

Presentation of Knowledge and Ideas

1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

1.6. Produce complete sentences when appropriate to task and situation

Language:

Conventions of Standard English

1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

    g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).

    j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Vocabulary Acquisition and Use

1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

    a. Use sentence-level context as a clue to the meaning of a word or phrase.

    b. Use frequently occurring affixes as a clue to the meaning of a word.

    c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g*., looks, looked, looking*).

1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

    a. Sort words into categories (e.g., *colors, clothing*) to gain a sense of the concepts the categories represent.

1.6. 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*).

ELD Standards

Part I: Interacting in Meaningful Ways
D. Collaborative
    1. Exchanging information and ideas - Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
    2. Interacting via written English – Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.
    3. Offering opinions - Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X*), and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, and so on.
B. Interpretive
    5. Listening actively - Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.
    6. Reading/viewing closely - Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
    7. Evaluating language choices – Describe the language writers or speakers use to present or support and idea (e.g., the author's choice of vocabulary to portray characters, places, or real people) with prompting and light support.
C. Productive
    9. Presenting – Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).
    10. Writing – Write longer literary texts (e.g., a story) and informational texts (e.g., an informative

text on the life cycle of insects) collaboratively with an adult (e.g., joint construction), with peers, and independently.

Part II: Learning About How English Works
A. Structuring Cohesive Texts
   1. Understanding Text Structure **–** Apply understanding of how different text types are organized predictably to express ideas (e.g., how story is organized versus an informative/explanatory text versus an opinion text) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.
   2. Understanding Cohesion **-** Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *for example, after that, first/second/third*) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.
C. Connecting and Condensing Ideas
   6. Connecting Ideas **–** Combine clauses in a wide variety of ways (e.g., rearranging complete, simple-to-form compound sentences) to make connections between and to join ideas (e.g., *The boy was hungry. The boy ate a sandwich.* → *The boy was hungry so he ate a sandwich*) in shared language activities guided by the teacher and independently.

College and Career Descriptors	**Social-Emotional Competencies**
- Demonstrate independence - Build strong content knowledge - Respond to the varying demands of audience, task, purpose, and discipline - Comprehend as well as critique - Value evidence - Use technology and digital media strategically and capably - Come to understand other perspectives and cultures	**SEL Competencies:** - Self-Management - Self-Awareness - Responsible Decision Making - Relationship Skills - Social Awareness

Unit 7: Narrative – Reading and Writing Fantasy Narratives

Reading and Language RL.1, 2, 3, 4, 5, 7, 9, 10; RI.1, 10; W.8; SL.1, 2, 5, 6; L.1g,j, 4, 5a, 6; ELD.PI.1, 2, 5, 6, 7, 9; ELD.PII.1, 6

Essential Questions	Suggested Assessments
• What are the characteristics of fantasy narratives? • How are fantasy narratives structured and crafted? Why? How should we read them as a result? • How can we learn more through collaborating about fantasy stories?	**Minute by Minute**: observation, questions - teachers and students, student discussions, written work/representations **Daily Lesson:** observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection **Weekly:** student discussions and work products (e.g. Reading Response Journals), student self-reflection **End-of-Unit:** student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers

Sequence of Learning Outcomes Students will be able to…in order to… **(What… why…)**	Strategies for Teaching and Learning One way to do this work is to… **(How…)**
Start the work with pre-unit Immersion for enjoyment, to build content knowledge, and exposure to genre features.	Teacher read-aloud, and student independent reading of multiple examples of the genre.

On-going use of Six Basic Reading Comprehension Strategies:
Use these strategies for reading comprehension to gain meaning:
    • Activating prior knowledge or predicting
    • Questioning
    • Visualizing
    • Monitoring, clarifying, or fix-up strategies
    • Drawing inferences
    • Retelling
	On-going use of Six Basic Reading Comprehension Strategies:
	Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan and others, 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use.

On-going vocabulary instruction: Use a growing number of words and phrases and flexibly choose from strategies: using sentence-level context clues, frequently occurring affixes, and frequently occurring root words (e.g. Look – looks, looked, looking) in order to grow vocabulary knowledge and use.	Readers collect favorite new words and definitions in their writer's notebook and/or a co-created word bank chart to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.

1. Share what they know about stories so they can determine what they have in common.	1. Co-create "What Stories Have in Common" chart. Have students work in reading partnerships to explore familiar stories and note what makes them stories.
Resources: Core Ready Lesson 1, *Edwina, the Dinosaur Who Didn't Know She Was Extinct*, SOS Appendix 2: "The Dinosaur Who Couldn't Come for Tea", set of favorite class stories, SOS Appendix 1: "Core Message to Students"	
2. Identify and explain the difference between stories and informational writing so they know how to approach each type of text.	2. After reading a story and an informational text on the same topic, co-create "How Do I Know?" chart to note the differences. In partners, have students sort books into stories and informational.
Resources: Core Ready Lesson 2, *Edwina, the Dinosaur Who Didn't Know She Was Extinct*, *Dinosaurs*, SOS Appendix 2: "The Dinosaur Who Couldn't Come for Tea", SOS Appendix 3: Dinosaur Profile: "The Stegosaurus", variety of stories and informational text	
3. Name elements of a story (characters, setting, events in order) so they have the academic vocabulary to discuss narratives.	3. Co-create "Story Elements" chart and use "Story Elements Graphic Organizer" to record the elements of stories read aloud and independently.
Resources: Core Ready Lesson 3, SOS Appendix 4: "Story Elements" Graphic Organizer, *Edwina, the Dinosaur Who Didn't Know She Was Extinct*, *Corduroy,* SOS Appendix 10: Milestone Performance Formative Assessment - "Identifying the Story Elements"	
4. Understand that narratives have a predictable structure (e.g., Orientation, Complication, Resolution, i.e. Beginning, Middle, End) to better comprehend stories. (Integrated ELD)	4. Use an Ingredients/Recipe metaphor to explain the difference between story elements and story structure. Create a "Narrative Story Structure" chart. Notice the stages of a narrative using a familiar story. Jointly map a familiar story on a story hill map.
Resources: ELD.PI.6, ELD.PII.1	
5. Use clues (story elements, words, and phrases) to identify what is possible (realistic) and what is not possible (fantasy) in a story.	5. Co-create "Could It Really Happen?" chart to begin to distinguish between realism and fantasy. Have students use "Story Cubes" to guide their academic conversations about fantasy stories.
Resources: Core Ready Lesson 4, SOS Appendix 5: "Story Cubes" Template, *Edwina, the Dinosaur Who Didn't Know She Was Extinct*, *Corduroy*	
6. Notice specific words and phrases within a text that convey sensory images and feelings so they can understand the author's craft.	6. Co-create "Tickling Our Senses and Feelings" chart to explore the five senses and emotions. Have students use symbols on sticky notes to identify where an author used a word/phrase that appeals to the senses or conveys an emotion.
Resources: Core Ready Lesson 5, SOS Appendix 2: "The Dinosaur Who Couldn't Come for Tea"	
7. Analyze how illustrations provide important details to better understand a story.	7. Use story elements (Character, Setting, Events) to guide close reading of illustrations in a fantasy text. Have students mark illustrations that help

	them understand the story elements and what could or couldn't really happen.
Resources: Core Ready Lesson 6, *Where the Wild Things Are*	
8. Analyze and discuss fantasy stories so they can better understand the story.	8. Revisit conversation expectation chart from the launch. Use a fishbowl protocol to introduce using focus questions to guide a discussion about a fantasy text. Use small group discussion protocol to support student conversations around fantasy texts.
Resources: Core Ready Lesson 7, *Edwina, the Dinosaur Who Didn't Know She Was Extinct, Corduroy, Where the Wild Things Are, Cloudy with a Chance of Meatballs*	
9. Use story elements to compare and contrast stories with imaginative elements.	9. Co-create "Comparing Characters, Setting, Events" chart using fantasy texts previously read aloud. Have students use the "Comparing My Story to Corduroy" sheet with their independent reading books.
Resources: Core Ready Lesson 8, [SOS Appendix 6: "Comparing My Story to Corduroy"](#) sheet, *Edwina, the Dinosaur Who Didn't Know She Was Extinct, Corduroy, Where the Wild Things Are, Cloudy with a Chance of Meatballs*, [SOS Appendix 10: Milestone Performance Formative Assessment - "Comparing and Contrasting Imaginative Stories"](#)	
10. Use *both*, *and*, and *while* to compare stories in collaborative conversations. (Integrated ELD)	10. Introduce ways to use *both*, *and*, and *while* to compare stories (e.g., *Both* Edwina *and* Corduroy have talking animals*.*, Edwina takes place in a neighborhood *while* Corduroy takes place in a department store.) Have students use their "Comparing My Story to *Corduroy*" sheet from previous lesson to guide their collaborative discussions.
Resources: ELD.PI.6, ELD.PII.6, "Comparing My Story to *Corduroy*" sheet from previous lesson, *Edwina, the Dinosaur Who Didn't Know She Was Extinct, Corduroy, Where the Wild Things Are, Cloudy with a Chance of Meatballs*	
11. Create a story mural with peers to show what they've learned about imaginative stories.	11. Co-create a simple step-by-step checklist for working with a small group on a story mural of a fantasy book read aloud. Guide students to include the story elements as well as what makes the story a fantasy. Have students retell story to the class using their group's mural.
Resources: Core Ready Lesson 9, *Edwina, the Dinosaur Who Didn't Know She Was Extinct, Corduroy, Where the Wild Things Are, Cloudy with a Chance of Meatballs*	
12. Respond to essential questions to reflect on their understanding of fantasy stories.	12. Jointly construct a shared writing that reflects the process of mural making and responds to essential questions. Provide sentence starters to support students in writing their own reflection.

Resources: Core Ready Lesson 10, SOS Appendix 10: Milestone Performance Formative Assessment - "Lesson Set Reflection"

Additional Resources for Teaching and Learning, Reading and Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework **Speaking and Listening Checklist**	**UDL Differentiation Strategies and Resources** **GATE Differentiation Strategies and Resources**

Unit 7: Narrative – Reading and Writing Fantasy Narratives	
Writing and Language RL.1, 3, 7, 10; W.3, 5, 7; SL.1, 2, 5, 6; L. 6; ELD.PI.1, 3, 5, 6, 9, 10; ELD.PII.1, 2	
Essential Questions	**Suggested Assessments**
• How do fantasy narrative writers structure and craft their pieces? Why? • How do fantasy narrative writers use language features? Why?	**Minute by Minute**: observation, questions - teachers and students, student discussions, written work/representations **Daily Lesson:** observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection **Weekly:** student discussions and work products (e.g. Writer's Notebooks), student self-reflection **End-of-Unit:** student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers
Sequence of Learning Outcomes Students will be able to…in order to… **(What…why…)**	**Strategies for Teaching and Learning** One way to do this work is to… **(How…)**
1. Generate fantasy story topics to plan and write a fantasy story.	1. Ask "What If?" questions (e.g., *What if mice could talk?*) to generate topics for a class fantasy story. Have students generate additional "What If?" questions independently in their writer's notebooks.
Resources: Core Ready Lesson 1, *Matthew's Dream*, "SOS Appendix 7: "Maple's Dream", SOS Appendix 10: Milestone Performance Formative Assessment - "Asking 'What If' Questions to Inspire Writing"	
2. Create imaginary characters to begin planning their fantasy story.	2. Use the class "What If?" questions to co-create a class character. Have students generate possible characters based on their "What If?" questions. Have students make a detailed drawing of the character they will use for their fantasy story.
Resources: Core Ready Lesson 2, Leo Lionni Video Clips , *Matthew's Dream*	
3. Craft settings to make the story feel real for the reader.	3. Analyze setting in a mentor text. Co-create a setting for the class story. Have students create a setting for the character they created in previous lesson.
Resources: Core Ready Lesson 3, *Matthew's Dream*	
4. Write orientations that introduce the main	4. Revisit the "Narrative Story Structure" chart

character and setting.	from integrated ELD lesson. Analyze the orientation of several mentor texts and chart ways to introduce the character and setting (e.g., <u>Atlas the mouse</u> *lived in* <u>a hole in the kitchen wall</u>., *Once there was a* _____ *who* _____., _____ *loved/knew/was afraid of* _____.) Jointly construct the class orientation. Provide time for students to draft their own orientations.

Resources: Core Ready Lesson 4, *Matthew's Dream*

5. Add important events to stories to clearly convey a complication.	5. Revisit the "Narrative Story Structure" chart. Analyze the complication of several mentor texts and chart the kinds of problems characters have (e.g., feeling lonely, getting lost, being afraid). Jointly construct the class complication. Provide time for students to draft their own complications.

Resources: ELD.PI.10, ELD.PII.1, Core Ready Lesson 5

6. Draft a resolution to their story to meet the expectations of the reader.	6. Revisit the "Narrative Story Structure" chart. Analyze the resolution of several mentor texts and the ways problems get solved (e.g., finding a friend, asking for help, character grows/changes). Jointly construct the class resolution. Provide time for students to draft their own resolutions.

Resources: ELD.PI.10, ELD.PII.1, Core Ready Lesson 5

7. Revise drafts for temporal words to signal event order. (Integrated ELD)	7. Co-create a list of temporal words found in mentor text (e.g., In the beginning, at first, before, during, after, in the end). Revise jointly constructed fantasy story. Have students work in partners to revise their drafts.

Resources: ELD.PI.10, ELD.PII.2, Core Ready Lesson 5

8. Include detailed illustrations to support the reader's understanding and make their stories engaging.	8. Through mentor text analysis, co-create a "Fantasy Illustrations" chart (e.g., what's real, what's imagined, connect to words, facial expressions, etc.). Have students use the chart as a guide to creating their own illustrations.

Resources: Core Ready Lesson 6, *Matthew's Dream*

9. Revise their stories for story elements (characters, setting, major events in order, including resolution) to meet the expectations of the genre.	9. Use revising portion of the "Imaginative Stories Checklist."

Resources: Core Ready Lesson 7, "Imaginative Stories Checklist"

10. Edit to make their story easier for the reader to	10. Use editing portion of the "Imaginative Stories Checklist."

read.	

Resources: Core Ready Lesson 7, "Imaginative Stories Checklist," [SOS Appendix 10: Milestone Performance Formative Assessment - "Revising Writing"](#)

11. Create book jackets to show what's most important in their story.	11. Notice the features of book jackets (e.g., how the front cover contains the title, etc. and back cover contains the blurb) in mentor texts. Jointly construct a book jacket for class fantasy story before students design one for their own story.

Resources: Core Ready Lesson 8, *Matthew's Dream*, sample book jackets

12. Read their own stories and provide positive, specific feedback to their partner to prepare to share work with an authentic audience.	12. Create a "Sharing Our Stories with Pride" chart outlining the expectations for reading stories aloud. Use sentence frames to support students in providing positive and specific feedback (e.g., _____ *was my favorite part because* _____.) Share writing with an authentic audience (e.g., an author's fair).

Resources: Core Ready Lesson 9, [SOS Appendix 10: Milestone Performance Formative Assessment - "Sharing Own Stories"](#)

13. Reflect on what they've learned so they can understand how much they've grown as a writer.	13. Co-create a list of things learned in unit and provide a model thank-you note for students to closely imitate.

Resources: Core Ready Lesson 10

Additional Resources for Teaching and Learning, Writing and Language	Differentiation (e.g. Special Education, EL, GATE)
[Speaking and Listening Checklist](#)	**[UDL Differentiation Strategies and Resources](#)** **[GATE Differentiation Strategies and Resources](#)**

Unit 7: Narrative – Reading and Writing Fantasy Narratives

Language	
Essential Questions	**Suggested Assessments**
tbd	**Minute by Minute**: observation, questions - teachers and students, student discussions, written work/representations **Daily Lesson:** observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection **Weekly:** student discussions and work products, student self-reflection **End-of-Unit:** student work artifacts (*e.g. portfolio, writing project, oral presentation*), use of rubrics, student self-reflection, other classroom summative assessments designed by teachers
Sequence of Learning Outcomes Students will be able to…in order to… **(What… why…)**	**Strategies for Teaching and Learning** One way to do this work is to… **(How…)**
Additional Resources for Teaching and Learning,, Language	**Differentiation (e.g. Special Education, EL, GATE)**
	UDL Differentiation Strategies and Resources **GATE Differentiation Strategies and Resources**

Unit 8
Reflecting on Growth and Setting Goals as Readers, Writers, and Collaborative Learners

(Approximately 2 weeks)

Overview:
In this unit, students will explore their growth as readers, writers, and collaborative learners. This unit provides students the opportunity to continue to strengthen a growth mindset including the habits of mind that foster continuous growth based on reflective practice, self-assessment, and goal-setting. Students are empowered to gather information and come to their own conclusions about their growth. By reflecting on their progress, students will develop goals that are specific to their identified next steps and celebrate the growth they have made.

Over-Arching Essential Question for Unit 7: What does it look like/feel like to reflect on a year of learning and set goals?

In this unit students will:
- Reflect on what they have learned this year and how they have grown as a reader, writer, and collaborative group member.
- Reflect on their identities as a reader, writer, and a collaborative group member.
- Reflect on skills and strategies used to internalize and strengthen good habits as a reader, writer, and collaborative group member.
- Reflect on the use of Social-Emotional Learning (SEL) competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Culminating Task: Students will present their journey of learning and share reading and writing goals.

Standards

Foundational Skills & Additional Language Standards: *This document does not address systematic instruction of foundational skills.*

Writing Standards:

Production and Distribution of Writing

> 1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

> 1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

> 1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

> 1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

Comprehension and Collaboration

1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

　　a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

　　b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

　　c. Ask questions to clear up any confusion about the topics and texts under discussion.

1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

1.6. Produce complete sentences when appropriate to task and situation

Language:

Conventions of Standard English

Vocabulary Acquisition and Use

1.6. 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*).

ELD Standards:
Part I: Interacting in Meaningful Ways
E. Collaborative
1. Exchanging information and ideas - Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
B. Interpretive
5. Listening actively - Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.
7. Evaluating language choices – Describe the language writers or speakers use to present or support and idea (e.g., the author's choice of vocabulary to portray characters, places, or real people) with prompting and light support.
C. Productive
9. Presenting – Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).
10. Writing – Write longer literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of insects) collaboratively with an adult (e.g., joint construction), with peers, and independently.
11. Supporting Opinions – Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).

College and Career Descriptors	Social-Emotional Learning
College and Career Descriptors • Demonstrate independence • Build strong content knowledge • Respond to the varying demands of audience, task, purpose, and discipline • Comprehend as well as critique • Value evidence • Use technology and digital media strategically and capably • Come to understand other perspectives and cultures	**Social-Emotional Learning** **SEL Competencies:** • Self-Management • Self-Awareness • Responsible Decision Making • Relationship Skills • Social Awareness

Unit 8: Reflecting on Growth and Setting Goals as Readers, Writers, and Collaborative Learners
Reading and Language SL.1a-c, 2, 3, 4, 5, 6; L.6; ELD.PI 1, 5, 7, 9, 10, 11

Essential Questions	Suggested Assessments
   • How have we grown as readers? • How have we developed and strengthened our skills in order to work independently and collaboratively? • How do we use reflective practices to set goals for future learning?	**Minute by Minute**: observation, questions - teachers and students, student discussions, written work/representations **Daily Lesson:** observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection **Weekly:** student discussions and work products (*e.g. Reading Response Journals*), student self-reflection **End-of-Unit:** student work artifacts (*e.g. portfolio, writing project, oral presentation*), use of rubrics student self-reflection (*e.g. short survey*), other classroom summative assessments designed by teachers
Sequence of Learning Outcomes Students will be able to…in order to… **(What… why…)**	**Strategies for Teaching and Learning** One way to do this work is to… **(How…)**
Start the work with pre-unit immersion for enjoyment, to build content knowledge, and exposure to the genre's language features.	Teacher read aloud, and student independent reading of multiple examples of the genre.
On-going use of Six Basic Reading Comprehension Strategies: Use these strategies for reading comprehension to gain meaning: • Activating prior knowledge or predicting • Questioning • Visualizing • Monitoring, clarifying, or fix-up strategies • Drawing inferences • Retelling	**On-going use of Six Basic Reading Comprehension Strategies:** Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use.
On-going vocabulary instruction: Use a growing number of words and phrases and identify new meanings for familiar words and use the most frequently occurring inflections and affixes for clues in order to grow vocabulary knowledge and use.	Readers collect favorite new words and definitions on a co-created word bank chart to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.

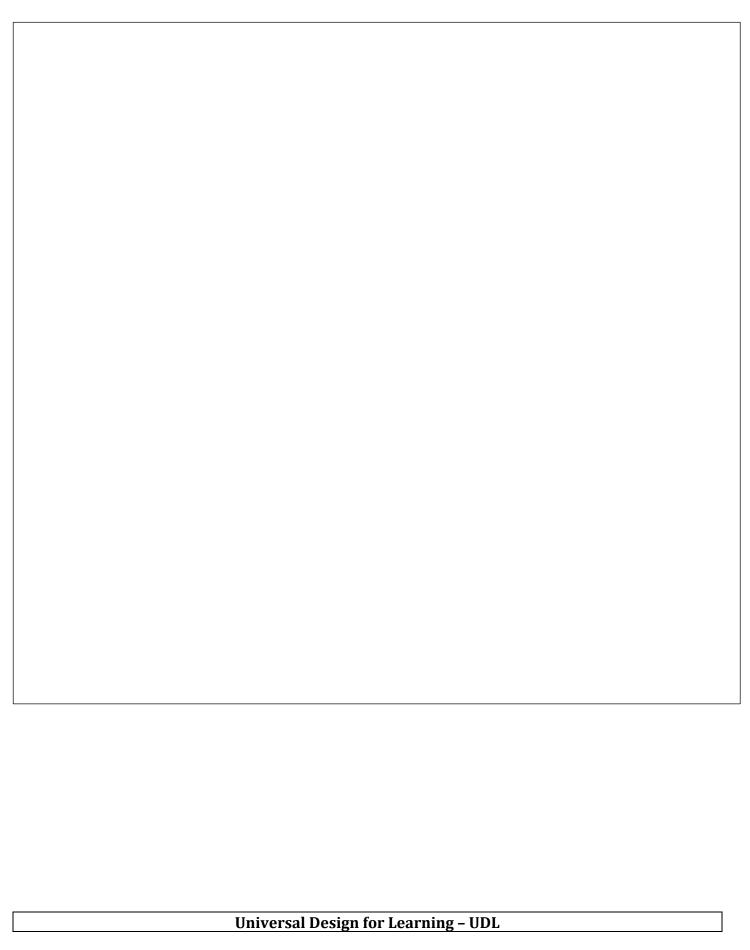|	
1. Collaboratively reflect on class reading activities and genres studied to remember their reading journey to begin to understand how they have grown and changed as a reader.	1. Share evidence of growth and change by: • Referring back to Noticing Charts and Dear Reader Letters from each genre study. • Referring back to Essential Questions responses in their reflection pieces from the end of each prior unit. • Reviewing Reading Response Journal entries with a focus on skills used to understand a text and make meaning.
Resources: Previous units' Essential Questions for reading, Noticing Charts for all genres studied, Dear Reader Letters for all genres studied, and student Reading Response Journals.	
2. Reflect on personal successes and struggles to begin to prepare to establish personal reading goals.	2. Share evidence of growth and change by: • Identifying a time during the year when they felt strong as a readers and when they struggled as a reader. • Reviewing teacher-student conferring notes that outline skills and strategies practiced and skills and strategies mastered. • Co-creating a class list of skills and strategies used through the year and discuss which were the most effective and why. • Identifying successes and struggles while working collaboratively with a partner or partners.
Resources:	
3. Understand that readers think about their reading identity in order to make reading plans for the future (e.g., summer, into next year).	3. Share evidence of growth and change by: • Retaking the reading interest survey from the launch and comparing to the responses to the beginning of the year. • Asking and answering reflective questions with a partner recording answers for use as evidence for written reflection. • Identifying favorite reading experiences with specific details to support their thinking. • Looking over reading logs to identify the types of books they chose to read with details to support their thinking.
Resources: http://www.scholastic.com/teachers/top-teaching/2012/09/three-easy-ways-help-students-build-reading-identity; Reading Interest Survey	
4. Identify skills they now have for independent and collaborative learning as readers compared to the start of the school year in order to reflect on growth.	4. Co-create a "We used to, now we…" chart referring back to the bar graph for independent reading time and reflect on the growth over time that happened in collaborative book discussions, whole class and small group.
Resources: Reading stamina bar graphs/charts from earlier in the year.	

5. Understand that readers commit to realistic reading goals to continue their reading life.	5. Discuss with a partner what they feel the most proud of in reading this year and what they will continue to work on. Create a goal that includes a timeframe of completion and steps to meet goal.

Resources:

6. Understand that readers use information gathered about their reading identity to create a presentation to celebrate their learning.	6. Create a visual representation (video, collage, etc.) of what they have learned and how they have grown as a reader.

Resources:

Additional Resources for Teaching and Learning, Reading and Language	**Differentiation (e.g. Special Education, EL, GATE)**
CA ELA/ELD Framework	**UDL Differentiation Strategies and Resources** **GATE Differentiation Strategies and Resources**

Unit 8: Reflecting on Growth and Setting Goals as Readers, Writers, and Collaborative Learners
Writing and Language W. 5, 6, 7, 8; SL.1a-c, 2, 3, 4, 5, 6; L.6; ELD.PI 1, 5, 7, 9, 10, 11

Essential Questions	**Suggested Assessments**
   • How have we grown as writers? • How have we developed and strengthened our skills in order to work independently and collaboratively? • How do we use reflective practices to set goals for future learning?	**Minute by Minute**: observation, questions – teachers and students, student discussions, written work/representations **Daily Lesson:** observation, questions – teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection **Weekly:** student discussions and work products (*e.g. Writer's Notebooks*), student self-reflection **End-of-Unit:** student work artifacts (*e.g. portfolio, writing project, oral presentation*), use of rubrics student self-reflection (*e.g. short survey*), other classroom summative assessments designed by teachers

Sequence of Learning Outcomes Students will be able to…in order to… **(What… why…)**	**Strategies for Teaching and Learning** One way to do this work is to… **(How…)**
1. Collaboratively reflect on class writing activities and genres studied to remember their writing journey to begin to understand how they have grown and changed as a writer.	1. Share evidence of growth and change by: • Referring back to Noticing Charts and Dear Reader Letters from each genre studied. • Rereading old pieces and focusing on what they can do now do as writers compared to the beginning of the year. • Reviewing teacher-conferring notes and examining how language choices and organization impact meaning for the reader.
Resources:	
2. Reflect on personal successes and struggles to begin to prepare to establish personal writing goals.	2. Share evidence of growth and change by: • Identifying a time during the year when they felt strong as a writer and when they struggled as a writer. • Reviewing teacher-conferring notes that outline skills and strategies practiced and skills and strategies mastered. • Co-creating a class list of skills and strategies learned through the writing process and discuss which were the most effective and why. • Identifying successes and struggles while

	working collaboratively with a partner or partners.
Resources:	
3. Understand that writers think about their writing in order to make writing plans for the future (e.g., summer, into next year).	3. Share evidence of growth and change by: • Retaking the writing interest survey from the launch and comparing the responses to the beginning of the year. • Asking and answering reflective questions with a partner recording answers for use as evidence for written reflection. • Identifying favorite reading experience with specific details to support their thinking. • Looking over Writing Portfolios and/or Writer's Notebooks to identify the types of writing written well with details to support their thinking. • Discussing their favorite published piece with details to support their thinking.
Resources: Writing Interest Survey	
4. Identify skills they now have for independent and collaborative learning as writers compared to the start of the school year in order to reflect on growth.	4. Co-create a "We used to, now we…" chart reflecting on growth during independent writing time and during collaborative writing time.
Resources: Classroom charts and students' writing from the course of the year showing expectations/goals for independent and collaborative learning.	
5. Understand that writers commit to realistic writing goals to continue their writing lives.	5. Discuss with a partner what they feel the most proud of in writing this year and what they will continue to work on. Create a goal that includes a timeframe for completion and steps to meet goal.
Resources:	
6. Understand that writers use information gathered about their writing identity to create a reflective piece to celebrate their learning.	6. Create a reflective piece that incorporates what they have learned and how they have grown as a writer. Share the reflective piece with an audience.
Resources:	
Additional Resources for Teaching and Learning, Writing and Language	**Differentiation (e.g. Special Education, EL, GATE)**
CA ELA/ELD Framework	**UDL Differentiation Strategies and Resources** **GATE Differentiation Strategies and Resources**
Unit 8: Reflecting on Growth and Setting Goals as Readers, Writers, and Collaborative Learners	

Language	
Essential Questions	**Suggested Assessments**
tbd	**Minute by Minute**: observation, questions - teachers and students, student discussions, written work/representations **Daily Lesson:** observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection **Weekly:** student discussions and work products (*e.g. Reading Response Journals*), student self-reflection **End-of-Unit:** student work artifacts (*e.g. portfolio, writing project, oral presentation*), use of rubrics, student self-reflection (*e.g. short survey*), other classroom summative assessments designed by teachers
Sequence of Learning Outcomes Students will be able to…in order to…	**Strategies for Teaching and Learning** One way to do this work is to…
tbd	
Additional Resources for Teaching and Learning, Language	**Differentiation (e.g. Special Education, EL, GATE)**
CA ELA/ELD Framework	**UDL Differentiation Strategies and Resources** **GATE Differentiation Strategies and Resources**

Universal Design for Learning – UDL

Resources:
- *The Differentiated Classroom: Responding to the Needs of All Learners* by Tomlinson, Carol Ann
- *Teaching Kids with Learning Difficulties in Today's Classroom* by Winebrenner, Susan

- www.cast.org (Universal Design for Learning, video links and articles)
- www.udlcenter.org (Universal Design for Learning, video links and articles)
- http://erniemendes.com/ (Dr. Ernie Mendes author of Engage 4 Learning and Empty the Cup -Engagement enhancements for the classroom)
- www.pbisworld.com (Tier 1-3 behavior interventions, with links to more behavior resources)
- www.ADDitudemag.com (tips and strategies for educators and parents of children with ADD/ADHD)

- http://www.davidsongifted.org/db/Articles_id_10782.aspx (article about **processing speed of learners)**

- http://www.ricklavoie.com/gateindex.html (Information and inspiration for parents and teachers of children with learning disabilities. See F.A.T. City video for eye opening perspective on learning disabilities.)

- http://www.autism-society.org/ (Information and resources regarding autism)

- http://ldaamerica.org/types-of-learning-disabilities/ (information and resources regarding learning disabilities)

Differentiation Strategies:
- Know and understand content of IEP or 504
- Pair verbal with visual with academic instruction and directions/expectations
- Provide independent reading material at their independent reading level
- Strategic heterogeneous and homogeneous groupings, flexible grouping by ability and/or interest
- Near point or individual copies of anchor charts and whole class visuals
- Visuals to support vocab comprehension
- Graphic organizers and story maps
- Sentence frames and templates for academic conversations/discourse
- Scaffold writing per student ability (eg: sentence frames, sentence starters, dictation)
- Examples of completed work
- Model and demonstrate expected skills
- Alternate output and input options (eg: audio or video of text, technology)
- Use "Grey Matter" (unit pages preceding the lessons) material suggestions in Pam Allyn
- Strategically introduce core words and phrases as they occur in the Pam Allyn materials, not all at once