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| Unit 1: Everyone Can Be A Good Neighbor | | Time: <i>August-September</i> |
| Standards Taught | | |
| <ul style="list-style-type: none"> • 1.RL.1 Ask and answer questions about key details in a text. • 1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. • 1.RL.3 Describe characters, settings, and major events in a story, using key details. • 1.RL.4 Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses. • 1.RL.5 Explain major differences between common types of texts. • 1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events. • 1.RL.10 By the end of the year, read and comprehend a variety of literary text. • 1.RI.1 Ask and answer questions about key details in a text. • 1.RI.2 Identify the main topic and retell key details of a text. • 1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • 1.RI.5 Know and use various text features to locate key facts or information in a text. • 1.RI.6 Identify the difference between information provided by pictures or other illustrations and information provided by the words in a text. • 1.RI.7 Use the illustrations and details in a text to describe its key ideas • 1.RI.9 Compare and contrast two texts on the same topic • 1.RF.1 Demonstrate understanding of the organization and basic features of print. • 1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • 1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. • 1.RF.4 Read with sufficient accuracy and fluency to support comprehension. • 1.W.3 Write narratives • 1.W.5 With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • 1.W.7 Participate in shared research and writing projects. • 1.W.8 With guidance and support, use background knowledge and/or information gathered from sources to respond in writing to a question. • 1.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups. • 1.SL.2 Ask and answer questions about key details in a text read aloud, information presented orally, or through other media. • 1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. • 1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly • 1.SL.5 Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings. • 1.SL.6 Produce complete sentences when appropriate to task and situation. • 1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • 1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • 1.L.4 Choose a strategy to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content. • 1.L.5 With guidance and support, demonstrate understanding of word relationships and subtle differences in word meanings. • 1.L.6 Use words and phrases, including frequently occurring conjunctions to convey ideas precisely. | | |
| Differentiation/Assessment: | Classroom Management and Environment: | What will the students be doing? |

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| <p><i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i></p> | <p><i>Our classroom is set up with each student having their own desk with whole group discussion. There is collaboration in groups during Daily 5 centers.</i></p> | <p><i>To practice the various reading skills students completed:</i></p> <ul style="list-style-type: none"> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i> • <i>Decodable Readers</i> • <i>Writing Practices</i> • <i>Daily 5 Centers</i> |
| <p>Relevance</p> | <p>Vocabulary</p> | <p>Assessments</p> |
| <p><i>Students need these skills to comprehend text. They also need to be able to speak & listen in a group setting. Students will need to be able to respond to questions and add details in writing.</i></p> | <ul style="list-style-type: none"> - <i>Poetry</i> - <i>Nouns</i> - <i>Summarize</i> - <i>Synonyms</i> - <i>Adjectives</i> - <i>Fantasy</i> - <i>Analyze</i> - <i>Evaluate</i> - <i>Infer/Predict</i> - <i>Possessive</i> | <p><i>Daily Workbook Sheets, Class Discussion, Teacher Observation, DIBELS, Writing Journals, Weekly Tests, Spelling Tests, high frequency word checklists</i></p> |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>How do you summarize the text?</i> • <i>What is informational text?</i> • <i>How do you Classify or Categorize Words?</i> • <i>What are possessive words?</i> • <i>How do you use context clues to answer questions for the story?</i> • <i>How do you infer/predict while reading a text??</i> • <i>What is the genre of the story?</i> • <i>What does the author/illustrator do in a story?</i> • <i>What is the main problem of the story?</i> • <i>What are Multiple-Meaning Words?</i> • <i>How do you use word choice when writing?</i> • <i>How do you write a narrative?</i> • <i>Why did the author write the selection?</i> • <i>How do you read with intonation?</i> • <i>How do you sort words by alphabetical order?</i> | | |

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| Unit 2: We all have something to share | Time: <i>October-November 2019</i> | |
| Standards Taught | | |
| <ul style="list-style-type: none"> • 1.RL.1 Ask and answer questions about key details in a text. • 1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. • 1.RL.5 Explain major differences between common types of texts. • 1.RI.1 Ask and answer questions about key details in a text. • 1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. • 1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • 1.RI.5 Know and use various text features to locate key facts or information in a text. • 1.RI.7 Use the illustrations and details in a text to describe its key ideas • 1.RI.9 Compare and contrast two texts on the same topic • 1.RI.10 By the end of the year, read and comprehend a variety of informational text. • 1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • 1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. • 1.RF.4 Read with sufficient accuracy and fluency to support comprehension. • 1.W.1 Write opinion pieces • 1.W.2 Write informative/explanatory texts • 1.W.5 With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • 1.W.6 With guidance and support use a variety of digital tools to produce and publish writing, both individually and collaboratively • 1.W.7 Participate in shared research and writing projects. • 1.W.8 With guidance and support, use background knowledge and/or information gathered from sources to respond in writing to a question. • 1.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups. • 1.SL.2 Ask and answer questions about key details in a text read aloud, information presented orally, or through other media. • 1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. • 1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly • 1.SL.5 Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings. • 1.SL.6 Produce complete sentences when appropriate to task and situation. • 1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • 1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • 1.L.4 Choose a strategy to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content. • 1.L.5 With guidance and support, demonstrate understanding of word relationships and subtle differences in word meanings. • 1.L.6 Use words and phrases, including frequently occurring conjunctions to convey ideas precisely. | | |
| Differentiation: | Classroom Management and Environment: | What will the students be doing? |

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| <p><i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i></p> | <p><i>Our classroom is set up with each student having their own desk with whole group discussion. There is collaboration in groups during Daily 5 centers.</i></p> | <p><i>To practice the various reading skills students completed:</i></p> <ul style="list-style-type: none"> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i> • <i>Decodable Readers</i> • <i>Writing Practices</i> • <i>Daily 5 Centers</i> |
| Relevance | Vocabulary | Assessments |
| <p><i>Students need these skills to comprehend text. They also need to be able to speak & listen in a group setting. Students will need to be able to respond to questions and add details in writing.</i></p> | <ul style="list-style-type: none"> - <i>Fable</i> - <i>Infer/Predict</i> - <i>Poetry</i> - <i>Realistic Fiction</i> - <i>Statements</i> - <i>Questions</i> - <i>Biography</i> - <i>Singular/Plural Nouns</i> - <i>Antonyms</i> - <i>Synonyms</i> | <p><i>Daily Workbook Sheets, Class Discussion, Teacher Observation, DIBELS, Writing Journals, Weekly Tests, Spelling Tests, high frequency word checklists</i></p> |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>What is the genre of the story?</i> • <i>What does the author/illustrator do in a story?</i> • <i>What are the important components of a sentence?</i> • <i>How can we use subject complements to create clarity in our writing?</i> • <i>Why is it important to compare and contrast?</i> • <i>How do we effectively highlight and annotate our sources?</i> • <i>How do we create an organizational chart for compare and contrast texts?</i> • <i>How do we use transitions to create strong and fluent papers?</i> | | |

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| Unit: <i>3 It's a Big Wonderful World</i> | Time: <i>December-January</i> |
| Standards Taught | |
| <ul style="list-style-type: none"> • 1.RL.1 Ask and answer questions about key details in a text. • 1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. • 1.RL.3 Describe characters, settings, and major events in a story, using key details. • 1.RL.4 Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses. • 1.RL.5 Explain major differences between common types of texts. • 1.RL.6 Use illustrations and details to identify who is telling the story at various points in a text. • 1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events. • 1.RL.10 By the end of the year, read and comprehend a variety of literary text. • 1.RI.1 Ask and answer questions about key details in a text. • 1.RI.2 Identify the main topic and retell key details of a text. • 1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. • 1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • 1.RI.5 Know and use various text features to locate key facts or information in a text. • 1.RI.6 Identify the difference between information provided by pictures or other illustrations and information provided by the words in a text. • 1.RI.7 Use the illustrations and details in a text to describe its key ideas • 1.RI.9 Compare and contrast two texts on the same topic • 1.RF.1 Demonstrate understanding of the organization and basic features of print. • 1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • 1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. • 1.RF.4 Read with sufficient accuracy and fluency to support comprehension. • 1.W.1 Write opinion pieces • 1.W.2 Write informative/explanatory texts • 1.W.3 Write narratives • 1.W.7 Participate in shared research and writing projects. • 1.W.8 With guidance and support, use background knowledge and/or information gathered from sources to respond in writing to a question. • 1.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups. • 1.SL.2 Ask and answer questions about key details in a text read aloud, information presented orally, or through other media. • 1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. • 1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly • 1.SL.6 Produce complete sentences when appropriate to task and situation. • 1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • 1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • 1.L.4 Choose a strategy to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content. | |

| Differentiation/Assessment: | Classroom Management and Environment: | What will the students be doing? |
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| <i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i> | <i>Our classroom is set up with each student having their own desk with whole group discussion. There is collaboration in groups during Daily 5 centers.</i> | <i>To practice the various reading skills students completed:</i> <ul style="list-style-type: none"> • <i>Assignments which corresponded with the lesson.</i> • <i>Decodable Readers</i> • <i>Assessments</i> • <i>Writing Practices</i> • <i>Daily 5 Centers</i> |
| Relevance | Vocabulary | Assessments |
| <i>Students need these skills to comprehend text. They also need to be able to speak & listen in a group setting. Students will need to be able to respond to questions and add details in writing.</i> | <ul style="list-style-type: none"> - <i>Proper Nouns</i> - <i>Commands</i> - <i>Homophones</i> - <i>Folktale</i> - <i>Subjects</i> - <i>Verbs</i> - <i>Infer/Predict</i> - <i>Suffix</i> | <i>Daily Workbook Sheets, Class Discussion, Teacher Observation, DIBELS, Writing Journals, Weekly Tests, Spelling Tests, high frequency word checklists</i> |
| Essential Questions: <ul style="list-style-type: none"> • <i>What is the genre of the story?</i> • <i>What does the author/illustrator do in a story?</i> • <i>What is the author’s purpose for writing the story?</i> • <i>How do you retell the story using sequence of events?</i> • <i>How to do you apply cause and effect while reading a text?</i> • <i>How do you infer/predict while reading a text?</i> • <i>How can you use the text and graphic features to comprehend the story?</i> • <i>How can you use suffixes (-er and –est) to compare?</i> | | |

| Unit: <i>4 We Discover New Things Everyday</i> | Time: <i>February- March</i> |
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| Standards Taught | |
| <ul style="list-style-type: none"> • 1.RL.1 Ask and answer questions about key details in a text. • 1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. • 1.RL.4 Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses. • 1.RL.6 Use illustrations and details to identify who is telling the story at various points in a text. • 1.RL.9 Compare and contrast the adventures and experiences of characters in stories. • 1.RL.10 By the end of the year, read and comprehend a variety of literary text. • 1.RI.1 Ask and answer questions about key details in a text. • 1.RI.2 Identify the main topic and retell key details of a text. • 1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. • 1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • 1.RI.5 Know and use various text features to locate key facts or information in a text. • 1.RI.7 Use the illustrations and details in a text to describe its key ideas • 1.RI.8 Identify the details/evidence an author gives to support points in a text. • 1.RI.9 Compare and contrast two texts on the same topic • 1.RI.10 By the end of the year, read and comprehend a variety of informational text. • 1.RF.1 Demonstrate understanding of the organization and basic features of print. • 1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • 1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. • 1.RF.4 Read with sufficient accuracy and fluency to support comprehension. • 1.W.1 Write opinion pieces • 1.W.3 Write narratives • 1.W.5 With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • 1.W.6 With guidance and support use a variety of digital tools to produce and publish writing, both individually and collaboratively. • 1.W.7 Participate in shared research and writing projects. • 1.W.8 With guidance and support, use background knowledge and/or information gathered from sources to respond in writing to a question. • 1.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups. • 1.SL.2 Ask and answer questions about key details in a text read aloud, information presented orally, or through other media. • 1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. • 1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly • 1.SL.5 Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings. • 1.SL.6 Produce complete sentences when appropriate to task and situation. • 1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • 1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • 1.L.4 Choose a strategy to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content. | |

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| <ul style="list-style-type: none"> 1.L.5 With guidance and support, demonstrate understanding of word relationships and subtle differences in word meanings. 1.L.6 Use words and phrases, including frequently occurring conjunctions to convey ideas precisely. | | |
| Differentiation/Assessment: | Classroom Management and Environment: | What will the students be doing? |
| <i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i> | <i>Our classroom is set up with each student having their own desk with whole group discussion. There is collaboration in groups during Daily 5 centers.</i> | <i>To practice the various reading skills students completed:</i> <ul style="list-style-type: none"> Assignments which corresponded with the lesson. Assessments Decodable Readers Writing Practices Daily 5 Centers |
| Relevance | Vocabulary | Assessments |
| <i>Students need these skills to comprehend text. They also need to be able to speak & listen in a group setting. Students will need to be able to respond to questions and add details in writing.</i> | <ul style="list-style-type: none"> Suffixes (-y, -ful) Biography Compound Sentences Dialogue Fairy Tale Synonyms Poetry Prepositional Phrases | <i>Daily Workbook Sheets, Class Discussion, Teacher Observation, DIBELS, Writing Journals, Weekly Tests, Spelling Tests, high frequency word checklists</i> |
| Essential Questions: | | |
| <ul style="list-style-type: none"> <i>What is the author's purpose for writing the story?</i> <i>How do you visualize a story while reading?</i> <i>Why do we capitalize the names of months, days and holidays?</i> <i>How to do you summarize a story?</i> <i>What are the components to a friendly letter?</i> <i>What was the author's purpose for writing this story?</i> <i>How can you retell the story using sequence of events?</i> <i>How to do you apply cause and effect while reading a text?</i> | | |

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| Unit: 5 | Time: <i>March</i> | |
| Standards Taught | | |
| <ul style="list-style-type: none"> • 1.RL.1 Ask and answer questions about key details in a text. • 1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. • 1.RL.3 Describe characters, settings, and major events in a story, using key details. • 1.RL.4 Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses. • 1.RL.5 Explain major differences between common types of texts. • 1.RL.6 Use illustrations and details to identify who is telling the story at various points in a text. • 1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events. • 1.RL.10 By the end of the year, read and comprehend a variety of literary text. • 1.RI.1 Ask and answer questions about key details in a text. • 1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. • 1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • 1.RI.5 Know and use various text features to locate key facts or information in a text. • 1.RI.7 Use the illustrations and details in a text to describe its key ideas • 1.RI.9 Compare and contrast two texts on the same topic • 1.RI.10 By the end of the year, read and comprehend a variety of informational text. • 1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • 1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. • 1.RF.4 Read with sufficient accuracy and fluency to support comprehension. • 1.W.1 Write opinion pieces • 1.W.3 Write narratives • 1.W.5 With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • 1.W.6 With guidance and support use a variety of digital tools to produce and publish writing, both individually and collaboratively. • 1.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups. • 1.SL.2 Ask and answer questions about key details in a text read aloud, information presented orally, or through other media. • 1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. • 1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly • 1.SL.6 Produce complete sentences when appropriate to task and situation. • 1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • 1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • 1.L.4 Choose a strategy to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content. • 1.L.5 With guidance and support, demonstrate understanding of word relationships and subtle differences in word meanings. • 1.L.6 Use words and phrases, including frequently occurring conjunctions to convey ideas precisely. | | |
| Differentiation/Assessment: | Classroom Management and Environment: | What will the students be doing? |

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| <p><i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i></p> | <p><i>Our classroom is set up with each student having their own desk with whole group discussion. There is collaboration in groups during Daily 5 centers.</i></p> | <p><i>To practice the various reading skills students completed:</i></p> <ul style="list-style-type: none"> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i> • <i>Decodable Readers</i> • <i>Writing Practices</i> • <i>Daily 5 Centers</i> |
| <p>Relevance</p> | <p>Vocabulary</p> | <p>Assessments</p> |
| <p><i>Students need these skills to comprehend text. They also need to be able to speak & listen in a group setting. Students will need to be able to respond to questions and add details in writing.</i></p> | <ul style="list-style-type: none"> - <i>Pronouns</i> - <i>Folktale</i> - <i>Monitor/Clarify</i> - <i>Indefinite Pronouns</i> - <i>Contractions</i> - <i>Thesaurus</i> - <i>Prefix</i> | <p><i>Daily Workbook Sheets, Class Discussion, Teacher Observation, DIBELS, Writing Journals, Weekly Tests, Spelling Tests, high frequency word checklists</i></p> |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>What does the author and illustrator do for the story?</i> • <i>What is the author’s purpose for writing the story?</i> • <i>How do you visualize a story while reading?</i> • <i>Who is the narrator of the story?</i> • <i>How can you use a Thesaurus to find synonyms for a word?</i> • <i>How can you summarize the story using sequence of events?</i> • <i>What was the author’s purpose for writing this story?</i> • <i>How can you retell the story using sequence of events?</i> • <i>How to do you apply cause and effect while reading a text?</i> | | |

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| Unit: 6 | Time: April-May |
| Standards Taught | |
| <ul style="list-style-type: none"> • 1.RL.1 Ask and answer questions about key details in a text. • 1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. • 1.RL.3 Describe characters, settings, and major events in a story, using key details. • 1.RL.4 Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses. • 1.RL.5 Explain major differences between common types of texts. • 1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events. • 1.RL.9 Compare and contrast the adventures and experiences of characters in stories. • 1.RL.10 By the end of the year, read and comprehend a variety of literary text. • 1.RI.2 Identify the main topic and retell key details of a text. • 1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. • 1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • 1.RI.5 Know and use various text features to locate key facts or information in a text. • 1.RI.9 Compare and contrast two texts on the same topic • 1.RF.1 Demonstrate understanding of the organization and basic features of print. • 1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • 1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. • 1.RF.4 Read with sufficient accuracy and fluency to support comprehension. • 1.W.1 Write opinion pieces • 1.W.7 Participate in shared research and writing projects. • 1.W.8 With guidance and support, use background knowledge and/or information gathered from sources to respond in writing to a question. • 1.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups. • 1.SL.2 Ask and answer questions about key details in a text read aloud, information presented orally, or through other media. • 1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. • 1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly • 1.SL.5 Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings. • 1.SL.6 Produce complete sentences when appropriate to task and situation. • 1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • 1.L.4 Choose a strategy to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content. • 1.L.5 With guidance and support, demonstrate understanding of word relationships and subtle differences in word meanings. • 1.L.6 Use words and phrases, including frequently occurring conjunctions to convey ideas precisely. | |

| Differentiation/Assessment: | Classroom Management and Environment: | What will the students be doing? |
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| Relevance | Vocabulary | Assessments |
| <i>Students need these skills to comprehend text. They also need to be able to speak & listen in a group setting. Students will need to be able to respond to questions and add details in writing.</i> | <ul style="list-style-type: none"> - <i>Biography</i> - <i>Exclamations</i> - <i>Idioms</i> - <i>Homographs</i> - <i>Adjectives</i> - <i>Adverbs</i> | <i>Daily Workbook Sheets, Class Discussion, Teacher Observation, DIBELS, Writing Journals, Weekly Tests, Spelling Tests, high frequency word checklists</i> |
| Essential Questions: <ul style="list-style-type: none"> • <i>What does the author and illustrator do for the story?</i> • <i>What is the author's purpose for writing the story?</i> • <i>What is the genre of the story?</i> • <i>How can you write using your opinion?</i> • <i>How can you compare and contrast two different stories?</i> • <i>How can you identify the different kinds of sentences?</i> • <i>How do you classify and categorize a selection of words?</i> • <i>How can you use adjectives to add details to sentences?</i> • <i>What words does the author use to describe the characters of the story?</i> • <i>How do you summarize the story by explaining the main idea and details?</i> | | |