**Grade 1 Unit 1**

**Building a Community of Readers and Writers**

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| For additional information regarding the Virginia English Standards of Learning 2010 Curriculum Framework for Kindergarten-Grade 5, please follow this link:  <http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml>. |

**Quarter 1 ELA Objectives Document**

**[Quarter 1 ELA Objectives](#TOC)**

**[Grade 1](#TOC)**

**ORAL LANGUAGE**

**ELA.1.1 The student will demonstrate growth in oral communication across a variety of situations. (SOL 1.1; SOL 1.2; SOL 1.3)**

ELA.1.1.1 Tell and retell stories and events in logical order.

ELA.1.1.2 Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.

ELA.1.1.2a Participate in creative dramatics.

ELA.1.1.2b Express ideas orally in complete sentences.

ELA.1.1.2c Listen and respond to a variety of electronic media and other age-appropriate materials.

ELA.1.1.3 Expand understanding and use of word meanings.

ELA.1.1.3a Increase listening and speaking vocabularies.

ELA.1.1.3b Ask for clarification and explanation of words and ideas.

ELA.1.1.3c Use common singular and plural nouns.

ELA.1.1.3d Use vocabulary from other content areas.

ELA.1.1.4 Adapt or change oral language to fit the situation.

ELA.1.1.4a Initiate conversation with peers and adults.

ELA.1.1.4b Follow rules for conversation using appropriate voice level in small group settings.

ELA.1.1.4c Ask and respond to questions.

**READING AND RESPONDING TO LITERATURE**

**ELA.1.5 The student will expand vocabulary through reading experiences. (SOL 1.7; SOL 1.8)**

ELA.1.5.5 Use vocabulary from other content areas.

ELA.1.5.6 Use text clues such as words or pictures to discern meanings of unknown words.

**ELA.1.6 The student will read and demonstrate comprehension of a variety of fictional texts. (SOL 1.9; SOL 1.11; SOL 1.14)**

ELA.1.6.1 Preview the selection and set a purpose for reading.

ELA.1.6.2 Make and confirm predictions.

* Predict the ending of a story based on reading and forming summaries of the beginning, middle, and end.

ELA.1.6.3 Make connections before, during, and after reading text.

* Make connections between personal experience (self) and story elements, such as character actions, character attributes and events.

ELA.1.6.5 Describe characters, setting, and important events.

* Identify important events in a story including the problem and solution.
* Use illustrations and details from the story to describe characters, setting, and important events in a story.

ELA.1.6.6 Retell stories and events, using beginning, middle, and end, and including key details.

* Orally and/or in writing retell stories to include key details and events in logical order.
* Identify important events in a story including the problem and solution.
* Follow and reflect upon multiple events in the story when discussing stories.

\*ELA.1.6.8 Visualize information in fictional text using sensory images.

* Begin to identify words and phrases that appeal to the senses used to describe setting, characters, and thoughts about reading.

ELA.1.6.9 Organize and record information by using graphic organizers, such as charts and maps.

\*ELA.1.6.10 Use available technology for reading.

**ELA.1.7 The student will read and demonstrate comprehension of a variety of nonfiction texts. (SOL 1.10; SOL 1.11; SOL 1.14)**

ELA.1.7.1 Preview the selection and set a purpose for reading.

* Use prior and background knowledge as context for new learning.

ELA.1.7.2 Identify and use text features such as pictures, headings, charts, and captions.

* Use titles and headings to generate ideas about the text (previewing and predicting).

ELA.1.7.6 Organize and record information by using graphic organizers.

* Use text features to locate facts and information in a nonfiction text.
* Begin to identify important information in text or pictures and use the information to support synthesizing.

ELA.1.7.7 Use simple reference materials to gain information.

\*ELA.1.7.8 Use available technology for reading.

**WRITTEN COMMUNICATION**

**Composing Features**

**ELA.1.8 The student will write to effectively communicate ideas for a variety of purposes. (SOL 1.13)**

ELA.1.8.2 Write in a variety of forms, including writing to inform/explain, to offer an opinion, and to narrate an experience (personal narrative).

ELA.1.8.3 Generate ideas.

ELA.1.8.4 Focus on one topic.

* Use previous experiences to generate ideas.
* Participate in teacher-directed brainstorming activities to generate ideas.
* Participate in teacher-directed prewriting strategies (i.e., web, cluster, semantic maps) to organize ideas and information.
* Select a topic for writing.
* Write more than one sentence focused on a specific topic.

**Written Expression Features**

**ELA.1.8 The student will write to effectively communicate ideas for a variety of purposes.**

ELA.1.8.6 Embed vocabulary from other content areas in writing tasks.

**Usage, Mechanics, and Spelling**

**ELA.1.9 The student will edit final copies for correct capitalization, ending punctuation, and spelling. (SOL 1.13; SOL 1.14)**

ELA.1.9.3 Begin each sentence with a capital letter and use ending punctuation in final copies.

* In final copies, capitalize the first letter of the first word in a sentence and the personal pronoun *I*.
* In final copies, use correct ending punctuation.

ELA.1.9.4 Apply the alphabetic code to write unknown words phonetically.

ELA.1.9.5 Use correct spelling for commonly used sight words and phonetically regular words in final copies.

* Use print resources (e.g., word wall) to spell words.

ELA.1.9.6 Print legibly by forming letters accurately and spacing words within sentences.

**Unit 1 Overview**

[**Unit 1 Overview**](#TOC)

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| **Reading:**  **Building a Community of Readers and Writers** | **Writing:**  **Building a Community of Readers and Writers** |
| **Big Ideas: Making Connections and Describing Characters, Setting, and Important Events** | **Big Ideas: Gathering and Generating Ideas** |
| (adapted from *Mosaic of Thought, Second Edition,* Keene & Zimmermann, 2007)  Enduring Understandings:   * Readers activate relevant, prior knowledge before, during, and after reading to make connections. * Readers understand the elements of a story and analyze these elements for meaning. * Writers hear and discuss examples of good writing to support them in writing and illustrating their own stories. * Readers tell their stories aloud to build the foundation of oral language needed for writing.   Essential Questions:   * What connections can I make to stories? How are these connections helpful to my understanding of the story? * How does knowing about characters, setting, and events help me understand the story? * How does collaborating with my peers help me with my own reading and writing? | |

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| **Unit 1 Overview** | |
| **Priority Reading Objectives** | **Priority Writing Objectives** |
| ELA.1.6.3 Make connections before, during, and after reading text.  ELA.1.6.5 Describe characters, setting, and important events. | ELA.1.8.2 Write in a variety of forms, including writing to inform/explain, to offer an opinion, and to narrate an experience (personal narrative).  ELA.1.8.3 Generate ideas. |
| The objectives listed below are listed because they may *support* the objective that is aligned to the learning target of a lesson. Examining the quarter documents and pacing guide will assist teachers in providing students with the instruction necessary to reach proficiency in each objective. | |
| **Reading Objectives:** | **Writing Objectives:** |
| **Oral** **Language:**  ELA.1.1.2 Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.  ELA.1.1.3 Expand understanding and use of word meanings.  ELA.1.1.4 Adapt or change oral language to fit the situation.  **Reading and Responding to Literature:**  ELA.1.6.1 Preview the selection and set a purpose for reading.  ELA.1.6.6 Retell stories and events, using beginning, middle, and end, and including key details.  ELA.1.6.9 Organize and record information by using graphic organizers, such as charts and maps.  ELA.1.7.7 Use simple reference materials to gain information.  **Word Analysis/Vocabulary:**  ELA.1.5.5 Use vocabulary from other content areas. | **Writing**:  ELA.1.9.3 Begin each sentence with a capital letter and use ending punctuation in final copies.  ELA.1.9.6 Print legibly by forming letters accurately and spacing words within sentences. |

The focus of instruction and assessment should be aligned to the objectives listed in the pacing guide and current quarter objective document. Teachers may notice that some objectives not included in the current pacing and quarter objectives document are sometimes present in the lessons provided in a unit. This is due to the fact that reading and writing objectives all work together and are not easily isolated; however, teachers only need to assess the objectives listed in the current pacing guide and quarter objective document.

**Unit 1 Pedagogy**

[**Unit 1 Pedagogy**](#TOC)

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| **Making Connections** | |
| **Teacher Tips** | **Related Resources** |
| Making Connections is a strategy used by good readers to help them better understand the text. Good readers purposefully and spontaneously make connections to their lives, other literature, and the world. Research shows comprehension deepens when readers make their own connections by building and activating schema. There are three types of connections that readers make:  *Text-to-self*: This means what is happening in the story reminds the reader of someone he or she knows or something he or she has done. For example, if the children in the story visit the Statue of Liberty, the reader also may have visited the Statue of Liberty and makes the *text-to-self* connection.  *Text-to-text*: This means the story reminds the reader of another story he or she has read or heard. For example, a child reading a story about wolves and pigs might be reminded of *The Three Little Pigs*. This would be a *text-to-text* connection.  *Text-to-world*: In this case, something in the story reminds the reader of an event currently happening or one that previously occurred in the world. The world, for a student, can be the entire world, the neighborhood, or the school. For example, if something was learned in class, other than from a text, and the reader makes the connection from what was learned to something in the story, that would be a *text-to-world* connection. | [Vertical Document: Fiction](#ConnectionsVertical)  [Quarterly Sequence](#QuarterlySequenceConnections) |

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| **Character, Setting, and Events (Retelling)** | |
| **Teacher Tips** | **Related Resources** |
| Retellings support comprehension as students recall what is remembered in the story. When a student can retell a story, we know he or she has truly understood the key ideas and details of the story Retellings include the literary (story) elements and a beginning, middle, and end.  In order for students to retell a story, they must understand that stories have certain characteristics that define “story structure.” Students need to identify and describe the characters (who is in the story), setting (where and when), and important events in a story through explicit texts, modeling and guided practice.  Teachers should provide opportunities for students to have conversations about the stories where students also identify character traits and feelings, support with details from the text, and begin to make inferences about characters’ feelings, motives, and attributes. | [Unpacking Document for Character, Setting, and Events](#CharUnpacking)  [Vertical Document](#CharVertical)  [Quarterly Sequence](#CharQuarterlySequence) |

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| **Building a Community of Readers and Writers and Good Reading Habits** | |
| **Teacher Tips** | **Related Resources** |
| Child development research tells us that children learn and grow best in environments where their basic psychological needs are met. Children need to feel physically and emotionally safe. They need to feel that they belong. They need to have a sense of themselves as autonomous and capable. Studies indicate that when these basic needs are met at school by helping students experience a sense of community, the students do better academically (as measured over time by grades and test scores), exhibit more pro-social tendencies, and show greater resistance to problem behaviors… (Durlack et al. 2011).  By establishing routines and procedures, students learn to listen respectfully, provide each other feedback, respond to text, and work responsibly during all instructional portions in a comprehensive literacy model. This leads to fewer disruptions and distractions which will enable students to be engaged and teachers to provide effective instruction. | Development Media Resources section by logging into the Learning Hub [www.ccclearninghub.org](http://www.ccclearninghub.org)  PD Videos on BAW PD VIDEOS |

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| **Interactive Read-Aloud** | |
| **Teacher Tips** | **Related Resources** |
| Interactive read-aloud is an important component of a comprehensive literacy program. Through reading aloud, teachers model fluency, foster a love for reading, and set the stage for a high level of comprehension. During interactive read-aloud, students are provided opportunities for active participation and discussion which can extend their thinking and ability to talk about texts. In addition, students develop an understanding and appreciation of different literary forms.  1. Select a variety of texts that are appropriate at each grade level. The subject matter of texts should be accessible and interesting to students.  2. Read with expression. Preparation is key to a good read-aloud. Read the book ahead of time and think about different voices and gestures that might enhance the reading.  3. Include whole group text discussions as well as opportunities for partners to share through routines like “turn and talk.” These routines provide more opportunities for students to engage in “text talk” and allow them to examine ideas and thinking about different types of text.  4. Utilize text discussions as springboards for teaching students text structures, themes and central ideas, vocabulary, and literary features (e.g., figurative language, setting, plot, characters).  5. Highlight illustrations, as they increase engagement and enjoyment. Illustrations also provide important information, create mood, and often present symbols that have deep meaning. |  |

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| **Shared Reading** | |
| **Teacher Tips** | **Related Resources** |
| Shared readinginvolves a teacher and the whole class or a small group of students sharing in the reading and rereading of literature, including fiction, nonfiction and poetry. During these sessions, the teacher demonstrates fluency, models reading strategies (e.g., predicting, monitoring, summarizing), and teaches/reinforces reading skills (e.g., concepts of print, word recognition, decoding). Big books are particularly suitable for this mode of instruction since the text and illustrations are large enough for everyone to view. Basal selections and content area readers also are appropriate for shared reading since every student has access to a copy of the text. Using the overhead or charts for shared reading offers another alternative since both easily can be viewed by the entire class. This instructional approach is effective for use with grades K-5 as it helps students develop skills and strategies to apply during guided and independent reading.  During shared reading, the same text is revisited as many times as needed to teach important strategies and skills. Whatever the predetermined instructional focus for a particular piece of literature, emphasis always should be placed on meaning (comprehension).  The procedure for conducting shared reading lessons is as follows:   * Choose a reading selection appropriate to teach or reinforce a particular skill, concept, or strategy. * Distribute a copy of the text to everyone when multiple copies are available. When using big books, charts, or overhead transparencies, be sure the text is visible to all students. * Share and discuss the cover, title, author, and illustrator of the text. Have the students predict what they think will happen in the story or, for nonfiction, what information will be presented in the text. Also have students identify the text genre and give reasons (characteristics) to support their decisions. * Read the text aloud (as students follow along) stopping, when appropriate, at preselected, natural places to model, using a "think-aloud" approach, the effective use of reading strategies (e.g., solving unknown words, questioning, clarifying, inferring, making connections, and predicting). * Revisit the text, as appropriate, to introduce and reinforce a variety of language arts skills and strategies. | Shared Reading Checklist |

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| **Shared Writing** | |
| **Teacher Tips** | **Related Resources** |
| Shared writing is initiated, guided, and written by the teacher and based on student-generated ideas and information. It may be conducted with the whole class or a small group. Using this strategy, the teacher writes in front of the students on the board, chart paper, or a computer. During shared writing, the teacher and the students work together to compose/construct text that contains the features of a particular type of writing as well as the basic elements of good writing.  Instructional assistance may be provided during shared writing in the form of "think-alouds.” Using this strategy, the teacher models the thought processes involved in making decisions about content, organization, wording, grammar, mechanics, and usage. For example, when beginning a sentence with first graders, the teacher might say, "I know that *when* is the first word in this sentence; therefore, I need to remember to begin it with a capital letter." The think-aloud procedure follows the same general format: the teacher would discuss what needs to be done and why. The value of the think-aloud strategy is that it helps students to understand the thought processes employed by good writers in order to transfer this type of thinking to their own writing.  In addition to modeling through "think-alouds," the teacher may pose questions to the students about how something looks or sounds. For example, before rereading several short, choppy sentences which have been dictated by the students, the teacher might say, "Listen to this and tell me what you think about the way it sounds." This line of questioning could continue until someone notices the format is monotonous and dull. In turn, the teacher could lead the students to see that the flow of the writing could be enhanced by combining one or more sentences.  Shared writing, an important component of comprehensive literacy, should be incorporated daily across the curriculum. | Shared Writing Checklist |

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| **Interactive Writing** | |
| **Teacher Tips** | **Related Resources** |
| Interactive writing is a collaborative writing process in which the teacher and the students share the construction of a text. The students take an active role in the process by actually "sharing the pen" and writing the parts of the text they know.  Interactive writing provides many opportunities for learning reading and writing strategies. Students learn concepts of print, how to plan and construct text, and how to hear and record sounds in words. They also learn to apply the early reading and writing strategies (e.g., directionality and one-to-one matching). In addition, this type of writing allows students to see the connection between oral language and written language and supports reading and writing as reciprocal processes.  Every student should participate in some way during the construction of the text. The teacher's knowledge of the students and their specific needs will determine the concepts to be emphasized during the interactive writing activity. As they become more proficient writers, the students take a greater role in the text construction.  The writing that is composed during interactive writing can be generated from a variety of classroom experiences, topics, and texts. Some examples might include a story retelling or summary, the morning news, a letter, a list, and a recipe. It is important to keep in mind that interactive writing does not always look as neat as it might if the teacher had done all the writing. Remember, it is the process, not just the product, that is valuable.  **Suggested Interactive Writing Steps**  **Prior to writing:**   * Negotiate the actual wording of the text. * Repeat the text several times to establish it in the memory of the students.   **During the writing:**   * Ask the students (individually) to identify the sounds they hear in the word. * Demonstrate how to say the word slowly in order to hear the sounds in the word to be written. * Have a student record the entire word, or the part of the word he or she knows. The teacher supplies the letters the students did not identify. * Have the students go back after the completion of each word, and reread what previously has been written.   **After the writing:**   * Have the students reread the entire text. * Display the developed text in the classroom for the students to read independently. | Interactive Writing Checklist |

**Unit 1 Resources**

**[Unit 1 Resources](#TOC)**

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|  | | **Making Meaning** | | **Being a Writer** | **Additional Texts and Resources** | |
| **Cycle 1** | | * *Quick As A Cricket* * *When I Was Little* | | * *Things I Like* * *Farmer Duck* * BAW*, Assessment Resource Book* * [www.ccclearninghub.org](http://www.ccclearninghub.org) | | * *Jack’s Talent* (Suggested Titles) * *Do Unto Otters: A Book About Manners,* Book Flix * *Owen,* big book * Core Clicks |
| **Cycle 2** | | * *It’s Mine* | | * *All by Myself* * *When I Grow Up* * [www.ccclearninghub.org](http://www.ccclearninghub.org) | | * *Lunch*, Scott Foresman big book * Core Clicks |

**Unit 1 Assessment Menu**

[**Unit 1 Assessment Menu**](#TOC)

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| **Reading Assessment Menu** | **Writing Assessment Menu** |
| **Cycle 1**   * Oral Language Rubric, Grade 1 * Unit 1 Assessment Checklist for ELA.1.6.3 and ELA.1.6.5 * Essential Questions should be used formatively to monitor students’ progress on acquiring Enduring Understandings. * [Anecdotal Note Taking Form (see Appendix of Additional Teacher Tools)](#anecdotal) * [Progress Monitoring Forms (see Appendix of Additional Teacher Tools)](#ProgressMonitoringForms) | **Cycle 1**   * Student writing * Oral Language Rubric, Grade 1 * Checklist for Oral Language, Grade 1-First and Second Semester * Class Assessment Record (CA1), p. 6, BAW, *Assessment Resource Book* * Class Assessment Note (CA2), p. 7, BAW, *Assessment Resource Book* * Class Assessment Record (CA3), p. 8, BAW, *Assessment Resource Book* * Class Assessment Record (CA4), p. 9, BAW, *Assessment Resource Book* * Essential Questions should be used formatively to monitor students’ progress on acquiring Enduring Understandings. |
| **Cycle 2**   * Unit 1 Assessment Checklist for ELA.1.6.3 and ELA.1.6.5 * Essential Questions should be used formatively to monitor students’ progress on acquiring Enduring Understandings. * [Anecdotal Note Taking Form (see Appendix of Additional Teacher Tools)](#anecdotal) * [Progress Monitoring Forms (see Appendix of Additional Teacher Tools)](#ProgressMonitoringForms) | **Cycle 2**   * Student writing * Conference Notes (CN2), p. 33, BAW, *Assessment Resource Book* * Class Assessment Note (CA5), p.10, BAW, *Assessment Resource Book* * Class Assessment Note (CA6), p. 11, BAW, *Assessment Resource Book* * Class Assessment Note (CA7), p. 12, BAW, *Assessment Resource Book* * Class Assessment Note (CA8), p. 13, BAW, *Assessment Resource Book* * Essential Questions should be used formatively to monitor students’ progress on acquiring Enduring Understandings. |

**Unit 1 Lessons Overview**

**[Unit 1 Lessons Overview](#TOC)**

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| **Cycle 1** | **Lesson 1** | **Lesson 2** | **Lesson 3: Content Integration Lesson** | **Lesson 4** | **Lesson 5** |
| **Reading**  Making Connections and Describing Characters, Setting, and Important Events | **Text:**  *Jack’s Talent*  **Lesson:**  [Cycle 1,](#C1L1)[Reading Lesson 1: Making Connections](#C1L1)  **Objectives:**  ELA.1.1.2  ELA.1.1.3  ELA.1.1.4  ELA.1.6.1  ELA.1.6.3 | **Text:**  *Jack’s Talent*  **Lesson:**  [Cycle 1,](#C1L2)[Reading Lesson 2: Describe Characters, Setting, and Events](#C1L2)  **Objectives:**  ELA.1.1.2  ELA.1.1.3  ELA.1.1.4  ELA.1.6.1  ELA.1.6.3  ELA.1.6.5 | **Text:**  *Do Unto Otters: A Book About Manners,* (Book Flix)  **Lesson:**  [Cycle 1,](#C1L3)[Reading Lesson 3: Making Connections (Content Integration-Civics)](#C1L3)  **Objectives:**  ELA.1.1.2  ELA.1.1.3  ELA.1.1.4  ELA.1.5.5  ELA.1.6.1  ELA.1.6.3  SS.1.1.1  SS.1.1.2 | **Text:**  *Quick As A Cricket*  **Lesson:**  MM, The Reading Life, pp. 2-7  **Objectives:**  ELA.1.1.2  ELA.1.1.3  ELA.1.1.4  ELA.1.6.1  ELA.1.6.3 | **Text:**  *Quick As A Cricket*  **Lesson:**  MM, The Reading Life, pp. 8-10  **Objectives:**  ELA.1.1.2  ELA.1.1.3  ELA.1.1.4  ELA.1.6.1  ELA.1.6.3 |

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| **Cycle 1** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** |
| **Writing**  Gathering and Generating Ideas | **Text:**  *Things I Like*  **Lesson:**  BAW, Getting Ideas for Writing Stories,  pp. 7-10  **Objectives:**  ELA.1.1.2  ELA.1.1.3  ELA.1.1.4  ELA.1.8.2  ELA.1.8.3  ELA.1.9.6 | **Text:**  *Things I Like*  **Lesson:**  BAW, Writing Stories,  pp. 11-13  **Objectives:**  ELA.1.1.2  ELA.1.1.3  ELA.1.1.4  ELA.1.8.2  ELA.1.8.3  ELA.1.9.6 | **Text:**  *Things I Like*  **Lesson:**  BAW, Rereading and Adding, pp. 14-16  **Objectives:**  ELA.1.1.2  ELA.1.1.3  ELA.1.1.4  ELA.1.8.2  ELA.1.8.3  ELA.1.9.3  ELA.1.9.6 | **Text:**  Students’ previous writing  **Lesson:**  BAW, Sharing as a Community, pp. 17-19  **Objectives:**  ELA.1.1.2  ELA.1.1.3  ELA.1.1.4  ELA.1.8.2  ELA.1.8.3  ELA.1.9.3  ELA.1.9.6 | **Lesson:**  Choose lesson according to student needs.  BAW, Open Day, p. 20 or Extension Activity (Big Book), p. 19 |

**Lessons Overview (continued)**

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| **Cycle 1**  **(continued)** | **Lesson 6** | **Lesson 7** | **Lesson 8** | **Lesson 9** |
| **Reading**  Making Connections and Describing Characters, Setting, and Important Events | **Text:**  *When I Was Little*  **Lesson:**  MM, The Reading Life,  pp. 12-16  **Objectives:**  ELA.1.1.2  ELA.1.1.3  ELA.1.1.4  ELA.1.6.1  ELA.1.6.3 | **Text:**  *When I Was Little*  **Lesson:**  MM, The Reading Life, pp. 17-20  **Objectives:**  ELA.1.1.2  ELA.1.1.3  ELA.1.1.4  ELA.1.6.3  ELA.1.6.5 | **Text:**  *Owen* (big book)  **Lesson:**  [Cycle 1](#C1L8)**[,](#C1L8)** [Reading Lesson 8: Making Connections and Characters, Setting, and Events](#C1L8)  [Sample Lesson Included](#C1L8)  **Objectives:**  ELA.1.1.2  ELA.1.1.3  ELA.1.1.4  ELA.1.6.3  ELA.1.6.5 | **Text:**  *Owen* (big book)  **Lesson:**  [Cycle 1,](#C1L9)[Reading Lesson 9:](#C1L9)  [Characters, Setting, and Events](#C1L9)  **Objectives:**  ELA.1.1.2  ELA.1.1.3  ELA.1.1.4  ELA.1.6.5 |

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| **Cycle 1**  **(continued)** | **Lesson 6** | **Lesson 7** | **Lesson 8** | **Lesson 9** | **Lesson 10** |
| **Writing**  Gathering and Generating Ideas | **Text:**  *Farmer Duck*  **Lesson:**  BAW, Getting Ideas for Writing, pp. 25-30  **Objectives:**  ELA.1.1.2  ELA.1.1.3  ELA.1.1.4  ELA.1.8.2  ELA.1.8.3  ELA.1.9.6 | **Text:**  *Farmer Duck*  **Lesson:**  BAW, Writing Stories, pp. 30-32  **Objectives:**  ELA.1.1.2  ELA.1.1.3  ELA.1.1.4  ELA.1.8.2  ELA.1.8.3  ELA.1.9.6 | **Text:**  *Farmer Duck*  **Lesson:**  BAW, Rereading and Adding, pp. 34-36  **Objectives:**  ELA.1.1.2  ELA.1.1.3  ELA.1.1.4  ELA.1.8.2  ELA.1.8.3  ELA.1.9.6 | **Text:**  Students’ previous writing  **Lesson:**  BAW, Sharing as a Community,  pp. 36-38  **Objectives:**  ELA.1.1.2  ELA.1.1.3  ELA.1.1.4  ELA.1.8.2  ELA.1.9.3  ELA.1.9.6 | **Lesson:**  Choose lesson according to student needs.  BAW, Open Day,  pp. 34-36  MM: Extension, Make A Class Book, p. 21 |

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| **Cycle 2** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| **Reading**  Making Connections and Describing Characters, Setting, and Important Events | **Text:**  *Lunch*, Scott Foresman big book  **Lesson:**  [Cycle 2, Reading Lesson 1: Characters, Setting, and Events](#C2L1)  **Objectives:**  ELA.1.1.2  ELA.1.1.3  ELA.1.1.4  ELA.1.6.1  ELA.1.6.5 | **Text:**  *Lunch*, Scott Foresman big book  **Lesson:**  [Cycle 2,Reading Lesson 2: Characters, Setting, and Events/Graphic Organizers](#C2L2Lesson)  **Objectives:**  ELA.1.1.2  ELA.1.1.3  ELA.1.1.4  ELA.1.6.1  ELA.1.6.5  ELA.1.6.9 | **Text:**  *It’s Mine*  **Lesson:**  MM, The Reading Life,  pp. 32-37  **Objectives:**  ELA.1.1.2  ELA.1.1.3  ELA.1.1.4  ELA.1.6.1  ELA.1.6.3  ELA.1.6.5 | **Text:**  *It’s Mine*  **Lesson:**  MM, The Reading Life,  pp. 38-41  Objectives:  ELA.1.1.2  ELA.1.1.3  ELA.1.1.4  ELA.1.6.1  ELA.1.6.5  ELA.1.7.7 |

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| **Cycle 2** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** |
| **Writing**  Gathering and Generating Ideas | **Text:**  *All by Myself*  **Lesson:**  BAW, Getting Ideas for Writing, pp. 42-47  **Objectives:**  ELA.1.1.2  ELA.1.1.3  ELA.1.1.4  ELA.1.8.2  ELA.1.8.3  ELA.1.9.6 | **Text**:  *All by Myself*  **Lesson:**  BAW, Writing Stories, pp. 47-49  **Objectives:**  ELA.1.1.2  ELA.1.1.3  ELA.1.1.4  ELA.1.8.2  ELA.1.8.3  ELA.1.9.6 | **Text:**  *All by Myself*  **Lesson:**  BAW, Rereading and Adding, pp. 49-52  **Objectives:**  ELA.1.1.2  ELA.1.1.3  ELA.1.1.4  ELA.1.8.2  ELA.1.8.3  ELA.1.9.3  ELA.1.9.6 | **Text:**  *All by Myself*  **Lesson:**  BAW, Sharing as a Community,  pp. 53-55  **Objectives:**  ELA.1.1.2  ELA.1.1.3  ELA.1.1.4  ELA.1.8.2  ELA.1.8.3  ELA.1.9.3  ELA.1.9.6 | **Lesson:**  Choose lesson according to student needs.  BAW, Open Day,  p. 55 |

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| **Cycle 2**  **(Continued)** | **Lesson 5** | **Lesson 6** | **Lesson 7** |
| **Reading**  Making Connections and Describing Characters, Setting, and Important Events | **Text:**  *When I Grow Up*  **Lesson**:  BAW, pp. 58-59  **Objectives:**  ELA.1.1.2  ELA.1.1.3  ELA.1.1.4  ELA.1.6.1  ELA.1.6.5  ELA.1.6.6  ELA.1.6.9  ELA.1.7.7 | **Text:**  *When I Grow Up*  **Lesson:**  [Cycle 2,Reading Lesson 6: Characters, Setting, Events/Graphic Organizers](#C2L6)  **Objectives:**  ELA.1.1.2  ELA.1.1.3  ELA.1.1.4  ELA.1.6.5  ELA.1.6.6  ELA.1.6.9 | **Text:**  *When I Grow Up*  **Lesson:**  [Cycle 2,Reading Lesson 7: Make Connections and Characters, Setting, and Events](#C2L7)  **Objectives:**  ELA.1.1.2  ELA.1.1.3  ELA.1.1.4  ELA.1.6.3  ELA.1.6.5  ELA.1.6.9 |

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| **Cycle 2**  **(Continued)** | **Lesson 6** | **Lesson 7** | **Lesson 8** | **Lesson 9** | **Lesson 10** |
| **Writing**  Gathering and Generating Ideas | **Text:**  *When I Grow Up*  **Lesson:**  BAW, Getting Ideas for Writing, pp. 60-63  **Objectives:**  ELA.1.1.2  ELA.1.1.3  ELA.1.1.4  ELA.1.8.2  ELA.1.8.3  ELA.1.9.6 | **Text**:  *When I Grow Up*  **Lesson:**  BAW, Writing Stories, pp. 63-65  **Objectives:**  ELA.1.1.2  ELA.1.1.3  ELA.1.1.4  ELA.1.8.2  ELA.1.8.3  ELA.1.9.6 | **Text:**  Students’ previous writing  **Lesson:**  BAW, Sharing as a Community, pp. 65-67  **Objectives:**  ELA.1.1.2  ELA.1.1.3  ELA.1.1.4  ELA.1.8.2  ELA.1.8.3  ELA.1.9.3  ELA.1.9.6 | **Text:**  Students’ previous writing  **Lesson:**  BAW, More Writing Practice, pp. 67-69  **Objectives:**  ELA.1.1.2  ELA.1.1.3  ELA.1.1.4  ELA.1.8.2  ELA.1.8.3  ELA.1.9.3  ELA.1.9.6 | **Lesson:**  Choose lesson according to student needs.  BAW, Open Day,  p. 70 |

**[Cycle 1 Assessments and Rubrics](#TOC)**

**Unit 1 Assessment Checklist for ELA.1.6.3 and ELA.1.6.5**

Directions: Note students’ strategy use throughout the unit.

**ELA.1.6 The student will read and demonstrate comprehension of a variety of fictional texts.**

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| **Student Name** | **Make connections before, during, and after reading text.** **ELA.1.6.3** | **Describe characters, setting, and important events. ELA.1.6.5** |
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|  | **Advanced Proficient** | **Proficient** | **Developing Proficiency** | **Novice** |
| **Make connections before, during, and after reading text.** **ELA.1.6.3** | Makes a thoughtful connection that reflects a deeper understanding of the story | Makes a literal connection that reflects a basic understanding of the story | Makes a connection that reflects a limited understanding of the story | Makes an unrelated connection, or gives no response |
| **Describe characters, setting, and important events. ELA.1.6.5** | Refers to all characters by name, fully describes characters and setting, and provides important events | Provides some description of characters, setting, and events | Refers to characters and/or setting, identifies events, but lacks development | Limited description of characters, setting, and events |

Adapted from the *Developmental Reading Assessment*

| **Grade 1**  **Oral Language Features** | **Advanced Proficient** | **Proficient** | **Developing Proficiency** | **Novice** |
| --- | --- | --- | --- | --- |
| The speaker consistently demonstrates mastery of the oral communication features. The speaker **independently** applies and extends the use of oral communication skills to **participate fully** in classroom experiences. | The speaker regularly demonstrates mastery of the oral communication features. The speaker applies and extends the use of oral communication skills to participate in classroom experiences; however, **prompting and support** (reminders, rephrasing, modeling, etc.) from the teacher may be necessary to demonstrate proficiency. | The speaker demonstrates inconsistency with regard to the oral communication features. The speaker is beginning to participate in exchange of ideas within classroom setting but may be hesitant and/or inconsistent depending upon the setting (i.e., working with a partner vs. whole group discussion). The student **may require directive from the teacher** to participate in oral communication activities. | The student rarely demonstrates engagement in oral communication. |
| **ELA.1.1.1 Tell and retell stories and events in logical order.** |  |  |  |  |
| **ELA.1.1.2 Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.**  ELA.1.1.2a Participate in creative dramatics.  ELA.1.1.2b Express ideas orally in complete sentences.  ELA.1.1.2c Listen and respond to a variety of electronic media and other age-appropriate materials. |  |  |  |  |
| **ELA.1.1.3 Expand understanding and use of word meanings.**  ELA.1.1.3a Increase listening and speaking vocabularies.  ELA.1.1.3b Ask for clarification and explanation of words and ideas.  ELA.1.1.3c Use common singular and plural nouns.  ELA.1.1.3d Use vocabulary from other content areas. |  |  |  |  |

| **Grade 1**  **Oral Language Features** | **Advanced Proficient** | **Proficient** | **Developing Proficiency** | **Novice** |
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| The speaker consistently demonstrates mastery of the oral communication features. The speaker **independently** applies and extends the use of oral communication skills to **participate fully** in classroom experiences. | The speaker regularly demonstrates mastery of the oral communication features. The speaker applies and extends the use of oral communication skills to participate in classroom experiences; however, **prompting and support** (reminders, rephrasing, modeling, etc.) from the teacher may be necessary to demonstrate proficiency. | The speaker demonstrates inconsistency with regard to the oral communication features. The speaker is beginning to participate in exchange of ideas within classroom setting but may be hesitant and/or inconsistent depending upon the setting (i.e., working with a partner vs. whole group discussion). The student **may require directive from the teacher** to participate in oral communication activities. | The student rarely demonstrates engagement in oral communication. |
| **ELA.1.1.4 Adapt or change oral language to fit the situation.**  ELA.1.1.4a Initiate conversation with peers and adults.  ELA.1.1.4b Follow rules for conversation using appropriate voice level in small group settings.  ELA.1.1.4c Ask and respond to questions. |  |  |  |  |
| **ELA.1.1.5 Follow and give simple two-step oral directions.** |  |  |  |  |

**Checklist for Oral Language, Grade 1**

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| **STUDENT NAME** | **Tell and retell stories and events in logical order.**  **ELA.1.1.1** | **Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.**  **ELA.1.1.2** | **Expand understanding and use of word meanings.**  **ELA.1.1.3** | **Adapt or change oral language to fit the situation.**  **ELA.1.1.4** | **Follow and give simple two-step oral directions.**  **ELA.1.1.5** |
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**Advanced Proficient**: consistently demonstrates, independent application, full participation

**Proficient**: regularly demonstrates, may need prompting and support

**Developing Proficiency**: inconsistently demonstrates, may require directive from teacher

**Novice**: rarely demonstrates

For a more detailed explanation of these ratings, refer to the *Oral Language, Grade 1* rubric.

**Grade 1 Writing Rubric**

| Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Each quarter should retain expectations from previous quarter as well as include new expectations. | | | **Advanced Proficient** | **Proficient** | **Developing Proficiency** | **Novice** | **Comments** |
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| Consistently demonstrates mastery of the writing skills; applies and extends writing skills | Regularly demonstrates mastery of the writing skills; teacher prompting may be necessary | Demonstrates inconsistent control of the writing skills; begins to grasp and apply writing skills | Demonstrates little or no control of the writing skills |  |
| Quarter 1 | Composing | ELA.1.8.2 Write in a variety of forms, including writing to inform/explain, to offer an opinion, and to narrate an experience (personal narrative). |  |  |  |  |  |
| ELA.1.8.3 Generate ideas. |  |  |  |  |
| ELA.1.8.4 Focus on one topic. |  |  |  |  |
| Written Expression | ELA.1.8.6 Embed vocabulary from other content areas in writing tasks. |  |  |  |  |
| Grammar, Usage, and Mechanics | ELA.1.9.3 Begin each sentence with a capital letter and use ending punctuation in final copies. |  |  |  |  |
| ELA.1.9.4 Apply the alphabetic code to write unknown words phonetically. |  |  |  |  |
| ELA.1.9.5 Use correct spelling for commonly used sight words and phonetically regular words in final copies. |  |  |  |  |
| ELA.1.9.6 Print legibly by forming letters accurately and spacing words within sentences. |  |  |  |  |

**[Cycle 1 Lessons](#TOC)**

**[Cycle 1, Reading Lesson 1: Making Connections](#OverviewC1L1)**

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| **Teacher:** | **Grade:**  **1** | **Date:** | **Objectives:**  ELA.1.1.2 Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.  ELA.1.1.3 Expand understanding and use of word meanings.  ELA.1.1.4 Adapt or change oral language to fit the situation.  ELA.1.6.1 Preview the selection  **ELA.1.6.3 Make connections before, during, and after reading text.** |
| **“I Can” statements(s):**  I can listen to and discuss a story read aloud.  I can make connections to the character in the story. | | | |
| **Type of lesson:**  **Whole group interactive writing lesson\_\_\_\_\_\_ Whole group shared writing lesson\_\_\_\_\_**  **Whole group interactive read-aloud lesson\_\_\_\_\_\_\_ Whole group shared reading lesson\_\_X\_\_\_\_** | | | |
| **Resources and Materials:**  *Jack’s Talent*, by Maryann Cocca-Leffler (This book is from the Suggested Titles list, see RS if clarification is needed.) | | | **Cognitive Level:**  **Remember**  Students will recall information and events in text to answer literal questions.  **Apply**  Students will use text information and events to make connections. |
| **Assessment:**  Students will make connections with the students in the book who share their talents.  Students participate in “Just Like Me.”  The teacher can circulate and “listen in” to formatively assess student learning. | | | **Key vocabulary:**  Teacher will determine based on text and student needs.  **Academic vocabulary:**  make connections  before  during  after |
| **Differentiation:**  The teacher will determine based on student data.  Example: Students not demonstrating progress or proficiency related to the lesson’s learning target may need a one-on-one conference to review with teacher support. Differentiation can also be addressed during small group instruction. | | | |
| **Anticipatory Set/Activate Prior Knowledge**  Communicate the learning target to students. Activate prior knowledge or provide background information. Review/introduce any skills, routines, and/or procedures. | The teacher will (TTW): *Today we’re going to listen to a story and practice our good listening behaviors like sitting still and keeping our eyes on the speaker.* Explain ways to act that will help students when they hear and talk about stories. Explain and model where you will sit and where and how the students will sit for read-alouds.  *I expect you to walk quietly without bumping into others. I want you to wait quietly and sit so others have room on the rug.*  TTW: Introduce the vocabulary word *talent* and the story *Jack’s Talent* by reading the title and names of the author and illustrator.  *I am good at \_\_\_\_\_\_\_\_\_\_\_\_\_\_. This is my talent*. *Take a minute to think about your talents. What are you good at?* Give wait time and ask a few students to share. *Now we are going to read about another class and their talents. Some may be the same as yours. Listen and see if you hear a talent that you have.* | | |

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| **Procedures/**  **Direct Instruction**  Provide input, demonstrate/model, check for understanding.  What teaching moves will you make? What questions will you pose? What information do students need?  What vocabulary needs to be taught?  How will the students interact with the content of the lesson? | TTW: Read *Jack’s Talent* andstop at several points to model making connections to the talents of the characters in the story. Make sure to use the sentence, *That’s just like me!,* as you model making connections. |

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| **Guided Practice**  Students work on learning target, with teacher support and feedback. | TTW: *Now I am going to reread some of the book. When I read a page, if you make a connection because you have the same talent as the character, stand up and say, “Just like me!”*  TSW: Listen, stand, and say “Just like me!” when they make a connection. |

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| **Independent Practice**  Students practice and apply the skills/strategies introduced in whole group instruction, independently. | TTW: Explain to students that readers make connections to characters when they read independently.  *Today when you read independently, practice making connections with the characters in your book like we just did when we read “Jack’s Talent.”*  TSW: Practice making connections with a book during independent reading. |

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| **Closure**  Summarize knowledge that relates back to the Big Idea, Enduring Understanding, and Essential Questions. Reflect on learning target with students. | TTW: Lead students to reflect on how making connections will help them remember the story.  *How does making connections with the character(s) help you understand the story?*  TSW: Respond orally.  TTW: *Today we learned that readers think about how they are like the characters in the story when they read. We call this “making connections” and when we make connections, we understand the story better.* |

**[Cycle 1, Reading Lesson 2: Describe Characters, Setting, and Events](#OverviewC1L2)**

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| **Teacher:** | **Grade: 1** | **Date:** | **Objectives:**  ELA.1.1.2 Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.  ELA.1.1.3 Expand understanding and use of word meanings.  ELA.1.1.4 Adapt or change oral language to fit the situation.  ELA.1.6.1 Preview the selection and set a purpose for reading.  ELA.1.6.3 Make connections before, during, and after reading text.  **ELA.1.6.5 Describe characters, setting, and important events.** |
| **“I Can” Statement(s):**  I can look at illustrations and tell about the characters. | | | |
| **Type of lesson:**  **Whole group interactive writing lesson\_\_\_\_\_\_ Whole group shared writing lesson\_\_\_\_\_**  **Whole group interactive read-aloud lesson\_\_\_X\_\_\_\_ Whole group shared reading lesson\_\_ \_\_\_\_** | | | |
| **Resources and Materials:**  *Jack’s Talent* by Maryann Cocca-Leffler  Teacher-created picture cards of different people to practice describing characters  Additional Idea:  This lesson can be used with the story *First Day Jitters* to provide additional practice if needed. | | | **Cognitive Level:**  **Remember**  Students will identify characters, setting, and events.  **Understand**  Students will describe characters. |
| **Assessment:**  Students will infer and explain a character’s feelings based on what they say and how they look in the pictures.  Students will participate in discussion and teacher can formatively assess by taking anecdotal notes. | | | **Key vocabulary:**  The teacher will determine based on text and student needs.  **Academic vocabulary:**  describe  characters  setting  important events |
| **Differentiation:**  The teacher will determine based on student data.  Example: Differentiation can be addressed during small group instruction. | | | |

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| **Anticipatory Set/Activate Prior Knowledge**  Communicate the learning target to students. Activate prior knowledge or provide background information. Review/introduce any skills, routines, and/or procedures. | TTW: *Today we’re going to learn how to describe, or tell about, the characters in the stories we’re reading using the illustrations. Readers are able to use the illustrations and words from a book to describe the characters. This is something a good reader can do. Before we practice describing characters in a book together, let’s practice describing the people we see on these picture cards I have.*  TTW: Show pictures of a few different people and describe the person in the picture based on what they see in the illustration*. This person is a young boy. He has blonde hair and a red shirt. It looks like he plays baseball because he’s wearing a baseball uniform, he looks happy because he’s smiling and laughing, etc.* The teacher models this once, and involves the class in describing the rest of the the different people by using the information in the illustrations. Make sure to prompt for how they think the character is feeling based on facial cues. |

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| **Procedures/Direct Instruction**  Provide input, demonstrate/model, check for understanding.  What teaching moves will you make?  What questions will you pose? What information do students need?  What vocabulary needs to be taught?  How will the students interact with the content of the lesson? | TTW: Remind students of yesterday’s story, “Jack’s Talent.”  TTW: *Yesterday we read “Jack’s Talent” and we practiced making connections to the characters in the story. When we make connections to characters, we think about something we have in common with a character—when a character is “just like me.” Today we’re going to reread “Jack’s Talent.” As we read today, I want us to think about how we can use the illustrations and words in the story to describe the characters we see in the story. Watch me do this with the character, Miss Lucinda, and then I’ll ask you to help me describe some of the other characters in the story, using the illustrations.*    TTW: Stop on the “Miss Lucinda” page and model for students how to identify the character’s feelings by looking at the illustration and thinking about the words in the story.  *I’m looking at Miss Lucinda’s face and I think she’s happy. She looks like she likes gardening because she is smiling as she digs in her garden.* |

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| **Guided Practice**  Students work on learning target, with teacher support and feedback. | TTW: Stop at the following pages and ask the students to respond to the following questions.   * + On “I am Victoria” page, *What do you know about Victoria from looking at the pictures and thinking about the words?*   + On “I am Olivia” page, *What do you know about Olivia from looking at the pictures and thinking about the words?*   + On Jack’s page, *What do you know about Jack’s feelings from looking the pictures and thinking about the words?* |

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| **Independent Practice**  Students practice and apply the skills/strategies introduced in whole group instruction, independently. | TTW: Invite students to practice describing characters during independent reading. |

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| **Closure**  Summarize knowledge that relates back to the Big Idea, Enduring Understanding, and Essential Questions. Reflect on learning target with students. | TTW: Facilitate a whole class discussion to reflect and review the “I Can” statements of the lesson.  Ask students what they used in the story to help them describe the characters (i.e., the illustrations and words in the story).  TTW: *Today we reread “Jack’s Talent” and used the illustrations to help us describe, or tell about, the characters. We can describe what a character looks like and also how a character feels by looking at clues the illustrator has given us in the pictures. Make sure as you read on your own to pay attention to the words and illustrations to help you learn more about the characters in the stories.* |

**[Cycle 1, Reading Lesson 3:](#OverviewC1L3)****[Making Connections (Content Integration-Civics)](#OverviewC1L3)**

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| **Teacher:** | **Grade: 1** | **Date:** | **Objectives:**  ELA.1.1.2 Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.  ELA.1.1.3 Expand understanding and use of word meanings.  ELA.1.1.4 Adapt or change oral language to fit the situation.  ELA.1.5.5 Use vocabulary from other content areas.  **ELA.1.6.1 Preview the selection and set a purpose for reading.**  **ELA.1.6.3 Make connections before, during, and after reading text**.  **SS.1.1.1 Describe the role of individuals in communities.**  **SS.1.1.2** **Explain how citizens help the community make decisions.** |
| **“I Can” statement(s):**  I can listen and set a purpose for reading.  I can make connections with characters in the story. | | | |
| **Type of lesson:**  **Whole group interactive writing lesson\_\_\_\_\_\_ Whole group shared writing lesson\_\_\_\_\_**  **Whole group interactive read aloud lesson\_\_\_\_\_\_\_ Whole group shared reading lesson\_\_ X\_\_\_\_** | | | |
| **Resources and Materials:**  *Do Unto Otters* by Laurie Keller (Bookflix)  Chart paper | | | **Cognitive Level:**  **Remember**  Students will recall information and events to answer literal questions.  **Understand**  Students will understand that story information and events relate to their prior knowledge. |
| **Assessment:**  Students should be able to discuss and record personal connections to the story.  The teacher will monitor students’ conversations as they turn and talk with their partner and make connections to the story.  Students will record connections on the graphic organizer (formative). | | | **Key vocabulary:**  The teacher will determine based on text and student needs.  **Academic vocabulary:**  citizen  community  make connections  preview |
| **Differentiation:**  The teacher will determine based on student data.  Example: For students who are ready to record their connections in writing, a journal may be used. | | | |

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| **Anticipatory Set/Activate Prior Knowledge**  Communicate the learning target to students. Activate prior knowledge or provide background information. Review/introduce any skills, routines, and/or procedures. | TTW: Ask, *What are manners?*  TSW: Share responses.  TTW: Prompt students to state words that are representative of good manners like “thank you,” “please,” “may I,” “excuse me,” etc. Record student responses on a chart.  TTW: Explain to students that today you will be reading a story together that talks about manners. Discuss good manners and make the connection to good citizenship*. We’ve been learning about what good citizens do. A good citizen uses kind manners with others. The story we’re going to read together will show us some different examples of manners and citizenship.* |

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| **Procedures/Direct Instruction**  Provide input, demonstrate/model, check for understanding.  What teaching moves will you make?  What questions will you pose? What information do students need?  What vocabulary needs to be taught?  How will the students interact with the content of the lesson? | TTW: Introduce the book *Do Unto Otters* by reading the title and names of the author and illustrator.  Explain this story is about a rabbit who is getting new neighbors, the Otter family. Explain that he is nervous about whether or not they will be kind.  TTW: *Today as we read ‘Do Unto Otters’ we’re going to make connections to the characters in the story. Remember, making connections helps us better understand the story.*  TTW: Model making a connection for the students*. I can already make a connection with Rabbit who is nervous about getting new neighbors because that happened to me. I was worried that my new neighbors would be mean or unkind, but they turned out to be nice.*  TTW: Set a purpose for reading*. As we read today, listen for examples of good manners and citizenship. We will add more to our chart as we read about ones we didn’t previously think of. As we listen for examples of good manners and citizenship, let’s make connections to the characters and their actions.* |

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| **Guided Practice**  Students work on learning target, with teacher support and feedback. | TTW: Stop after the “Excuse Me” pages and ask students which manners Rabbit would like to see. Ask*, Can you make a connection?*  TSW: Turn to their partner and discuss.  TTW: Listen in and offer prompting as needed.  Refocus students and read the “Honest” and “Considerate” pages and reinforce what *honest* means. *Can you make a connection?*  TSW: Turn to their partner and discuss *honest.*  TTW: Continue reading and then ask what *considerate* means.  TSW: Turn to their partner and discuss *considerate.*  TTW:Ask, *Can you make a connection?* Then, listen in and offer prompting as needed.  Refocus students and read the “Cooperate, Play Fair, and Share” pages.  TSW: Turn to their partner and discuss *cooperate, play fair, and share.*  TTW: Listen in and prompt as needed.  Refocus students and read the rest of the book. Lead a final discussion about examples of good manners and citizenship and add to the list of manners students made prior to reading the story. Ask, *Do you have any final connections to the story?*  TSW: Share final connections with the class. |

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| **Independent Practice**  Students practice and apply the skills/strategies introduced in whole group instruction, independently. | TTW: Invite students to make connections to the characters during independent reading. |

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| **Closure**  Summarize knowledge that relates back to the Big Idea, Enduring Understanding, and Essential Questions. Reflect on learning target with students. | TTW: Facilitate a whole group discussion about the objectives of the lesson. Ask students how connections helped them better understand the story.  Wrap up the lesson with: *Readers remember things that have happened in their own lives before, during, and after they read to make connections to the story. These connections make stories more enjoyable and easier to remember. I would like for you to practice making connections today when you are reading independently as well.* |

**[Cycle 1, Reading Lesson 8:](#OverviewC1L8)****[Making Connections and](#OverviewC1L8)****[Characters, Setting, and Events](#OverviewC1L8)**

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| **Teacher:** | **Grade: 1** | **Date:** | **Objectives:**  ELA.1.1.2 Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.  ELA.1.1.3 Expand understanding and use of word meanings.  ELA.1.1.4 Adapt or change oral language to fit the situation.  **ELA.1.6.3 Make connections before, during, and after reading text**.  **ELA.1.6.5 Describe characters, setting, and important events.** |
| **“I Can” Statement(s):**  I can listen and tell about the characters in the story.  I can make connections to the characters in the story. | | | |
| **Type of lesson:**  **Whole group interactive writing lesson\_\_\_\_\_\_ Whole group shared writing lesson\_\_\_\_\_**  **Whole group interactive read-aloud lesson\_\_\_\_\_\_\_ Whole group shared reading lesson\_\_**x**\_\_\_\_** | | | |
| **Resources and Materials:**  *Owen* by Kevin Henkes  Teacher-made making connections graphic organizer – optional | | | **Cognitive Level:**  **Remember**  Students will describe characters.  **Understand:**  Students will make and discuss connections. |
| **Assessment:**  Students will describe the characters and events in the story.  Students will make connections to the character.  The teacher will use the Making Connections Graphic Organizer as a formative assessment. | | | **Key vocabulary:**  Teacher will determine based on text and student needs.  **Academic vocabulary:**  make connections  describecharacters  setting  important events |
| **Differentiation:**  The teacher will determine based on student data.  Example: Students who are ready can record their connections in written form in a journal or on a teacher made graphic organizer. | | | |

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| **Anticipatory Set/Activate Prior Knowledge**  Communicate the learning target to students. Activate prior knowledge or provide background information. Review/introduce any skills, routines, and/or procedures. | TTW: Share a special item that no longer has a function but is being kept for sentimental value. For example, the teacher could hold up a pen (one that you supposedly got long ago; has no ink, but it was given to you by your mom your first year of teaching so you just haven’t been able to throw it away). *This pen is old, has no ink, and I really don’t need it anymore, but I can’t throw it away because it’s special. My mom gave it to me. Every time I look at this pen, I think of my Mom.*  TTW: Make a link from the special object to the big idea of today’s story, *Owen*.  TTW: *Today we’re going to read the story ‘Owen’ which is the story of a mouse who has to face a difficult decision over an object that is very special to him.* |

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| **Procedures/Direct Instruction**  Provide input, demonstrate/model, check for understanding.  What teaching moves will you make?  What questions will you pose? What information do students need?  What vocabulary needs to be taught?  How will the students interact with the content of the lesson? | TTW: Introduce the book *Owen* and tell students to listen to discover what item is very special to Owen.  Read the first three pages of *Owen* and ask the following questions:   * *What is Owen’s special item?* * *How did Owen’s blanket make him feel?* (Encourage students to justify their answer with pictures or events in the story.) * *Let’s make a connection.* *What is something special you own that you would have/or had a hard time getting rid of?*   TSW: Turn and talk to their partners to discuss their responses to these questions before sharing out in whole group discussion. |

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| **Guided Practice**  Students work on learning target, with teacher support and feedback. | TTW: Stop at the indicated pages below and ask the following questions. Have students practice “Turn and Talk to Your Partner” to answer the following questions:   * Read through the “No Blanket Fairy” page. *How did Owen’s parents try to get rid of Owen’s blanket? Did it work?* * Read to the “tent” page. *What was another way Owen’s parents tried to get him to give up his blanket? Did it work?* * Read the rest of the story. *How did Owen’s parents finally get him to give up his blanket?*   TSW: Turn and talk to their partner and answer the questions about the characters’ actions. |

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| **Independent Practice**  Students practice and apply the skills/strategies introduced in whole group instruction, independently. | TTW: Ask students to make a connection to Owen’s feelings. *Let’s make a connection to the character, Owen. Think about how Owen was feeling when he had to give up his blanket (sad, upset, worried, etc.). Have you ever felt like that before? Turn and share your connection with your partner.*  TSW: Turn and talk to share connections.  TTW: Encourage students to describe characters during independent reading. |

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| **Closure**  Summarize knowledge that relates back to the Big Idea, Enduring Understanding, and Essential Questions. Reflect on learning target with students. | TTW: Close the lesson by reviewing how making connections and understanding characters and events helps readers understand the stories they are reading. Encourage students to make connections and think about characters, setting, and events in their own reading. |

**[Cycle 1, Reading Lesson 9:](#OverviewC1L9)****[Characters, Setting, and Events](#OverviewC1L9)**

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| **Teacher:** | **Grade:** **1** | **Date:** | **Objectives:**  ELA.1.1.2 Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.  ELA.1.1.3 Expand understanding and use of word meanings.  ELA.1.1.4 Adapt or change oral language to fit the situation.  **ELA.1.6.5 Describe characters, setting, and important events.** |
| **“I Can” Statement(s):**  I can listen to a story and tell about the setting.  I can tell the beginning, middle, and end of a story. | | | |
| **Type of lesson:**  **Whole group interactive writing lesson\_\_\_\_\_\_ Whole group shared writing lesson\_\_\_\_\_**  **Whole group interactive read-aloud lesson\_\_\_\_\_\_\_ Whole group shared reading lesson\_\_**x**\_\_\_\_** | | | |
| **Resources and Materials:**  *Owen,* by Kevin Henkes  Setting Mat  Red and yellow counters  Chart paper/Interactive whiteboard | | | **Cognitive Level:**  **Remember:** Students will describe characters, setting, and events. |
| **Assessment:**  Students will describe the setting of the story and organize the events in order.  Anecdotal notes or checklists may be used to formatively assess the above. | | | **Key vocabulary:**  The teacher will determine based on text and student needs.  **Academic vocabulary:**  describe  characters  setting  important events |
| **Differentiation:**  The teacher will determine based on student data.  Example:If a student struggles to follow instructions with the mat activity, pair the student with a student that will be able to work collaboratively to support his or her peer. | | | |

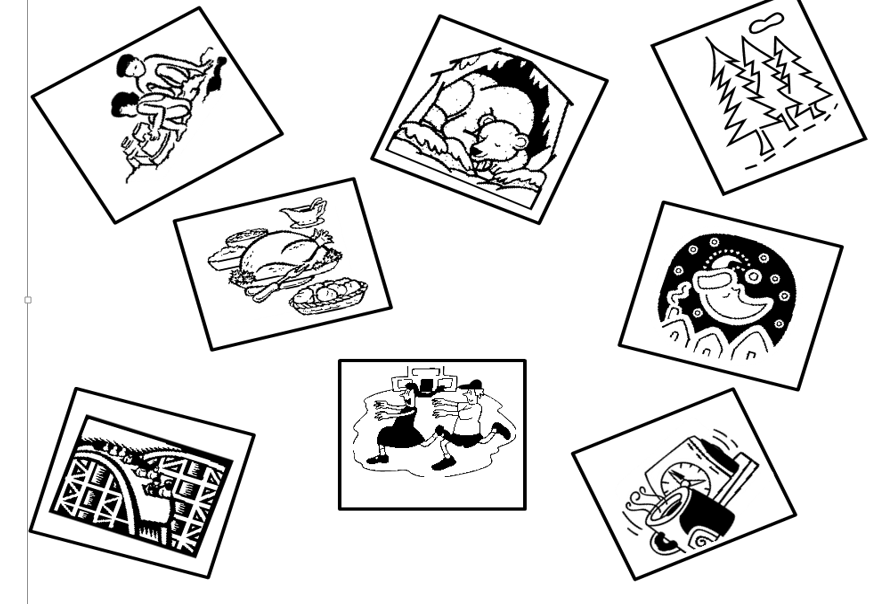
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| **Anticipatory Set/Activate Prior Knowledge**  Communicate the learning target to students. Activate prior knowledge or provide background information. Review/introduce any skills, routines, and/or procedures. | TTW: Develop the concept of setting by using the following Setting Mat activity.  Give each child a setting mat and eight chips or markers (four red and four yellow). Say, *I am going to give you a clue, and you will find the picture that goes with that clue. We are going to place a red chip on the pictures that match the first four clues.* As this concept is being developed, do not ask where they are putting the chip after each clue.  Directions: *Place a red chip on the pictures that match these clues.*  1st clue – long lines, fun, roller coaster, crowded  2nd clue – sand, waves, shells, fish  3rd clue – wild animals, trees, sticks, camping  4th clue – rock, cold, dark, damp  Directions: *Now, place a yellow chip on the pictures that match these clues.*  1st clue – November, fall, harvest, feast  2nd clue – classmates, play, slide, ball  3rd clue – breakfast, sunrise, rooster crows  4th clue – night, moon, sleep  TTW: *Why do you think we put all the red chips on these pictures?* Instruct students to turn and talk to a partner about their pictures. Ask for responses. *Why do you think we put all the yellow chips on these pictures?* Instruct students to turn and talk to a partner about their pictures. Ask for responses. Guide students into the words **where** and **when** by discussing the differences between the red and yellow chips. Say, *I hear you saying different places and times. When you talk about places, you are describing what is called the* ***where*** *of the story. When you talk about a time, you are describing what is called the* ***when*** *of a story. The where and the when are called the* ***setting*** *of a story.* |

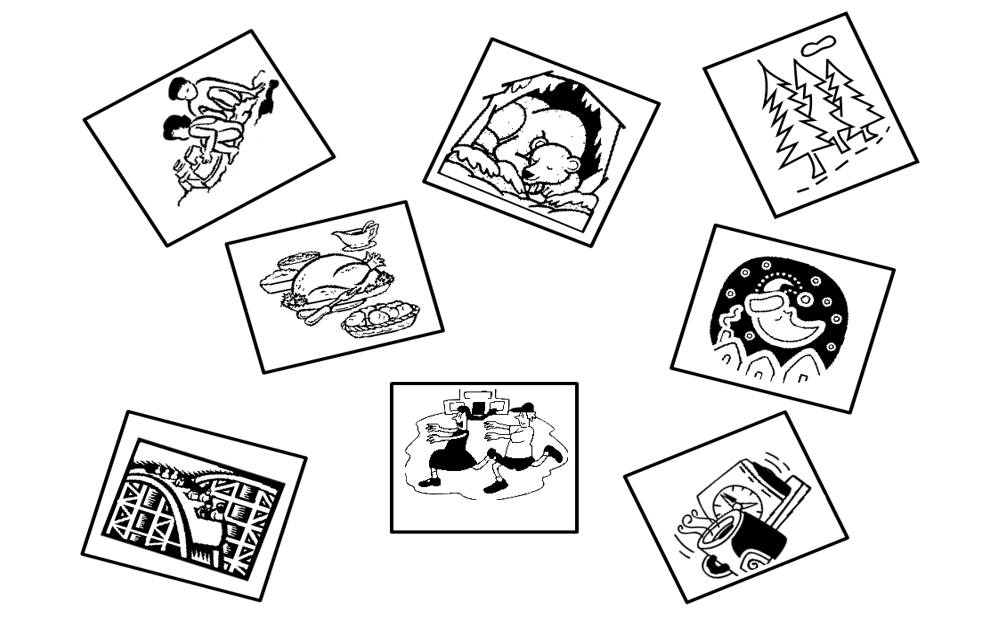
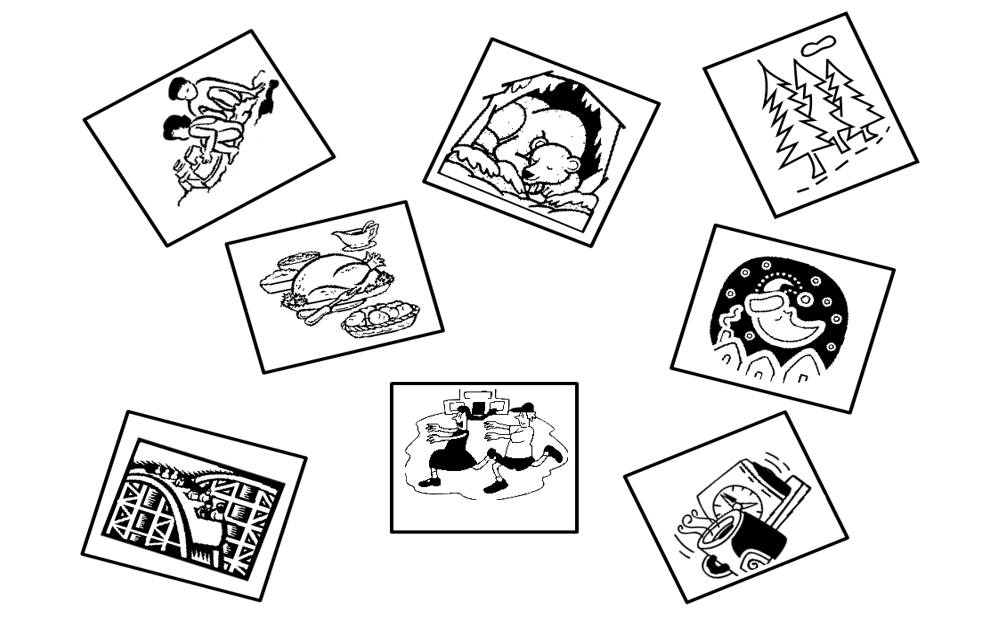
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| **Procedures/Direct Instruction**  Provide input, demonstrate/model, check for understanding.  What teaching moves will you make?  What questions will you pose? What information do students need?  What vocabulary needs to be taught?  How will the students interact with the content of the lesson? | TTW: Explain that today students will reread *Owen* to determine the setting of the story. Explain that you will also reread *Owen* and pay particular attention to the events in the story. *When we read fiction stories, readers pay attention to the important parts of the story. Two parts of the story that are very important are the setting and the order of events. As we reread “Owen” today, pay attention to the setting and the order of events. We will stop as we read to record these important parts.*  TTW: Begin to read the story and, after a few pages, model how to record notes about the setting and the events. The chart could look like this:   |  | | --- | | The Setting: | | Order of Events:  First, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Next, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Then, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  After that, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Finally, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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| **Guided Practice**  Students work on learning target, with teacher support and feedback. | TTW: Encourage students to turn to their partner and answer the following questions as the teacher reads aloud. As students respond, the teacher records their responses on the chart.   * Where does the story take place? How do you know? * When does \_\_\_\_\_\_\_\_\_\_\_ happen? How do you know? * What happened in the beginning? (Owen plays with his blanket; Mrs. Tweezers tells Owen’s parents about the Blanket Fairy; Owen outsmarts the Blanket Fairy) * What happens next? (Owen plays with his blanket, takes it to the dentist, and takes it when he gets a haircut; Mrs. Tweezers tells Owen’s parents about the Vinegar Trick; Owen outsmarts this trick too) * What happens at the the end of the story? (Owen keeps his blanket with him; his parents say he can’t take it to school; Owen cries; mom gets the idea to cut the blanket up into handkerchiefs so Owen could take one wherever he went)   TSW: Listen to the story, recognize the setting, and aid the teacher in retelling events from the beginning, middle, and end. |

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| **Independent Practice**  Students practice and apply the skills/strategies introduced in whole group instruction, independently. | TTW: Encourage students to find the setting and focus on the order of events during independent reading. |

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| **Closure**  Summarize knowledge that relates back to the Big Idea, Enduring Understanding, and Essential Questions. Reflect on learning target with students. | TTW: Close the lesson by reviewing that setting is where and when the story takes place. Remind students that readers pay attention to the order of events in a story and good readers know that two important parts of a fiction story are the setting and the order of events. |





The resources provided in the units are aligned to the written curriculum and to current pacing. However, teachers must stop to reflect to ensure all objectives are taught to the depth necessary for students to reach proficiency. Consider what has been covered in the lessons provided and what other lessons will be necessary to support student learning.

Collaborative Reflection

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| **What do you expect your students to learn?**  *(Consider alignment to the VBOs and content specifications)* | **How do you know they are learning?**  *(Consider alignment of VBOs to assessment evidence)* |
| **How will you respond if some students aren’t learning?**  *(Consider scaffolding and remediation strategies)* | **How will you respond if some students already know it?**  *(Consider enrichment and extension strategies)* |

Use this form collaboratively during grade level planning time or independently to align the written, taught and tested curriculum and consider how to differentiate instruction to meet the needs of all learners. Examine the pacing guide, unpacking documents and content specifications in the quarter documents to design additional lessons to meet the needs of learners.

**[Cycle 2 Assessments and Rubrics](#TOC)**

**Unit 1 Assessment Checklist for ELA.1.6.3 and ELA.1.6.5**

Directions: Note students’ strategy use throughout the unit.

**ELA.1.6 The student will read and demonstrate comprehension of a variety of fictional texts.**

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| **Student Name** | **Make connections before, during, and after reading text. ELA.1.6.3** | **Describe characters, setting, and important events. ELA.1.6.5** |
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|  | **Advanced Proficient** | **Proficient** | **Developing Proficiency** | **Novice** |
| **Make connections before, during, and after reading text. ELA.1.6.3** | Makes a thoughtful connection that reflects a deeper understanding of the story | Makes a literal connection that reflects a basic understanding of the story | Makes a connection that reflects a limited understanding of the story | Makes an unrelated connection, or gives no response |
| **Describe characters, setting, and important events. ELA.1.6.5** | Refers to all characters by name, fully describes characters and setting, and provides important events | Provides some description of characters, setting, and events | Refers to characters and/or setting, identifies events, but lacks development | Limited description of characters, setting, and events |

Adapted from the *Developmental Reading Assessment*

**[Cycle 2 Lessons](#TOC)**

**[Cycle 2, Reading Lesson 1: Characters, Setting, and Events](#OverviewC2L1)**

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| **Teacher:** | **Grade: 1** | **Date:** | **Objectives:**  ELA.1.1.2 Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.  ELA.1.1.3 Expand understanding and use of word meanings.  ELA.1.1.4 Adapt or change oral language to fit the situation.  **ELA.1.6.1 Preview the selection and set a purpose for reading.**  **ELA.1.6.5 Describe characters, setting, and important events.** |
| **“I Can” statement(s):**  I can listen and retell the story events in order. | | | |
| **Type of lesson:**  **Whole group interactive writing lesson\_\_\_\_\_\_ Whole group shared writing lesson\_\_\_\_\_**  **Whole group interactive read-aloud lesson\_\_\_\_\_\_\_ Whole group shared reading lesson\_\_**X**\_\_\_\_** | | | |
| **Resources and Materials:**  *Lunch* by Denise Fleming Lesson 1  Blank poster paper to record retelling | | | **Cognitive Level:**  **Recall**  Students will recall information and events from the story in sequential order. |
| **Assessment:**  Students will describe the character and setting.  Students will sequence the food that is eaten.  Students will orally retell the events of the story. This will serve as a formative assessment. The teacher may use the oral retelling rubric to assess the student’s proficiency. | | | **Key vocabulary:**  The teacher will determine based on text and student needs.  **Academic vocabulary:**  describe  characters  setting  events |
| **Differentiation:**  The teacher will determine based on student data.  Example: Provide props for students having difficulty recalling events. | | | |

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| **Anticipatory Set/Activate Prior Knowledge**  Communicate the learning target to students. Activate prior knowledge or provide background information. Review/introduce any skills, routines, and/or procedures. | TTW: Discuss foods we eat for lunch. *I like to eat \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_ for lunch. I eat my lunch in the kitchen at home or in the cafeteria at school.* |

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| **Procedures/Direct Instruction**  Provide input, demonstrate/model, check for understanding.  What teaching moves will you make?  What questions will you pose? What information do students need?  What vocabulary needs to be taught?  How will the students interact with the content of the lesson? | TTW: Introduce the story *Lunch* by Denise Fleming. *This is a story about a mouse who is VERY hungry. We are going to read to find out what he eats for lunch.*  Tell the students the learning target for today’s lesson is to listen and be able to retell the story in order. *To show that readers understand the story, they retell the story from beginning to end. Today we’re going to listen carefully to the events in the story so that we can retell the story when it’s over. In order to retell the story from beginning to end, we have to pay close attention to the order in which things happen.*  TTW: Begin reading the story. |

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| **Guided Practice**  Students work on learning target, with teacher support and feedback. | TTW: Stop after the mouse eats his first food and ask, *What does the mouse eat first? Turn to your partner and share.*  Stop after the mouse eats several more foods and ask, *Now what has the mouse eaten? Turn to your partner and share.*  Repeat this several times until the story is complete.  After reading, ask, *Where does the story take place? How do you know? Turn to your partner and share your answer.*  TTW: Facilitate a whole group discussion about character description*. We’ve been learning this year about how to describe characters. What words would you use to describe the mouse? Explain.* (Possible responses are: hungry, sneaky, messy.)  TTW: Invite the students to join you in retelling the events of the story in the correct order as you record their responses on chart paper/interactive whiteboard. Show students how you can return to the text if you are unsure of the order. Ask questions such as, *What happened first? What happened next? And then? What was the last food the mouse ate?* |

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| **Independent Practice**  Students practice and apply the skills/strategies introduced in whole group instruction, independently. | TTW: Practice retelling stories with correct sequence of events during independent reading. |

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| **Closure**  Summarize knowledge that relates back to the Big Idea, Enduring Understanding, and Essential Questions. Reflect on learning target with students. | TTW: Close the lesson by reviewing the importance of telling events in order when retelling a story. |

**[Cycle 2, Reading Lesson 2: Characters, Setting, and Events and Graphic Organizers](#C2L2)**

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| **Teacher:** | **Grade: 1** | | **Date:** | **Objectives:**  ELA.1.1.2 Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.  ELA.1.1.3 Expand understanding and use of word meanings.  ELA.1.1.4 Adapt or change oral language to fit the situation.  ELA.1.6.1 Preview the selection and set a purpose for reading.  **ELA.1.6.5 Describe characters, setting, and important events.**  **ELA.1.6.9 Organize and record information by using graphic organizers, such as charts and maps.** |
| **“I Can” Statement(s):**  I can listen and find words that describe the events. | | | | |
| **Type of lesson:**  **Whole group interactive writing lesson\_\_\_\_\_\_ Whole group shared writing lesson\_\_\_\_\_**  **Whole group interactive read-aloud lesson\_\_\_\_\_\_\_ Whole group shared reading lesson\_\_**x**\_\_\_\_** | | | | |
| **Resources and Materials:**   * *Lunch* by Denise Fleming Lesson 2 * Graphic organizer (two column organizer: column one – descriptive words; column two – name of vegetable/fruit) | | | | **Cognitive Level:**  **Recall**  Students will recall information and events from the text. |
| **Assessment:**  Students will organize story information in a graphic organizer.  Students will sequence the food that is eaten.  Discussion and completion of the graphic organizer will serve as formative assessment. | | | | **Key vocabulary:**  The teacher will determine based on text and student needs.  **Academic vocabulary:**  describe  characters  setting  important events  organize  graphic organizers  charts  maps |
| **Differentiation:**  The teacher will determine based on student data.  Example: Have students use key vocabulary to describe other items. If student(s) struggle to grasp the learning target for today’s lesson, the teacher may need to confer with the student one-on-one or pull a small group to review. | | | | |
| **Anticipatory Set/Activate Prior Knowledge**  Communicate the learning target to students. Activate prior knowledge or provide background information. Review/introduce any skills, routines, and/or procedures. | | TTW: Remind students that yesterday they read *Lunch*, a story about a mouse who ate many different foods. Ask students, *Who can use our chart from yesterday to retell the foods that mouse ate?* Prompt students to do this in the correct order from beginning to end.  TTW: *Today we are going to reread “Lunch” and this time, we’re going to look for the words that describe each food.* | | | |

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| **Procedures/Direct Instruction**  Provide input, demonstrate/model, check for understanding.  What teaching moves will you make?  What questions will you pose? What information do students need?  What vocabulary needs to be taught?  How will the students interact with the content of the lesson? | TTW: Show the two-column organizer. (Have the food listed in the second column: turnip, carrot, corn, peas, berries, grapes, apples, watermelon). Explain that students need to listen for the words that describe each food as you read the story aloud and explain why*. When we pay attention to the describing words, it helps us get a clear picture in our head of what’s happening in the story.* (This lesson is a precursor to upcoming visualizing lessons.)  TTW: Reread the story to the “Turnip” page. Model for the students how a reader finds the describing words on the page. *On this page, I read two words that describe the turnip. They are crisp and white. I am going to fill them in on this side of the chart (add to left column). Now when we read across, it says crisp, white turnip. Crisp and white are the words that describe, or tell about the turnip.* |

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| **Guided Practice**  Students work on learning target, with teacher support and feedback. | TTW: Continue reading the story and stop on each page to check students’ understanding of the describing words by asking, *What food did the mouse eat now? What words describe that food?* Chart student responses. Make sure to clarify unknown vocabulary like tart, crisp, etc.  Reinforce the idea that paying attention to describing words helps readers gain a clearer understanding of what’s happening in the story. |

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| **Independent Practice**  Students practice and apply the skills/strategies introduced in whole group instruction, independently. | TTW: Remind students to look for describing words when reading independently because they help readers picture the story in their head. |

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| **Closure**  Summarize knowledge that relates back to the Big Idea, Enduring Understanding, and Essential Questions. Reflect on learning target with students. | TTW: Close the lesson by reviewing the chart, with a particular emphasis on the describing words and how those words helped the students get a better understanding of the story. |

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| Describing Words | Food |
|  | Turnip |
|  | Carrots |
|  | Corn |
|  | Peas |
|  | Berries |
|  | Grapes |
|  | Apples |
|  | Watermelon |

**[Cycle 2, Reading Lesson 6: Characters, Setting, and Events and Graphic Organizers](#OverviewC2L6)**

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| **Teacher:** | **Grade: 1** | **Date:** | **Objectives:**  ELA.1.1.2 Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.  ELA.1.1.3 Expand understanding and use of word meanings.  ELA.1.1.4 Adapt or change oral language to fit the situation.  **ELA.1.6.5 Describe characters, setting, and important events.**  **ELA.1.6.6 Retell stories and events, using beginning, middle, and end, and including key details.**  **ELA.1.6.9 Organize and record information by using graphic organizers, such as charts and maps.** |
| **“I Can” Statement(s):**  I can listen and retell the story in order. | | | |
| **Type of lesson:**  **Whole group interactive writing lesson\_\_\_\_\_\_ Whole group shared writing lesson\_\_\_\_\_**  **Whole group interactive read-aloud lesson\_\_\_X\_\_\_\_ Whole group shared reading lesson\_\_\_\_\_\_** | | | |
| **Resources and Materials**  *When I Grow Up,* by Peter Horn  Teacher-created triangle, square, circle display pieces | | | **Cognitive Level:**  **Recall**  Students will recall information and events from the text in order to retell the story in order. |
| **Assessment:**  Students will participate in an oral retelling using retelling symbols. Anecdotal notes or checklists may be used as formative assessments. | | | **Key vocabulary:**  The teacher will determine based on text and student needs.  **Academic vocabulary:**  describe  characters  setting  important events  organize  graphic organizers  charts  maps |
| **Differentiation:**  The teacher will determine based on student data.  Example: Some students may be ready to complete the GO map. | | | |

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| **Anticipatory Set/Activate Prior Knowledge**  Communicate the learning target to students. Activate prior knowledge or provide background information. Review/introduce any skills, routines, and/or procedures. | TTW: Remind students that together they have been studying the important parts of fiction text: characters, setting, and events in order. *Today I’m going to show you how to take the important parts of the story and include them in a retelling of the story. A retelling is when the reader tells the story from beginning to end, using his/her memory of the important parts.*   * Introduce the , , and for retelling, from *The Power of Retelling.*   Display a large laminated triangle, square, and circle.  Triangle – includes the characters, setting, and problem  Square – includes the events  Circle – includes the solution |

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| **Procedures/Direct Instruction**  Provide input, demonstrate/model, check for understanding.  What teaching moves will you make?  What questions will you pose? What information do students need?  What vocabulary needs to be taught?  How will the students interact with the content of the lesson? | TTW: Explain to students that today you will show them how you use the triangle, square, and circle to retell a story from beginning to end. Hold up the book, *When I Grow Up,* and tell students you will be retelling this story together. (By now you have read this story twice so it is not necessary to read it again, but have the book ready for reference.)   * Focus on the triangle first (characters, setting) and model how you would begin your retelling as you hold up the triangle. |

|  |  |
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| **Guided Practice**  Students work on learning target, with teacher support and feedback. | TTW: Continue modeling for the students using the square and the circle. Encourage student participation by asking them to turn and talk to their partner to answer questions like: *What happened next? How did the story end?,* etc.  Reinforce the importance of including the major pieces of fiction: characters, setting, order of events, etc., in the retelling. |

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| **Independent Practice**  Students practice and apply the skills/strategies introduced in whole group instruction, independently. | TTW: Encourage students to retell (discuss characters, setting, and events) when they read independently.  TSW: Practice retelling (discuss characters, setting, and events) during independent reading. |

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| **Closure**  Summarize knowledge that relates back to the Big Idea, Enduring Understanding, and Essential Questions. Reflect on learning target with students. | TTW: Close the lesson by wrapping up how readers use knowledge of character, setting, and important events to retell a story from beginning to end. Make sure students understand that learning to retell is an important skill because it shows others what you understand about the story. |

[**Cycle 2, Reading Lesson 7: Making Connections and Characters, Setting, and Events**](#OverviewC2L7)

|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher:** | **Grade: 1** | **Date:** | **Objectives:**  ELA.1.1.2 Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.  ELA.1.1.3 Expand understanding and use of word meanings.  ELA.1.1.4 Adapt or change oral language to fit the situation.  **ELA.1.6.3 Make connections before, during, and after reading text.**  **ELA.1.6.5 Describe characters, setting, and important events.**  ELA.1.6.9 Organize and record information by using graphic organizers. |
| **“I Can” Statement(s):**  I can listen and make connections to the characters in a story. | | | |
| **Type of lesson:**  **Whole group interactive writing lesson\_\_\_\_\_\_ Whole group shared writing lesson\_\_\_\_\_**  **Whole group interactive read-aloud lesson\_\_\_X\_\_\_\_ Whole group shared reading lesson\_\_\_\_\_\_** | | | |
| **Resources and Materials:**  *When I Grow Up,* by Peter Horn  Teacher-created connections chart shown in lesson plan | | | **Cognitive Level:**  **Recall**  Remember information and events from the text to use in retelling. |
| **Assessment:**  Students will make connections with characters and events. Use the Making Connections checklist as a formative assessment to note students’ ability to make meaningful connections during reading. | | | **Key vocabulary:**  The teacher will determine based on text and student needs.  **Academic vocabulary:**  make connections  describe  characters  setting  important events |
| **Differentiation:**  The teacher will determine based on student data.  Example: Some students may be ready to complete the Making Connections chart individually, while others need to complete it with a partner. | | | |

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| **Anticipatory Set/Activate Prior Knowledge**  Communicate the learning target to students. Activate prior knowledge or provide background information. Review/introduce any skills, routines, and/or procedures. | TTW: Remind students about how to make connections to characters and events in order to understand a story better. *We’ve been learning about how readers make connections to the characters and events in a story. When we make a connection, it helps us to understand the story better. We pay attention to the characters and events in fiction stories because those are important parts of the story to remember and connect to. Yesterday we used the story ‘When I Grow Up’ to learn how to use the important parts of the story to retell it. Today we’re going to use the story ‘When I Grow Up’ again, but our focus today is going to be on making connections to the characters and the events.* |

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| **Procedures/Direct Instruction**  Provide input, demonstrate/model, check for understanding.  What teaching moves will you make?  What questions will you pose? What information do students need?  What vocabulary needs to be taught?  How will the students interact with the content of the lesson? | TTW: Display the Making Connections chart and turn to the first event, Sebastian played with friends, in the book *When I Grow Up.* Model for students how you can make a connection to this event and record your connection on the chart.   |  |  | | --- | --- | | **What Happened in the Story?** | **My Connection** | | Sebastian played with friends. |  | | Sebastian snuggled with his father. |  | | Sebastian wants to be a firefighter. |  | | Sebastian would share with others. |  | | Sebastian would be brave. |  | | Sebastian wants to be like his father. |  | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Guided Practice**  Students work on learning target, with teacher support and feedback. | TTW: Turn to the next event referenced on the chart. Reread this part of the story and ask, *Can you make a connection?*   |  |  | | --- | --- | | **What Happened in the Story?** | **My Connection** | | Sebastian played with friends. |  | | Sebastian snuggled with his father. |  | | Sebastian wants to be a firefighter. |  | | Sebastian would share with others. |  | | Sebastian would be brave |  | | Sebastian wants to be like his father |  |   TSW: Turn and talk with their partner to make connections.  TTW: Listen in to conversations and note students’ ability to make meaningful connections on their assessment checklist.  Repeat this same procedure with the rest of the events on the chart. |

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| **Independent Practice**  Students practice and apply the skills/strategies introduced in whole group instruction, independently. | TTW: Encourage students to make connections while reading independently.  TSW: Practice making connections while reading independently. |

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| --- | --- |
| **Closure**  Summarize knowledge that relates back to the Big Idea, Enduring Understanding, and Essential Questions. Reflect on learning target with students. | TTW: Close the lesson by reviewing the chart with students and ask, *How did making connections to the characters and the events help us as we read the story?*  TSW: Turn and discuss this question with their partner. |

The resources provided in the units are aligned to the written curriculum and to current pacing. However, teachers must stop to reflect to ensure all objectives are taught to the depth necessary for students to reach proficiency. Consider what has been covered in the lessons provided and what other lessons will be necessary to support student learning.

Collaborative Reflection

|  |  |
| --- | --- |
| **What do you expect your students to learn?**  *(Consider alignment to the VBOs and content specifications)* | **How do you know they are learning?**  *(Consider alignment of VBOs to assessment evidence)* |
| **How will you respond if some students aren’t learning?**  *(Consider scaffolding and remediation strategies)* | **How will you respond if some students already know it?**  *(Consider enrichment and extension strategies)* |

Use this form collaboratively during grade level planning time or independently to align the written, taught and tested curriculum and consider how to differentiate instruction to meet the needs of all learners. Examine the pacing guide, unpacking documents and content specifications in the quarter documents to design additional lessons to meet the needs of learners.

**[Appendix of Additional Teacher Tools](#TOC)**

**A-1**

[**Suggested Daily Schedule for Language Arts Instruction**](#GeneralInformation)

**Kindergarten and First Grade**

|  |  |  |
| --- | --- | --- |
| **GRADE LEVEL** | **WHOLE GROUP**  **READING AND WRITING**  **(Includes Content)** | **SMALL GROUP INSTRUCTION/**  **INDEPENDENT READING AND WRITING**  **(Includes Content)** |
| **K**  **120 minutes** | **EXAMPLE:**  **READING:** 20 min.  Interactive Read-Aloud  Shared Reading  **WRITING:** 20 min.  Shared/Interactive Writing  Guided Writing | **EXAMPLE:**  **3 groups @ 20 min. each = 60 min.**  **4 groups @ 20 min. each = 80 min.**  **Independent Literacy Tasks Aligned to Objectives:**  Independent reading and writing of authentic text  Peer discussion about reading and writing  Word Study  Core Clicks (grades K-2) |
| **For the emergent reader:**  Teacher – word study and guided reading  Teacher Assistant – phonological awareness and alphabet knowledge  **For the beginning reader:**  Teacher – word study and guided reading  Teacher Assistant – sight words and high frequency words |
| **1**  **190 minutes** | **EXAMPLE:**  **READING:** 30 min.  Interactive Read-Aloud  Shared Reading  **WRITING:**  20 min.  Shared/Interactive Writing  Writing Mini-lesson – 10 min.  Guided Writing/Independent Writing – 40 min. | **EXAMPLE:**  **3 groups @ 30 min. each = 90 min.**  **4 groups = 90 min.**   * Alternate your 2 high groups every other day or * 30 minutes for lowest group, 20 minutes for 3 other groups   **Independent Literacy Tasks Aligned to Objectives:**  Independent reading and writing of authentic text  Peer discussion about reading and writing  Word Study  Core Clicks (grades K-2) |

Content (math, science, and social studies) will be incorporated into whole group instruction. Total minutes for language arts instruction should be followed; however, the number of minutes allotted for these components of literacy may vary from day to day to accommodate instruction requiring longer time frames.

**A-2**

|  |
| --- |
| Shared Reading Checklist MCWB01372_0000[1] |
| □ the teacher determines a focus for reading  □ the teacher selects a text or portion of a longer text  □ the teacher uses a text that is visible to students (e.g., big book, poem, chart, overhead transparency, or student text)  □ the teacher introduces the text (including content, strategy focus, and selected vocabulary)  □ the teacher reads the text, modeling the use of reading strategies and skills  □ the students follow along silently with the reading (only chiming in on known phrases)  □ the teacher stops a few places in the text to think aloud, pose an engaging question, or discuss a portion of the text  □ the teacher engages students in a discussion of the text and reading strategies |

**A-3**

|  |
| --- |
| Shared Writing Checklist MCWB01372_0000[1] |
| □ the teacher determines a focus for writing  □ the teacher and students work together to compose the text  □ the teacher scribes the text  □ the teacher models writing strategies and skills using a think-aloud approach  □ the teacher and/or students reread each sentence as it is added to the writing  □ the teacher and/or students read the completed text |

**A-4**

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| Interactive Writing Checklist MCWB01372_0000[1] |
| □ the teacher determines a focus for writing  □ the teacher and students work together to compose the text  □ the teacher and students “share the pen” to scribe the text (students contribute what they know: letters, parts of words, words, etc.)  □ the teacher models writing strategies and skills using a think-aloud approach  □ the teacher prompts students to use writing strategies and skills  □ the students reread each sentence as it is added to the writing  □ the teacher and/or students read the completed text |

**A-5**

[**Character, Setting, and Events Unpacking Document**](#CharacterPedagogyTable)

|  |  |  |
| --- | --- | --- |
| **Standard (SOL**) (highlight verbs):  **(Sol.1.9f)** | | |
| **VBO** (highlight verbs and underline student behaviors):  **ELA.1.6 The student will read and demonstrate comprehension of a variety of fictional texts.**  **ELA.1.6.5 Describe characters, setting, and important events.** | | **Academic Vocabulary:**  characters setting important events  describe |
| **VDOE Framework and VBCPS Language Arts Curriculum**   * Use illustrations and details to describe characters, setting, and important events in a story. * Identify important events in a story including the problem and solution. * Identify character traits and feelings and support with details from the text. * Begin to make inferences about characters’ feelings, motives, and attributes. | **Cognitive Level**  (Bloom’s Taxonomy)  **Remember:** Students will identify and describe characters, setting, and important events (including problem and solution) in a story.  **Understand:** Students will make inferences about characters’ feelings, motives, and attributes. | **Behaviors***/***Conditions**  **Whole Group:**  The teacher will model how to identify and describe story elements (characters, setting, and events, including problem and solution). The teacher will explicitly teach character traits and motives when discussing stories. The teacher will model stopping and thinking aloud. Students will use turn and talk or other cooperative structures to describe characters, setting, and events.  **Small Group:**  During guided reading, the teacher will scaffold and prompt students to describe story elements using leveled texts at the students’ instructional level. Teachers will prompt students to include key academic vocabulary in discussions (characters, setting, and important events).  **Independent Practice:**  Students will read stories at their independent level and describe characters, setting, and events orally with a partner and/or in writing to demonstrate comprehension. Graphic organizers and other tools may support meaning making and transfer. |

|  |  |
| --- | --- |
| **How does this objective(s) relate to the big idea?** | **Criteria:**  How will you know the students mastered the objective?  **Proficient:**  Students will be able to relate personal experiences and previously read materials to the text they are currently reading in order to improve comprehension. Students will be able to explain their connections and the type of connections they make and support their connection with text evidence. Student connections should be related to important story elements like character and plot development and theme. Students will also use their knowledge of text structure to better understand a text.  ***The following report card language should be used during collaboration to discuss the characteristics of Advanced Proficient, Developing Proficiency, and Novice:***  **Advanced Proficient ‐** Consistently demonstrates proficiency; grasps, applies and extends key concepts, processes and skills  **Proficient ‐** Regularly grasps and applies key concepts, processes and skills with limited errors  **Developing Proficiency ‐** Beginning to grasp and apply key concepts, processes and skills  **Novice ‐** Not making expected progress toward proficiency |
| **Enduring Understanding***:*   * Readers understand that fictional texts tell a story. * Readers understand the elements of a story and begin to analyze these elements for meaning.   **Essential Questions:**   * How does knowing about characters, setting, and events help me understand the story? |

**A-6**

[**Character Development First Grade Quarterly Sequence**](#CharacterPedagogyTable)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Quarter 1:** | **Quarter 2:** | **Quarter 3:** | **Quarter 4:** |
| **FICTION**  **ELA.1.6.5 Describe characters, setting, and important events. (SOL.1.9f)** | * Identify important events in a story including the problem and solution. * Use illustrations and details to describe characters, settings, and important events in a story. | * Identify important events in a story including the problem and solution. * Use illustrations and details to describe characters, settings, and important events in a story. * Identify character traits and feelings and support with details from the text. | * Identify important events in a story including the problem and solution. * Use illustrations and details to describe characters, settings, and important events in a story. * Identify character traits and feelings and support with details from the text. * Begin to make inferences about characters’ feelings, motives, and attributes. | * Identify important events in a story including the problem and solution. * Use illustrations and details to describe characters, settings, and important events in a story. * Identify character traits and feelings and support with details from the text. * Begin to make inferences about characters’ feelings, motives, and attributes. |

**A-7**

[**Reading and Responding to Literature: Making Connections (Fiction) Grade 1 Quarterly Sequence**](#ConnectionsPedagogyTable)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Quarter 1:** | **Quarter 2:** | **Quarter 3:** | **Quarter 4:** |
| **FICTION**  **ELA.1.6.3 Make connections before, during, and after reading text.**  **(SOL 1.9c)** | * Make connections between personal experience (self) and story elements, such as character actions, character attributes and events. | * Make connections between personal experience (self) and story elements, such as character actions, character attributes and events. * Use connections to begin to make inferences with information from the text, focusing on characterization, setting, and specific events in fiction. | * Make connections between personal experience (self) and story elements, such as character actions, character attributes and events. * Use connections to begin to make inferences with information from the text, focusing on characterization, setting, and specific events in fiction. | * Make connections between personal experience (self) and story elements, such as character actions, character attributes and events. * Use connections to begin to make inferences with information from the text, focusing on characterization, setting, and specific events in fiction. |

**A-8**

| **[Reading and Responding to Literature: Character Development (Fiction)](#CharacterPedagogyTable)** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Kindergarten** | **First** | **Second** | **Third** | **Fourth** | **Fifth** |
| **ELA.K.7.6 Discuss characters, setting, and events. (SOL K.9g)**  **ELA.K.7.6a Use story language in discussions and retellings.**  **(SOL K.9e)**   * Recall details and events from a reading selection. * Use names to identify characters (who the story is about). * Identify the setting (where and when the story takes place). * Produce artwork or written response (letters or phonetically spelled words) that demonstrates comprehension of a story students have heard read aloud. * Recognize that fictional text tells a story. | **ELA.1.6.5 Describe characters, setting, and important events.** **(SOL 1.9f)**   * Use illustrations and details from the story to describe characters, setting, and important events in a story. * Identify character traits and feelings and support with details from the text. * Identify important events in a story including the problem and solution. * Begin to make inferences about characters’ feelings, motives, and attributes. | **ELA.2.5.9 Describe characters, setting, and important events in fiction and poetry. (SOL 2.8e) ELA.2.5.9a Identify the problem and solution. (SOL 2.8f)**   * Identify the feelings of characters and support with text references. * Identify important events in a story including the problem and solution. * Use information from the illustrations and words to demonstrate comprehension of characters, settings, and plots. * Identify a character’s traits and motives (actions) and support with text references. * Compare and contrast characters, setting, and important events in at least two versions of the same story (e.g., Cinderella stories). | **ELA.3.5.12 Describe character development and compare and contrast settings, characters, and events. (SOL 3.5d)**   * Identify the setting (time and place) of a story using supporting details from the text. * Apply knowledge of characterization: * Describe character attributes (traits, feelings, motives). * Explain how the actions of characters contribute to the sequence of events. * Use evidence from text to support generalizations about characters. * Compare and contrast settings, characters, and events within a selection and/or between two or more selections. * Apply knowledge of narrative text structure and understand the plot is developed through a series of events. | **ELA.4.5.10 Describe character development.**   * Apply knowledge of characterization by describing a character’s attributes (traits, motivations, or feelings) and support with text evidence. * Describe, in depth, a character, setting, or event drawing on specific details from the text (e.g., words, actions, or a character’s thoughts). * Understand the main character has a conflict that usually gets resolved. * Understand that characters are developed by what is directly stated in the text, their speech and actions, and what other characters in the story say or think about them. | **ELA.5.5.10 Describe character development. (SOL 5.5b)**   * Apply knowledge of characterization by describing a character’s attributes (traits, motivations, or feelings) and support with text evidence. * Understand the main character has a conflict that usually gets resolved. * Understand that characters are developed by what is directly stated in the text, their speech and actions, and what other characters in the story say or think about them. * Understand that some characters change during a story or poem and some stay the same. * Explain how the setting may influence decisions made by the character. * Analyze and explain the relationships between plot events, including the problem, and the changes experienced by the character. |

**A-9**

| **[Reading and Responding to Literature: Making Connections (Fictional texts, narrative nonfiction, and poetry)](#ConnectionsPedagogyTable)** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Kindergarten** | **First** | **Second** | **Third** | **Fourth** | **Fifth** |
| **ELA.K.7.2 Make connections before, during, and after reading. (SOL K.9b)**   * Link knowledge from their own experiences to make sense of and talk about a text. | **ELA.1.6.3 Make connections before, during, and after reading text. (SOL 1.9c)**   * Make connections between personal experience (self) and story elements, such as character actions, character attributes and events. * Use connections to begin to make inferences with information from the text, focusing on characterization, setting, and specific events in fiction. | **ELA.2.5.6 Make connections before, during, and after reading text. (SOL 2.8b)**   * Make connections before, during, and after reading text by connecting previous experience to specific elements of text (e.g., character attributes, setting, events, character actions, factual information). Connections may include text-to-self,   text-to-text, and text-to-world. | **ELA.3.5.7 Make connections between previous experiences and reading selections. (SOL 3.5b)**   * Make connections between personal experiences and what is happening in the text. * Make connections between previous knowledge about the topic and what they find in the reading that is new to them. * Make connections between the text and other texts. | **ELA.4.5.6 Describe the relationship (make connections) between text and previously read materials and experiences.**  **(SOL 4.5f)**   * Make connections between personal experiences and characters’ feelings, motivations, and actions and support thinking with specific evidence (personal experience, prior knowledge and evidence from the text). * Make connections to other texts by subject and theme in order to deepen understanding of important ideas. * Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text (e.g., Why did the illustrator use that picture and how does it relate to the text?). | **ELA.5.5.7 Describe the relationship (make connections) between text and previously read materials and experiences.**  **(SOL 5.5b)**   * Make connections between personal experiences and characters’ feelings, motivations, and actions and support thinking with specific evidence (personal experience, prior knowledge and evidence from the text). * Make connections to other texts by subject and theme in order to deepen understanding of important ideas. * Connect knowledge from one text to story elements from other texts in order to develop greater understanding of characters, setting, and theme. |

**A-10**

[**Anecdotal Records**](#AssessmentMenu)

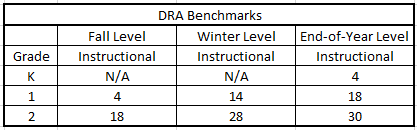
Teacher Title

Date Level

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|  |  | |  |  | |  |  |
|  |  | |  |  | |  |  |
| **Fluency** | **Fluency** | | **Fluency** | **Fluency** | | **Fluency** | **Fluency** |
|  |  | |  |  | |  |  |
| 1. word by word  2. word by word with some short phrases | | 3. in short phrases most of the time  4. in longer phrases at times; inconsistent rate | | | 5. in longer phrases most of the time; adequate rate  6. in longer meaningful phrases; rate adjusted appropriately | | | |

**[A-11](#AssessmentMenu)**

Emergent Learner

Progress Monitoring Checklist

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

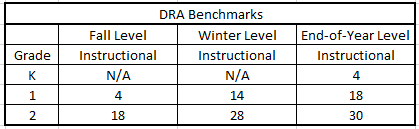
Student’s instructional DRA/guided reading level:

Q1:\_\_\_\_\_Q2:\_\_\_\_\_\_ Q3:\_\_\_\_\_Q4:\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Q1 | Q2 | Q3 | Q4 |  | Q1 | Q2 | Q3 | Q4 |
| **Rhyme**  Matches rhyming pictures (cat-bat) |  |  |  |  | **Syllables**  Puts syllables together to make longer words  (pop-corn = popcorn) |  |  |  |  |
| Tells other words that rhyme (given cat, student can identify bat, mat, sat) |  |  |  |  |
| Recognizes syllable chunks in a longer word (popcorn = pop + corn) |  |  |  |  |
| **Sounds**  Identifies beginning and ending sounds of pictures/words |  |  |  |  | **Word Families**  Recognizes that word families have similar middle and ending sounds (cat, fat = -at) |  |  |  |  |
| Matches/sorts pictures by beginning and ending sounds |  |  |  |  | Makes new words using word family chunks (given -at, the student makes cat, fat, sat) |  |  |  |  |
| Blends sounds to create words (c – a – t = cat) |  |  |  |  |
| Matches upper and lower case letters |  |  |  |  | **Concepts of Print**  Holds books correctly |  |  |  |  |
| Prints upper and lower case letters |  |  |  |  | Follows text with finger  (tracks print) |  |  |  |  |
| Identifies the sound of each letter |  |  |  |  | Reads from left to right and top to bottom |  |  |  |  |
|  | | | | | Identifies the difference between a letter, word, and sentence |  |  |  |  |
| Counts how many words are in a sentence |  |  |  |  |

Key: (√) applies skill consistently (−) applies skill inconsistently

Beginning Learner **A-12**

Progress Monitoring Checklist

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s instructional DRA/guided reading level:

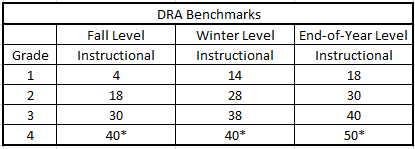
Q1:\_\_\_\_\_Q2:\_\_\_\_\_\_ Q3:\_\_\_\_\_Q4:\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Q1 | Q2 | Q3 | Q4 |  | Q1 | | Q2 | Q3 | | Q4 |
| **Rhyme**  Tells other words that rhyme (given cat, student can identify bat, mat, sat) |  |  |  |  | **Word Families**  Identifies word families |  | |  |  | |  |
| Makes new words using word family chunks (given -at, the student makes cat, fat, sat) |  | |  |  | |  |
| **Sounds + Phonics**  Recognizes all letters and sounds (upper and lower case) |  |  |  |  |
| **Sentence Awareness**  Counts how many words are in a sentence |  | |  |  | |  |
| Identifies the number of sounds in a word |  |  |  |  |
| Stretches words out to identify individual sounds (cat = c-a-t) |  |  |  |  |
| **Words**  Reads commonly used sight words and sight word phrases |  | |  |  | |  |
| Blends sounds to create words (c – a – t = cat) |  |  |  |  |
| Matches/sorts pictures by beginning, middle, and ending sounds |  |  |  |  |
| Reads words based on beginning and ending sounds |  | |  |  | |  |
| Adds or deletes sounds to make new words (black – l = back or lip + f = flip) |  |  |  |  |
| Rereads to fix mistakes when reading |  | |  |  | |  |
| Reads words using letter/sound knowledge |  |  |  |  | **Fluency**  Reads accurately |  | |  |  | |  |
| **Syllables**  Recognizes syllable chunks in a longer word (popcorn = pop + corn) |  |  |  |  |
| Uses expression and phrasing |  | |  |  | |  |
| **Comprehension**  Makes predictions based on title and pictures |  | |  |  | |  |
| Counts syllables in a word (dog = 1,  popcorn = 2) |  |  |  |  |  |  | | |  |
| Knows all syllables have a vowel |  |  |  |  | Retells a story |  |  | | |  |  |
| Identifies main idea and details |  |  | | |  |  |
| **Strategies**  Uses several strategies to figure out unknown words |  |  |  |  | Applies comprehension lessons from class into independent reading |  |  | | |  |  |
|
| Monitors reading and fixes mistakes independently |  |  |  |  |

Key: (√) applies skill consistently (−) applies skill inconsistently

**A-13**

**Transitional Learner**

Progress Monitoring Checklist

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s instructional DRA/guided reading level:

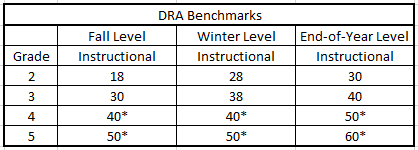
Q1:\_\_\_\_\_Q2:\_\_\_\_\_\_ Q3:\_\_\_\_\_Q4:\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Q1 | Q2 | Q3 | Q4 |  | Q1 | Q2 | Q3 | Q4 |
| **Fluency**  Reads accurately |  |  |  |  | **Strategies for Solving Words**  Makes multiple attempts to figure out unknown words |  |  |  |  |
| Uses expression |  |  |  |  | Fixes mistakes independently |  |  |  |  |
| Uses punctuation  (pauses at commas and periods) |  |  |  |  |
| Uses the meaning and structure of the text to figure out unknown words |  |  |  |  |
| Reads at appropriate rate |  |  |  |  |
| Uses surrounding words in a sentence to determine the meaning of a word |  |  |  |  |
| Reads in phrases instead of word by word |  |  |  |  |
| **Words**  Reads common sight words and phrases automatically |  |  |  |  |
| **Comprehension**  Visualizes the story (creates a mental movie) |  |  |  |  |
| Reads most 1-2 syllable words automatically |  |  |  |  |
| Makes predictions and revises them based on the text |  |  |  |  |
| **Sounds + Phonics**  Uses consonant blends in reading and writing  (bl, cl, cr, pr, sc, scr) |  |  |  |  |
| Makes connections to text based on self or other books |  |  |  |  |
| Uses consonant digraphs in reading and writing  (sh, ch, th, wh, ph) |  |  |  |  | Asks questions about the text |  |  |  |  |
| Determines the main idea and details |  |  |  |  |
| Identifies vowel patterns in word study  (long and short vowels,  r-controlled, and irregular) |  |  |  |  |
| Makes inferences based on clues from the text and personal experience and/or knowledge |  |  |  |  |
| Uses vowel patterns to read and spell |  |  |  |  |
| Synthesizes the story and summarizes it in his/her own words |  |  |  |  |
| Reads multi-syllable words using sound patterns |  |  |  |  |
| Monitors his/her own understanding to clarify main points and rereads if confused |  |  |  |  |
| Knows all syllables have a vowel |  |  |  |  |

Key: (√) applies skill consistently (−) applies skill inconsistently

**A-14**

**Instructional Learner**

Progress Monitoring Checklist

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s instructional DRA/guided reading level:

Q1:\_\_\_\_\_Q2:\_\_\_\_\_\_ Q3:\_\_\_\_\_Q4:\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Q1 | Q2 | Q3 | Q4 |  | Q1 | | Q2 | Q3 | | Q4 |
| **Fluency**  Reread texts accurately |  |  |  |  | **Strategies for Solving Words**  Makes multiple attempts to solve unknown words |  | |  |  | |  |
| Uses expression and phrasing |  |  |  |  |
| Fixes mistakes independently |  | |  |  | |  |
| Uses punctuation  (pauses at commas and periods) |  |  |  |  |
| Uses the meaning and structure of the text to figure out unknown words |  | |  |  | |  |
| Reads at appropriate rate |  |  |  |  |
| Uses surrounding words in a sentence to determine the meaning of a word |  | |  |  | |  |
| **Words**  Reads most 1-2 syllable words automatically |  |  |  |  |
| **Comprehension**  Visualizes the story  (creates a mental movie) |  | |  |  | |  |
| Increases reading and writing vocabulary |  |  |  |  |
| Makes predictions and revises them based on the text |  | |  |  | |  |
| **Sounds + Phonics**  Combines knowledge of all letter-sound patterns to read and write |  |  |  |  |
| Uses syllable patterns to read and write |  |  |  |  | Asks questions about the text |  | |  |  | |  |
| Determines the main idea or important information |  | |  |  | |  |
| Applies root words, prefixes, and suffixes to read and write |  |  |  |  |
| Makes inferences based on clues from the text and personal experience and/or knowledge |  | |  |  | |  |
| Applies Greek and Latin common roots to read and write |  |  |  |  |
| Synthesizes the story and summarizes it in his/her own words |  | |  |  | |  |
| Is actively involved in studying word patterns and meaning |  |  |  |  |  |  | | |  |
| Monitors his/her own understanding to clarify main points and rereads if confused |  |  | | |  |  |
| Spells accurately |  |  |  |  |

Key: (√) applies skill consistently (−) applies skill inconsistently

**Glossary of Terms**

**Appendix of Additional Teacher Tools:** This section provides teachers with the unpacking documents, quarterly sequence documents and vertical articulation documents for the priority objectives in a unit. Teachers will also find the Virginia Beach City Public Schools Suggested Daily Calendar and other convenient teaching resources that align to the priority objectives in the unit.

**Assessment Menu:** This section provides a list of various balanced assessment options to support teachers in assessing student learning.

**Collaborative Reflection Document:** A collaborative reflection document is included between cycles to prompt grade level teams during collaboration to determine what students have learned thus far and what types of instructional experiences the class or individual students may still need before beginning a new cycle. Teachers and specialists should also preview the assessments and learning plans included in the upcoming cycle to design additional learning plans for objectives aligned to the content specifications and appropriate cognitive level.

**Content Specifications:** Content specifications (specs) are outlined in the quarter objective documents under each objective. They provide a bulleted list of the specific skills and knowledge required to meet proficiency in a given objective. Teachers must examine the content specifications for each objective to align the written, taught and tested curriculum and ensure the cognitive demand for each objective is met.

**Cycle:** The units are divided into cycles of teaching and learning. Assessments and whole group learning plans are provided for each cycle. Many of the cycles have either a fiction or nonfiction focus that attempts to connect the focus in reading and writing. The cycles are not intended to be a weekly plan. Teachers may add a day of instruction if student performance and data suggests a need for additional instruction. At the end of each cycle, a collaborative reflection document is provided for grade level teams to use during collaboration with the reading specialist to determine what students have learned thus far and what types of instructional experiences the class or individual students may still need before beginning a new cycle.

**Pedagogy Section:** This section of the unit provides guidance and research-based instructional strategies to assist teachers in delivering effective instruction.

**Priority Objectives:** These are the objectives in the units that provide the overarching focus for instruction. Teachers need to examine the current quarter objective document and pacing guide in order to provide instruction that will cover all current objectives to the level of depth outlined by the content specifications.

**Quarter Objective Documents:** The quarter objective documents can be found at the beginning of each unit. These documents include all objectives and content specifications that should be taught for the given quarter.

**Quarterly Sequence Documents:** These documents display a chart of priority objectives and demonstrate how objectives build across the quarters in a grade level.

**Unit:** Units include cycles of teaching and learning for whole group reading and writing instruction.

**Virginia Beach Objectives:** The Virginia Beach Objectives (VBOs) are measureable expectations for student learning in Virginia Beach City Public Schools. The VBOs are aligned to the standards of learning provided by the Virginia Department of Education.

**Vertical Alignment Documents:** These documents display a chart of priority objectives and demonstrate how objectives build across the grade levels (K-5).