

Grade Descriptions

Grade 1

In first grade, students build on the reading, writing, listening, and speaking that they practiced in kindergarten. As in kindergarten, these units include a section devoted to the CCSS reading foundations. While not a comprehensive reading program, this pacing guide provides guidance for instruction in print concepts, phonological awareness, phonics, word recognition, fluency and some of the writing and language skills. Students should enter first grade with basic decoding skills and familiarity with a range of fiction, nonfiction, and poetry. As their reading and writing skills become more advanced, they begin to apply their knowledge to new topics and situations. Students are exposed to a rich variety of “read-aloud” stories, nonfiction, and poems, including stories about animals, fables and other life lessons, stories and nonfiction accounts about contributors to America, multicultural versions of the “Cinderella” tale, and more. They have opportunities to draw interesting connections between literature and other subjects: for example, in the unit “Winds of Change,” they consider changes in nature as well as changes in characters’ feelings. They explore the arts throughout the year: in one unit they look at paintings by Matisse, and in another they compare masks from around the world. They start to produce writing—journal entries, brief descriptions, opinion pieces, and stories—and to collaborate on simple research projects (such as finding out about an animal). They learn to create short books with a table of contents and numbered pages. By the end of first grade, they are able to sound out and recognize many one-syllable and multisyllabic words, and they have a strong repertoire of sight words.

Grade 1 Units

- **UNIT 1** Alphabet Books and Children Who Read Them
- **UNIT 2** The Amazing Animal World
- **UNIT 3** Life Lessons
- **UNIT 4** Winds of Change
- **UNIT 5** American Contributions
- **UNIT 6** Around the World with a Glass Slipper

Grade 1 Unit 1**Alphabet Books and Children Who Read Them**

In this first six-week unit of first grade, students are welcomed to school as readers and begin reviewing the alphabet and concepts of print through books about the library, friendship, and the ABCs.

Overview:

Focusing on questioning and shared research, students learn that questioning is foundational to learning. By using books that require conversation, such as *The Graphic Alphabet*, students understand that ideas are processed through inquiry, thought, and conversation. After the students perform shared research based on a class question, they write a class ABC book about their topic. During this writing, they review the formation of a sentence with proper punctuation. Students also consider healthy habits in this unit and write about what they know, focusing on their topic and supporting it with facts. Finally, they apply their knowledge of questioning to poetry and perform the poetry as a choral reading.

Essential Question:

Why is it important to ask questions while you are reading?

Focus Standards:

These Focus Standards have been selected for the unit from the Common Core State Standards.

- **RL.1.1:** Ask and answer questions about key details and events in a text.
- **RI.1.1:** Ask and answer questions about key details in a text.
- **W.1.7:** Participate in shared research and writing projects.
- **SL.1.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **L.1.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.1.1j:** Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Student Objectives:

- Ask and answer questions about key details and events in fictional works, such as *Tomas and the Library Lady*.
- Ask and answer questions about key information in nonfiction texts, such as *The Graphic Alphabet*.
- Distinguish and sort major categories of writing (e.g., stories, poems, informational text).

- Use pictures, illustrations, and details in a text to describe key ideas.
- Participate in shared research and writing projects, producing a class ABC book on a pre-selected topic.
- Listen to one another in conversations and speak one at a time.
- Capitalize names, places, and dates.
- Punctuate correctly with a period and question mark.
- Perform poetry as a choral reading.
- Write an informative essay on a healthy living topic.

Suggested Works: (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars

Literary Texts

Stories

- *Little Bear's Visit* (Else Holmelund Minarik and Maurice Sendak) (EA)
- *A Kiss for Little Bear* (Else Holmelund Minarik and Maurice Sendak) (EA)
- *Morris Goes to School* (Bernard Wiseman)

Poems

- *Good Books, Good Times!* (Lee Bennett Hopkins)
- *You Read to Me, I'll Read to You* (Mary Ann Hoberman and Michael Emberley)

Stories (Read Aloud)

- *Tomas and the Library Lady* (Pat Mora and Raul Colon) (E)
- *iMarimba! Animales From A to Z* (Pat Mora and Doug Cushman) (EA)
- *Dr. Seuss's ABC: An Amazing Alphabet Book!* (Dr. Seuss) (EA)
- *Chicka Chicka Boom Boom* (Bill Martin, Jr., John Archambault, and Lois Ehlert)
- *Our Library* (Eve Bunting and Maggie Smith)
- *The Library* (Sarah Stewart and David Small)
- *Alphabet Mystery* (Audrey Wood and Bruce Wood)
- *I Can Read With My Eyes Shut!* (Dr. Seuss) (EA)

Poems (Read Aloud)

- "Read to Me" (Jane Yolen)
- "How to Eat a Poem" (Eve Merriam) (EA)
- "Books to the Ceiling" (Arnold Lobel) (EA)
- "Books Fall Open" (David McCord)

Informational Texts

Informational Books

- *I Read Signs* (Tana Hoban) (E)
- *26 Letters and 99 Cents* (Tana Hoban) (EA)
- *Look Book* (Tana Hoban) (EA)
- *Exactly the Opposite* (Tana Hoban) (EA)
- *School Bus* (Donald Crews) (EA)
- *Alphabet City* (Stephen T. Johnson)
- *A Good Night's Sleep* (Rookie Read-About Health) (Sharon Gordon)
- *Exercise* (Rookie Read-About Health) (Sharon Gordon)
- *Germs! Germs! Germs!* (Hello Reader Science Level 3) (Bobbi Katz and Steve Bjorkman)

Informational Books (Read Aloud)

- *Museum ABC* (New York Metropolitan Museum of Art)
- *An A to Z Walk in the Park* (R.M. Smith)
- *I Spy: An Alphabet in Art* (Lucy Micklethwait)
- *The Graphic Alphabet* (David Pelletier)
- *Eating the Alphabet: Fruits & Vegetables from A to Z* (Harcourt Brace Big Book) (Lois Ehlert)
- *The Turn-Around, Upside-Down Alphabet Book* (Lisa Campbell Ernst)
- *The Hidden Alphabet* (Laura Vaccaro Seeger)

Art, Music, and Media

Art

- Pieter Brueghel, *Children's Games* (1560)

Sample Activities and Assessments:

Class Discussion / Art Connection

Look at *Children's Games* by Pieter Brueghel. Ask the students to study it closely for a few minutes and write down any questions they have about what they see. When the time is up, have them ask their questions. As the students begin to ask questions aloud, write all of the questions on a chart (e.g., "What are they doing? Is that like a hula hoop? Was this painted a long time ago?..."). Talk about the value of asking questions and how we begin to open our minds to think deeply about something. (The painting was done in the 1500s, and the artist was trying to show all of the games he knew. You may want to note the few toys children had – sticks, hoops, etc....) (SL.1.2)

Class Discussion / Reading / Informational

Tell the students that just because books are called "ABC books" does not mean they are always easy to understand. Therefore, to understand them, we have to be willing to ask questions and to think deeply. Tell the students that they are going to look at *The Graphic Alphabet*. On each page, there is a letter, but there is something more going on than just that letter. Look at "A." Have the students ask questions about the page and try to answer them (e.g., "Why is the letter "A" crumbling? Could the letter be a mountain? Is that an 'avalanche'?"). There will be new vocabulary introduced, but as you go through the book and throughout the unit, students will have an opportunity to learn those words. (RI.1.1, RI.1.7, L.1.1, SL.1.2)

Language / Writing

Introduce the writing of declarative and interrogative sentences by focusing on an informational ABC book, such as *Eating the Alphabet: Fruits and Vegetables from A to Z* (Lois Ehlert). On a chart, write a question such as "What is your favorite fruit?" Teach the students to answer the question with a complete declarative response, such as "My favorite fruit is a strawberry." Discuss the end punctuation. Continue this activity to teach the expansion of sentences to include details, such as "Strawberries are my favorite fruit because they are juicy, sweet, and delicious." (L.1.1j, L.1.2b, W.1.5, SL.1.6)

Class Discussion / Poetry / Fluency

The theme of the poetry in this unit is the love of books and language. By visually displaying the poems, students will review sight words and see the way the poem is written (i.e., with lines and stanzas). Using a poem such as "Good Books, Good Times" (Lee Bennett Hopkins) or "How to Eat a Poem" (Eve Merriam), encourage the students to read with you repeatedly and to ask questions until they understand the poem. Poetry is easily transformed into choral reading by highlighting lines from one punctuation mark to the next, and then assigning groups to read those highlighted sections. (SL.1.2, RF.1.4)

Writing / Informative

Give students this prompt: "Children should eat healthy foods, exercise, and take care of their bodies. Name one way to stay healthy. Supply some facts about the topic you chose and provide closure at the end of your writing." As students write, watch closely that they focus on just one way to stay healthy and that they compose an essay supported by facts. (W.1.2, L.1.1j, L.1.2b)

Writing / Shared Research

Using the ABC books as a model, generate some ideas for writing a class ABC book. Work together as a class to come up with a big class question. Begin by asking questions such as, "Is it possible to create an ABC book with 'Games to Play' as our title?" Allow the class to give some ideas (e.g., names, authors, books, plants, insects). After ideas have been shaped into a research question, allow the children to vote on a theme for the class ABC book. Once the theme is chosen, collect (and research using a variety of texts and digital resources) ideas for each letter of the alphabet. Decide on a design for the book. Assign each student a letter in the book. Each page should include an upper and lower case letter, the key word, an illustration, and a sentence using the key word. Be sure to have them follow rules for spelling and punctuating correctly. (SL.1.1, W.1.7, W.1.2, W.1.8, L.1.1 a, L.1.1j, L.1.2b, L.1.2d, L.1.2e, RF.1.1a)

Reading / Literary

As you read the book *Tomas and the Library Lady*, pause periodically and encourage students to ask questions. By using, "I wonder" as the beginning of the question, have students predict what is coming next in the story and clarify understanding. Use Post-Its or white boards to keep each child engaged in the questioning. (RL.1.1)

Class Discussion / Reading

Throughout this unit, students are reading from a variety of texts: stories, poems, and informational texts. When you have a ten-minute block, play "I Spy" with the children (e.g., "I spy an informational book," "I spy a non-fiction book"). The students then have to guess which book you are looking at in the display of unit books. (RL.1.5, L.1.1)

Reading Foundations:

A PACING GUIDE FOR READING INSTRUCTION

This guide is based on the “reading foundations,” writing, and language standards in the CCSS and is customized to the maps. Completed for Kindergarten and first grade (more grades to come), the guide tracks curriculum map units, as indicated in the first row of the document. Concepts of print, phonological awareness, and text reading fluency are all addressed and woven into a developmental progression that leads to word recognition and text reading. Accomplishment of these milestones can be achieved with daily practice and brief activities, suggestions for which are highlighted in the guide. (Follows this unit)

Terminology:

- alphabet books
- author
- capitalization
- conventional spelling
- illustrator
- informational
- key details
- periods
- phonetic spelling
- poems
- question marks
- questions
- research question
- shared research
- sort
- stories
- topic

Making Interdisciplinary Connections:***This unit teaches:***

- **Art:** Pieter Brueghel (*Children’s Games*)
- **Science:** Healthy living (e.g., eating fruits and vegetables, exercise, sleep, avoiding germs)

This unit could be extended to teach:

- **Science:** Healthy living (e.g., body systems, Jenner, Pasteur)

Grade 1 Unit 2**The Amazing Animal World**

In this second six-week unit of first grade, students read informational texts about animals and learn how each animal is unique.

Overview:

Building on the informative writing in the first unit, students focus on constructing stronger informative writing pieces. Then, students revise their work with an adult. They also learn about the creative process through the artist Henry Matisse, and create a piece of art to go with their informative writing. The class explores explanatory writing by explaining the technique used to create their own artistic works. As they read fictional texts, they learn to retell a story using details and focusing on a central message.

Essential Question:

Can stories about animals teach us lessons about ourselves?

Focus Standards:

These Focus Standards have been selected for the unit from the Common Core State Standards.

- **RL.1.2:** Retell stories, including key details, and demonstrate understanding of the central message or lesson.
- **RI.1.2:** Identify the main topic and retell key details of a text.
- **RL.1.5:** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- **L.1.5:** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- **L.1.5 (b):** Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- **W.1.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **SL.1.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Student Objectives:

- Retell stories demonstrating understanding of the central message or lesson.
- Identify the main idea and key details of an informational text.
- Describe how the text groups information into general categories.
- Write an informative text about an animal, supplying factual information and providing a sense of closure.

- In a revision process and under the guidance and support of an adult, add details to an informative text.
- Confirming understanding of information, present orally by restating key elements and answering questions about key details.
- Write an explanatory text telling how Matisse created the mural, *The Snail*.
- Use sentence context clues to help determine word meanings.
- Define words by category and by one or more key attributes (e.g., a duck is a bird that swims).
- Use common, proper, and possessive nouns in speech and writing.

Suggested Works: (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars

Literary Texts

Stories

- *Are You My Mother?* (Philip D. Eastman) (E)
- *Mouse Tales* (Arnold Lobel) (EA)
- *Uncle Elephant* (Arnold Lobel) (EA)
- *Mouse Soup* (Arnold Lobel) (EA)

Poetry

- "Fish" (Mary Ann Hoberman)

Stories (Read Aloud)

- *Finn Family Moomintroll* (Tove Jansson) (E)

Poetry (Read Aloud)

- "The Fox's Foray" in *The Oxford Nursery Rhyme Book* (Anonymous) (E)
- "The Owl and the Pussycat" in *The Complete Nonsense of Edward Lear* (Edward Lear) (E)
- "I Know All the Sounds that the Animals Make" in *Something Big Has Been Here* (Jack Prelutsky)
- "The Pasture" in *The Poetry of Robert Frost* (Robert Frost)
- "The Purple Cow" in *The Burgess Nonsense Book Being a Complete Collection of the Humorous Masterpieces of Gelett Burgess* (Gelett Burgess)

Informational Texts

Informational Text

- *Starfish* (Let's-Read-and-Find...Science) (Edith Thacher Hurd and Robin Brickman) (E)
- *A Nest Full of Eggs* (Let's-Read-and-Find...Science) (Priscilla Belz Jenkins and Lizzy Rockwell) (E)
- *What's It Like to Be a Fish?* (Let's-Read-and-Find...Science) (Wendy Pfeffer and Holly Keller) (E)
- *What Lives in a Shell?* (Let's-Read-and-Find...Science) (Kathleen Weidner Zoehfeld and Helen K. Davie) (E)

- *Where Do Chicks Come From?* (Let's-Read-and-Find...Science) (Amy E. Sklansky and Pam Paparone) (E)
- *Big Tracks, Little Tracks: Following Animal Prints* (Let's-Read-and-Find...Science) (Millicent E. Selsam and Marlene Hill Donnelly) (E)
- *Where Are the Night Animals?* (Let's-Read-and-Find...Science) (Mary Ann Fraser) (E)

Informational Text (Read Aloud)

- *Earthworms* (Claire Llewellyn and Barrie Watts) (E)
- *What Do You Do With a Tail Like This?* (Steve Jenkins and Robin Page) (E)
- *Biggest, Strongest, Fastest* (Steve Jenkins) (EA)
- *What Do You Do When Something Wants To Eat You?* (Steve Jenkins) (EA)
- *Never Smile at a Monkey: And 17 Other Important Things to Remember* (Steve Jenkins) (EA)
- *Amazing Whales!* (Sarah L. Thomson) (E)
- *How Animals Work* (DK Publishing)
- *Creature ABC* (Andrew Zuckerman)

Art, Music, and Media

Art

- Albrecht Dürer, *Two Squirrels, One Eating a Hazelnut* (no date)
- Marc Chagall, *I and the Village* (1945)
- Paul Klee, *Cat and Bird* (1928)
- Henri Rousseau, *The Flamingoes* (1907)
- Susan Rothenberg, *Untitled (Horse)* (1976)
- Henri Matisse, *The Snail* (1953)

Sample Activities and Assessments:

Class Discussion/Reading/Informational Text

While reading a book such as *What Do You Do With A Tail Like This?* (Steve Jenkins), make a chart to record the name of each animal mentioned. Write where the animal lives (i.e., its habitat), what the animal eats (i.e., whether it is an herbivore, carnivore, or omnivore) and an interesting fact (e.g., its method of adaptation) on the chart. Ask students to supply at least one piece of information on a Post-It when you are finished reading. Create and add to similar charts about animal facts as you read to the children and as they read independently. Use these charts to create oral and written sentences about the animals. (RI.1.2, L.1.5b, L.1.1j)

Class Discussion/Reading/Informational Text

Before beginning this lesson, ask students what they are experts at doing (e.g., bike riding, roller skating, or back flips). Allow some time to share. Remind the students that an author is a real person who has worked hard to know the information to fill a book such as *What Do You Do With a Tail Like This?* (Steve Jenkins). Using the essential question for this unit, ask the students to think about how authors become experts on a topic, such as the tails of animals. If possible, invite a speaker who has an expertise in something. Talk about how they became an expert. (W.1.2, SL.1.3, RI.1.2)

Explanatory Writing/Art Connection

Display the Tate's site for Matisse's *The Snail* using a projector and computer. Encourage students to comment about the colors and what they see in the artwork. As you read the background information and move through the site, students will see the process used by Matisse to create his work. Students will then create a work of their favorite animal from this unit using torn pieces of painted paper. Later, do a shared writing to explain the steps taken to create an art piece in the style of Matisse. This could be a model for an explanatory piece of writing later. (W.1.7) (SL.1.2)

Informative Writing/Revision

Since the students have now completed an artistic masterpiece of their favorite animal, extend the work into a writing assignment. Give the students this prompt: "Write about your favorite animal. Be sure to include interesting facts about your animal and end with a solid closing. Allow your students to begin by working in teams to gather information. Using non-fictional texts, remind them to use the index or table of contents to locate more information about the animal. When they have some basic information, have them write the first draft. Ensure that adults are available to help with revision of the writing. Display the published writing with the Matisse-style artwork (see Art Connection / Explanatory Writing). (W.1.2, W.1.5, RI.1.5, RI.1.10, RF.1.4)

Literary/Vocabulary

Read a fictional animal story, such as *Are You My Mother?* (Philip D. Eastman). Discuss the vocabulary in the story and work on retelling. Ask the students (if, for example, discussing *Are You My Mother?*), "What word was funny in the story because of the way it was used?" (Possible answer: "Snort") How did you know what it meant? Divide the students into groups of three and have them tell the story to each other, taking turns as each tells a part. Let them know that if they are stuck on a part of the story, you will come and allow them to use the book to solve the problem. Encourage the students to try to remember as many details as they can to tell the story because that is what makes it interesting. When they are finished retelling the story, talk about what lesson might be learned from the story. (L.1.4a, RL.1.2)

Literary/Language

Follow up on a book read previously in class, such as *Are You My Mother?* (Philip D. Eastman). Go back and reread the story. As you read it this time, read for the purpose of finding all of the animals and things that baby bird thought might be his mother. As students find the words, write them on index cards (e.g., kitten, hen, dog, cow, boat, plane). Sort the words into categories (e.g., animals, modes of transportation,). Think of more words for each of the categories. (L.1.5a, L.1.1b)

Literary

As students read independently, remind them that different characters often tell the story at different times in a book. Using a book such as *Mouse Tales* (Arnold Lobel), allow the students to re-read parts of the text where the weasel speaks, where the mouse speaks, and where the narrator tells the story. Provide a bowl of raw elbow macaroni at each table. Ask students to use the macaroni to cover the quotation marks in the book, reminding them that it means someone is speaking. Assigning the parts to three readers will show others how dialogue works in literature. (RL.1.6)

Literary/Read Aloud

Choose a fantasy read-aloud, such as *Finn Family Moomintroll* (Tove Jansson). Continuing to focus on the retelling of fiction, give the children the opportunity to retell the previous chapters by allowing them to choose an object to prompt the retelling. For example, when the black hat appears, find a small black hat (or cut it out of black paper) and put it into the retelling basket. Before each reading time, have the students retell the story using the gathered objects as prompts for remembering characters and events. By the time the book ends, you will have an object for each chapter or key event in the book—and the students will be efficient storytellers. (RL.1.2)

Class Discussion/Art Connection

Select three or four works to view. Ask the students the following questions: What animal do you see in this work? Does anyone see a different animal? What color is the animal? Is this the real color of this animal? Why do you think the artist chose the color he or she did?

Writing/Art Connection

Ask the students to draw an animal of their choice. They will then choose to color it using the animal's real colors, or they could choose to use imaginary colors. Ask the students to write an informative text based on their drawing, and their choice of realistic or imaginary coloring.

Reading Foundations:

A PACING GUIDE FOR READING INSTRUCTION

This guide is based on the "reading foundations," writing, and language standards in the CCSS and is customized to the maps. Completed for Kindergarten and first grade (more grades to come), the guide tracks curriculum map units, as indicated in the first row of the document. Concepts of print, phonological awareness, and text reading fluency are all addressed and woven into a developmental progression that leads to word recognition and text reading. Accomplishment of these milestones can be achieved with daily practice and brief activities, suggestions for which are highlighted in the guide. (Follows this unit)

Terminology:

- categories
- context clues
- informative
- lesson
- main topic
- message
- retell
- revision

Making Interdisciplinary Connections:

This unit teaches:

- **Art:** Henri Matisse
- **Science:** Animals (e.g., habitats, unique adaptations, and the food chain)

This unit could be extended to teach:

- **Geography:** Oceans
- **Science:** Animals (e.g., undersea life, habitat destruction, Rachel Carson)

Grade 1 Unit 3**Life Lessons**

In this third six-week unit of first grade, students read literature and informational texts related to life lessons.

Overview:

Building on the retelling of stories with details, students focus on the categorizing of those story details into the following groupings: characters, key events, and settings. Students read and listen to fables with morals. They also learn about rules for life in a book of manners. Reading the life story of George Washington Carver, students learn about a man who had to overcome obstacles in life to make important contributions to science and agriculture. Students also learn about Thomas Edison’s work with electricity and the rules for its safe use. Descriptive words are the focus of a lesson centered on the artwork of Georgia O’Keeffe. Finally, the children write narratives focused on life lessons and create informative posters focused on electrical safety.

Essential Question: *What can stories teach us about life?*

Focus Standards:

These Focus Standards have been selected for the unit from the Common Core State Standards.

- **RL.1.3:** Describe characters, settings, and major events in a story, using key details.
- **RL.1.2:** Retell stories, including key details, and demonstrate understanding of the central message or lesson.
- **RI.1.6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **W.1.3:** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- **L.1.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.1.2(b):** Use end punctuation for sentences.
- **RF.1.4:** Read with sufficient accuracy and fluency to support comprehension.
- **RF.1.4(b):** Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Student Objectives:

- Describe characters, key events, and the setting in a story.
- Identify who is speaking in a story or fable.
- Distinguish between the information provided by the pictures or illustrations in a text and the information provided by the words.
- Using time cue words, providing some details, and ending with a sense of closure, write narratives that include at least two sequenced events.
- Revise narratives with the help of an adult.
- Produce complete sentences with correct past, present, or future verb tenses.
- Use end punctuation for sentences: periods, question marks, and exclamation points.
- Relate the use of punctuation to the way a text should be read expressively.
- Compare and contrast two versions of an Indian fable.
- Create informative posters using both text and illustrations to teach about electrical safety.

Suggested Works: (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars

Literary Texts

Stories

- *Green Eggs and Ham* (Dr. Seuss) (E)
- *Yo! Yes?* (Chris Raschka)
- *The Blind Men and the Elephant* (Karen Backstein and Annie Mitra)
- *Seven Blind Mice* (Ed Young) (EA)

Poetry

- "By Myself" in *Honey I Love and Other Poems* (Eloise Greenfield)
- "Sharing" in *Falling Up* (Shel Silverstein)
- "Ridiculous Rose" in *Where the Sidewalk Ends* (Shel Silverstein)

Stories (Read Aloud)

- *The Boy Who Cried Wolf* (B.G. Hennessy and Boris Kulikov)
- *Town Mouse, Country Mouse* (Jan Brett)
- *Lousy Rotten Stinkin' Grapes* (Margie Palatini and Barry Moser)
- *The Lion & the Mouse* (Jerry Pinkney)
- *The Tortoise and the Hare* (Janet Stevens)
- *The Hare and The Tortoise* (Swahili) (Helen Ward)
- *Fables* (Arnold Lobel)
- *The Little Red Hen* (Paul Galdone)
- *The Ugly Duckling* (Hans Christian Andersen and Jerry Pinkney)
- *Swimmy* (Leo Lionni)
- *Alexander and the Wind-up Mouse* (Leo Lionni)
- *Inch by Inch* (Leo Lionni)
- *Punctuation Takes a Vacation* (Robin Pulver and Lynn Rowe Reed)

Poetry (Read Aloud)

- *Goops and How to Be Them: A Manual of Manners for Polite Children* (Gelett Burgess)
- "I'm Making a List" in *Where the Sidewalk Ends* (Shel Silverstein)
- "My Mother Says I'm Sickening" in *The New Kid on the Block* (Jack Prelutsky)

Informational Texts**Informational Text**

- *A Weed is a Flower: The Life of George Washington Carver* (Alik) (E)
- *George Washington Carver* (Rookie Biographies) (Lynea Bowdish)
- *Thomas Alva Edison* (Rookie Biographies) (Wil Mara)
- *What is Electricity?* (Rookie Read-About Science) (Lisa Trumbauer)

Informational Text (Read Aloud)

- *Manners* (Alik) (EA)
- *Hello! Good-bye!* (Alik) (EA)
- *Georgia O'Keeffe* (Getting to Know the World's Greatest Artists) (Mike Venezia)
- *My Light* (Molly Bang) (EA)
- *Flick a Switch: How Electricity Gets to Your Home* (Barbara Seuling and Nancy Tobin)
- *Watch Out! At Home* (Claire Llewellyn and Mike Gordon)

Art, Music, and Media**Art**

- Georgia O'Keeffe, *Red Poppy* (1927)
- Georgia O'Keeffe, *Jack in the Pulpit No. IV* (1930)
- Georgia O'Keeffe, *Jimson Weed* (1936)
- Georgia O'Keeffe, *Oriental Poppies* (1928)
- Georgia O'Keeffe, *Two Calla Lilies on Pink* (1928)

Sample Activities and Assessments:**Language / Literary**

To introduce the relationship between punctuation and reading expression, use the book *Yo! Yes?*. Show the students the cover of the book with its very simple title: *Yo! Yes?* Ask how someone would say those words? YO! YES? As you read the book with the students, have the boys read one page, and the girls the opposite page. As they focus on the illustrations and the way the author ends each sentence, they will know how to read the words, and a story will be created in their minds. Follow this reading with other books so that the children learn how important it is to read with the end punctuation in mind. (RL.1.6, RF.1.4b, L.1.2b, RL.1.7)

Class Discussion / Literature

Tell the students that fables are stories that teach us a lesson. The characters in the story are usually animals and have one main characteristic. Read the familiar fable, "The Tortoise and the Hare." Ask students what they can tell you about the tortoise. (He's slow, but steady.) What can they tell about the hare? (He's fast, but undependable.) Create a chart with cells for the title, characters (with one characteristic each), setting, key events (i.e., from the beginning, middle, and end), and the lesson learned (i.e., the moral of the story). As you read each fable in this unit, continue to fill in the chart. Give students more and more responsibility for filling in the characters, setting, and key events of a fable. Assess understanding at the end of the unit by reading a fable and then have each child write or dictate the entries on his or her own chart. (RL.1.3, RL.1.2)

Class Activity / Literature

Tell the students that the Indian fable, "The Blind Men and the Elephant" is the original telling of a fable more commonly known as "Seven Blind Mice." Read the original story first and then read "Seven Blind Mice." (Read aloud to students, or they may read on their own if they are able.) As the two fables are added to the fable story chart, ask the students to explain how these two stories are the same and how they are different. (RL.1.9, RL.1.2)

Writing / Narrative

Assign this narrative prompt: "Think of a time when you learned a lesson." Encourage the students to think about the lessons learned in the fables as they write their own story. Be sure the students focus on the beginning, middle and end (where they tell about the lesson learned). Be sure they include at least two sequenced events, use time cue words, provide some details, and include a sense of closure (W.1.3, W.1.5, RL.1.2)

Class Discussion / Language

One of the life lessons focused on in this unit is "manners." With the students, create a list of "lunchroom manners" using a book such as *Manners* (Ailiki). Students should dictate the sentences while you write them on sentence strips. In this writing lesson, focus on writing complete sentences with subject-verb agreement. To practice handwriting and correct sentence construction, have the students copy some of the sentences. A follow-up to this lesson would be a humorous list of "lunchroom manners" inspired by Prelutsky and Silverstein and written in poetic form. (SL.1.6, L.1.1c, L.1.1e, L.1.1j)

Independent Reading / Informational Text

Introduce the book *A Weed is a Flower: The Story of George Washington Carver*. Explain that illustrations and text are both very important in a book. Guide students as they read by asking them first to think about what you can learn from the illustrations. Create a two-column chart with "illustrations" on one side and "text" on the other side. When students learn something from studying the illustration, they will write it on a Post-It note and put it in the book. Use the Post-Its to guide the discussion when they are finished reading. Repeat the activity with learning from the text. (RI.1.6)

Art Connection / Language

After students have read about George Washington Carver's love of nature, introduce them to an artist who also focused on nature and who lived during the same time period: Georgia O'Keeffe. Both of their names come from the Greek root "geo" meaning "earth." Tell the students to look at some of Georgia O'Keefe's

artwork. Ask them to use describing words (i.e., *adjectives*) to discuss what they see in her work. (L.1.5d, L.1.1f)

When you are finished with the art description activity, read these quotations and have the children write a response. (L.1.1j)

"Nobody sees a flower, really, it is so small. We haven't time—and to see takes time, like to have a friend takes time." Georgia O'Keeffe

"If I could paint the flower exactly as I see it no one would see what I see because I would paint it small like the flower is small. So I said to myself—'I'll paint what I see—what the flower is to me, but I'll paint it big, and they will be surprised into taking time to look at it - I will make even busy New Yorkers take time to see what I see of flowers.'" Georgia O'Keeffe

Writing / Informational Text

After reading several books about electricity, create a list of rules for safety (e.g., avoiding electrical outlets with wet hands). Divide the rules evenly among the students and assign the task of creating a safety poster for each one. Each student will write a rule neatly and show additional information (i.e., the application of the rule) in his or her illustration. Create sets of posters and allow students to present their rules to another classroom or grade level. (W.1.2, RI.1.6, SL.1.5, SL.1.6)

Reading Foundations:

A PACING GUIDE FOR READING INSTRUCTION

This guide is based on the "reading foundations," writing, and language standards in the CCSS and is customized to the maps. Completed for Kindergarten and first grade (more grades to come), the guide tracks curriculum map units, as indicated in the first row of the document. Concepts of print, phonological awareness, and text reading fluency are all addressed and woven into a developmental progression that leads to word recognition and text reading. Accomplishment of these milestones can be achieved with daily practice and brief activities, suggestions for which are highlighted in the guide. (Follows this unit)

Terminology:

- adjectives
- affixes
- characters
- complete sentences
- declarative
- end punctuation
- exclamation mark
- exclamatory
- fable
- imperative
- interrogative
- key events
- lesson
- message
- moral
- narratives

- period
- question mark
- revision
- setting
- verbs

Making Interdisciplinary Connections:

This unit teaches:

- **Art:** The still lifes of Georgia O’Keeffe
- **Science:**
 - Scientists (e.g., George Washington Carver, Thomas Edison)
 - Electricity (e.g., basic principles, safety rules)

This unit could be extended to teach:

- **Science:** Sun (i.e., as a source of energy, light, and heat)

Grade 1 Unit 4**Winds of Change**

In this fourth six-week unit of first grade, students look at changes in nature through non-fiction, changes in the feelings of characters through fantasy, and changes in their own writing through revision.

Overview:

Building on the simple characteristics of fable characters, students describe the characters' feelings. Focusing on verbs, students act out the various ways Dorothy in *The Wonderful Wizard of Oz* could "walk" on the yellow brick road. They read an article on wind power to look at how wind can provide energy efficiently. They view the non-fiction in this unit through the lens of cause and effect. Finally, students look at writing as a moldable, changing piece of work that improves with revision.

Essential Question:

How does a reader know how a character is feeling or how the character's feelings change?

Focus Standards:

These Focus Standards have been selected for the unit from the Common Core State Standards.

- **RL.1.4:** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **RI.1.8:** Identify the reasons an author gives to support points in a text.
- **W.1.5:** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- **L.1.5:** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- **L.1.5(d):** Distinguish shades of meanings among verbs differing in manner (e.g., look, peek, glance, stare, glare, [and] scowl).
- **SL.1.4:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Student Objectives:

- Identify words and phrases in stories or poems that suggest feelings and appeal to the senses.
- Identify cause and effect relationships in informational text.
- Add details as needed to strengthen writing through revision.

- Distinguish shades of meaning among verbs by defining, choosing, or acting out the meanings.
- Using commas to separate the words, dictate sentences with a series of nouns.
- Write a narrative text with a focus on feelings.
- Revise writing using temporal words, feeling words, and vivid verbs.
- Distinguish between the root and affixes of verb conjugations, such as walk, walks, walked, walking.
- Use commas in a series and identify the conjunction (e.g., “I see monkeys, tigers, and elephants at the zoo”).

Suggested Works: (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars

Literary Texts

Stories

- *Owl at Home* (Arnold Lobel) (E)
- *Frog and Toad All Year* (Arnold Lobel) (EA)
- *Ten Apples Up on Top!* (Dr. Seuss) (EA)
- *Changes, Changes* (Pat Hutchins)
- *The Wind Blew* (Pat Hutchins)

Poetry

- “Covers” in *The Sun is So Quiet* (Nikki Giovanni) (E)
- “It Fell in the City” in *Blackberry Ink* (Eve Merriam) (E)
- “Laughing Boy” in *Haiku: This Other World* (Richard Wright) (E)
- “Drinking Fountain” in *Random House Book of Poetry for Children* (Marchette Chute) (E)

Stories (Read Aloud)

- *The Wonderful Wizard of Oz* (Frank L. Baum) (E)
- *Twister on Tuesday* (Mary Pope Osborne and Sal Murdocca) (EA)
- *Alexander and the Horrible, No Good, Very Bad Day* (Judith Viorst and Ray Cruz)
- *Alexander, Who’s Not (Do You hear me? I mean it!) Going to Move* (Judith Viorst, Ray Cruz, and Robin Preiss Glasser)
- *If You Give a Mouse a Cookie* (Laura Joffe Numroff and Felicia Bond)
- *The Bat Boy and His Violin* (Gavin Curtis and E.B. Lewis)
- *When Sophie Gets Angry—Really, Really Angry...* (Molly Bang) (EA)
- *My Name is Yoon* (Helen Recorvits and Gabi Swiatkowska)
- *Goin’ Someplace Special* (Patricia C. McKissack and Jerry Pinkney)

Poetry (Read Aloud)

- “Who Has Seen The Wind” in *Rossetti: Poems* (Everyman’s Library Pocket Poets) (Christina Rossetti) (E)

- “The Wind” in *A Child’s Garden of Verses* (Robert Louis Stevenson)
- “Windy Nights” in *A Child’s Garden of Verses* (Robert Louis Stevenson)
- “Blow, Wind, Blow!” (Traditional)

Informational Texts

Informational Text

- “Wind Power” (National Geographic Young Explorers) (November-December 2009)(E)
- “Storms” (National Geographic Readers) (Miriam Goin)

Informational Text (Read Aloud)

- *Tornadoes!* (Gail Gibbons) (EA)
- *Tornadoes* (Seymour Simon)
- *Super Storms* (Seymour Simon)
- *Flash, Crash, Rumble, and Roll* (Franklyn M. Bramley and True Kelley)
- *How People Learned to Fly* (Fran Hodgkins and True Kelley) (E)
- *Feelings* (Aliko) (E)
- *Twisters and Other Terrible Storms: A Nonfiction Companion to Twister on Tuesday* (Will and Mary Pope Osborne, and Sal Murdocca) (EA)

Art, Music, and Media

Music

- Pyotr Ilyich Tchaikovsky, Violin Concerto in D major, Op. 35 (1878)
- Wolfgang Amadeus Mozart, Violin Concerto No. 4 in D Major (1775)
- Johann Sebastian Bach, Concerto for 2 Violins, Strings, and Continuo in D Minor (Double Violin Concerto) (1730-31)
- Ludvig van Beethoven, Violin Concerto in D Major, Op. 61 (1806)

Film

- *The Wizard of Oz*, Victor Fleming dir. (1939)

Sample Activities and Assessments:

Reading / Literary

Read *The Wizard of Oz* aloud to the class. As students meet each character in the text, guide them to think about the character’s feelings and how the author shows us how the character feels. Discuss how the author helps us use our senses to see, smell, feel, hear, and even taste while we are reading a book. As you read aloud, model the way you are drawn to use your senses. For example, in the second paragraph of chapter one, the author describes Kansas so that you can “see” the countryside clearly. Then he goes on to describe Aunt Em, Uncle Henry, Toto, and Dorothy, with a focus on their feelings. (RL.1.3, RL.1.4)

Language

Choose some verbs that are rather bland, such as “to walk.” Ask the children to imagine that they are in the book (*The Wizard of Oz*) with Dorothy and that they are walking on the yellow brick road. Have them imagine that they are really happy. How would they walk? (Possible answers: Skip, run, dance.) Allow students to show us how that kind of motion would look. Then, have them imagine that they are feeling sad and discouraged. How would they walk? (Possible answers: *Trudge, drag*) Make a list of all the words that could be used as a better choice than “walk.” This lesson on verbs can be extended to cover roots and affixes –ed, -s, -ing. (SL.1.4, L.1.5d, L.1.4b, L.1.4c)

Language

To reinforce the idea of a wide range of alternatives for a word like “see,” write the words “look,” “peek,” “glance,” “stare,” “glare,” and “scowl” onto cards. Have the students arrange the cards in order from the most to least cautious (e.g., peek→glance→look→stare→glare→scowl). Use a thesaurus to add other synonyms of “to see” and add them into the range of words. (L.1.5(d))

Writing / Narrative Prompt / Revision

Give students this prompt: “Write a story about a time you felt happy. Be sure to tell us what happened to make you happy.” Combining the focuses of this unit (revision, appealing to the senses with details, and using well-chosen verbs), zero in on details and synonyms while the students revise their stories. Tell the students to watch for the proper use of personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything) as they are editing. (W.1.3, W.1.5, L.1.1d)

Reading / Informational

Introduce an informative article such as “Wind Power” (*National Geographic Young Explorer!*). First, ask students to think about what wind causes and brainstorm with the children. Then, have the students read the article independently, with partners, or with the teacher to find out what the wind causes.

Cause Effect

Wind “Whips up fun” (study illustration for specifics)

Wind Kites fly

Wind Pushes sailboats

Wind Windmills spin, turning wind energy into electricity

Continue this activity with more non-fiction articles and books, continually giving students more of the responsibility for recording their own ideas. (RL.1.10, RI.1.8)

Music Connection / Mood

Throughout the day, play some violin concerto music in the background. Ask the students how the music made them feel. For example, ask them to finish this sentence: “During the music, I felt _____.” Continue to listen to the music at any opportunity. Then, read the book *The Bat Boy and His Violin*, which is the story of a boy who loved to play the violin. After the students listen to the story, go back through the text and have the children talk about how the author used words and phrases to let the reader know how the characters in the book felt. (RL.1.4, L.1.1i)

Language

To teach the use of a comma in a series, list the five senses on the white board. Give students a “setting” card (e.g., zoo, farm, or beach) and have them dictate a sentence using one of the senses, naming three things they sense for in that setting. Explain that when we use the word “and” we are using a conjunction. For example, “At the zoo, I smell popcorn, elephants, and cotton candy.” Write the dictated sentence and then challenge them to write their own sentences. (L.1.2c, L.1.1g)

Reading / Informational

As you read books about the topic of wind or tornadoes, place the word “tornado” in the center of a display board. Look for causes of tornados (post on the left) and the effects of tornados (post on the right), creating a visual graphic organizer for cause and effect. Have students use the graphic organizer to create sentences showing cause and effect (e.g., “The high winds of the tornado tore the roof from the top of the Civic Center.”). Repeat this activity as you read other informational books with a cause and effect structure, giving students more of the responsibility for placing Post-Its on the graphic organizer and writing out the sentences. (RL.1.10, RI.1.8)

Reading Foundations:

A PACING GUIDE FOR READING INSTRUCTION

This guide is based on the “reading foundations,” writing, and language standards in the CCSS and is customized to the maps. Completed for Kindergarten and first grade (more grades to come), the guide tracks curriculum map units, as indicated in the first row of the document. Concepts of print, phonological awareness, and text reading fluency are all addressed and woven into a developmental progression that leads to word recognition and text reading. Accomplishment of these milestones can be achieved with daily practice and brief activities, suggestions for which are highlighted in the guide. (Follows this unit)

Terminology:

- cause
- effect
- revision
- verbs

Making Interdisciplinary Connections:

This unit teaches:

- **Music:** Violin concertos (by Tchaikovsky, Mozart, Bach, and Beethoven)
- **Science:** Weather (e.g., wind and tornadoes)

This unit could be extended to teach:

- **Science:** Changing states of matter (e.g., solid, liquid, and gas)

Grade 1 Unit 5**American Contributions**

In this fifth six-week unit of first grade, students meet Americans who have contributed to our society in various ways and during various times of history.

Overview:

Building on the work with fiction and informational text in previous units, students meet famous Americans in informational books and then hear fictional stories about the same people. Focusing on reading independently and fluently, students read non-fiction to learn about the contributions made by interesting people in America. By placing events of a similar time period on a timeline, students are able to visualize the connections among events and people. Students also write and revise an opinion piece. The unit also focuses on vocabulary in context as students learn to read and reread for meaning.

Essential Question:

How do we learn about people who contribute to the lives of others in our communities and country?

Focus Standards:

These Focus Standards have been selected for the unit from the Common Core State Standards.

- **RI.1.10:** With prompting and support, read informational texts appropriately complex for grade 1.
- **RI.1.3:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RF1.4:** Read with sufficient accuracy and fluency to support comprehension.
- **RF.1.4(c):** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **W1.1:** Write opinion pieces in which [the student] introduce[s] the topic or name the book they are writing about, state[s] an opinion, suppl[ies] a reason for the opinion, and provide[s] some sense of closure.
- **SL.1.3:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Student Objectives:

- Read non-fiction independently, proficiently, and fluently.
- See and describe the connection between two key events or ideas in a text and between texts.
- Use context to confirm or self-correct word recognition.
- Reread when necessary.

- Write an opinion about an interesting person studied in this unit, supporting their choices with reasons.
- Revise opinion writing.

Suggested Works: (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars

Literary Texts

Stories (Read Aloud)

- *Little House in the Big Woods* (Laura Ingalls Wilder and Garth Williams) (E)
- *The Hatmaker's Sign: A Story by Benjamin Franklin* (Candace Fleming and Robert Parker)
- *Willie Was Different: A Children's Story* (Norman Rockwell)
- *Rockwell: A Boy and His Dog* (Loren Spiotta-DiMare and Cliff Miller)
- *A True Story About Jackie Robinson (Testing the Ice)*(Sharon Robinson and Kadir Nelson)
- *George Washington and the General's Dog* (Frank Murphy and Richard Walz)
- *A. Lincoln and Me* (Louise Borden)
- *Mr. Lincoln's Whiskers* (Karen Winnick)
- *Abe Lincoln Crosses a Creek: A Tall, Thin Tale* (Deborah Hopkinson and John Hendrix)

Poetry (Read Aloud)

- "Hope" in *The Collected Poetry of Langston Hughes* (Langston Hughes) (EA)
- "Washington" in *The Random House Book of Poetry for Children* (Nancy Byrd Turner)
- *You're a Grand Old Flag* (George M. Cohan and Norman Rockwell)

Songs

- *Yankee Doodle Boy* (George M. Cohan)
- *You're a Grand Old Flag* (George M. Cohan)

Informational Texts

Informational Text

- *The Man Who Walked Between the Towers* (Mordicai Gerstein) (E)
- *George Washington* (Rookie Biographies) (Wil Mara)
- *Let's Read About—George Washington* (Scholastic First Biographies) (Kimberley Weinberger and Bob Doucet)
- *Abraham Lincoln* (Rookie Biographies) (Wil Mara)
- *Let's Read About—Abraham Lincoln* (Scholastic First Biographies) (Sonia Black and Carol Heyer)
- *Laura Ingalls Wilder* (Rookie Biographies) (Wil Mara)
- *Paul Revere* (Rookie Biographies) (Wil Mara)
- *Let's Read About—Cesar Chavez* (Jerry Tello)
- *Benjamin Franklin* (Rookie Biographies) (Wil Mara)

- *Pocahontas* (DK Readers) (Caryn Jenner)
- *Jackie Robinson* (Rookie Biographies) (Wil Mara)

Informational Text (Read Aloud)

- *Dave the Potter: Artist, Poet, Slave* (Laban Carrick Hill and Bryan Collier) (EA)
- *John, Paul, George, and Ben* (Lane Smith)
- *A Picture Book of Paul Revere* (David A. Adler, John and Alexandra Wallner)
- *A Picture Book of Benjamin Franklin* (David A. Adler, John and Alexandra Wallner)
- *A Picture Book of George Washington* (David A. Adler, John and Alexandra Wallner)
- *Betsy Ross: The Story of Our Flag* (Easy Reader Biographies)(Pamela Chanko)

Art, Music, and Media

Art

- John Singleton Copley, *Paul Revere* (1768)
- Gilbert Stuart, *Dolley Madison* (1804)
- *Portrait of Harriet Tubman* (artist and date unknown)
- Gilbert Stuart, *George Washington* (1796)
- George P.A. Healey, *Abraham Lincoln* (1869)
- *Dr. Martin Luther King Jr. at The Lincoln Memorial* (1963)
- Ben Wittick, *Geronimo (Goyathlay), a Chiricahua Apache; full-length, kneeling with rifle* (1887)

Sample Activities and Assessments:

Reading / Informational

To help students make visual connections between events and people during the “early America” part of history, create a simple timeline and record events as you read books on this topic together or as students report back on what they read independently. Students should understand that although the informational texts are focused around different people or topics, it all happened at the same time in history. By extending the timeline to include historical figures, students begin to understand chronology. (RI.1.3, RI.1.10)

Reading / Informational / Fluency

Have students choose one of the biographies they enjoyed reading. Have them practice reading the book until they can read it well (i.e., with phrasing and expression). As students read their biographies independently, look for opportunities to use context to confirm or self-correct word recognition and understanding, encouraging the children to reread as necessary. Take the books to a kindergarten class and have students read the books aloud to students there. (RF.1.4a, RF.1.4b, RF.1.4c, RI.1.4, RI.1.10)

Writing / Opinion / Prompt

Give students this prompt: “Choose one of the people from this unit that you think is the most interesting. Write about the person. Be sure to name the person and to tell why you think he or she is the most interesting. Also make sure you support your opinion with ideas from the book(s) we read.” (W1.1)

Reading / Word Activity

Display the lyrics to each of the songs on an overhead projector. After singing the songs together several times, allow the students to choose words that are interesting to them and circle them. Help students look for clues in the text to determine word meanings. Collect these and other words to add to the word bank from reading throughout the unit. (RF.1.4c)

Writing / Language

Give students this prompt: "Write three sentences about an American person we've read about recently, using at least three new words from our word bank in your work. Illustrate each sentence to demonstrate the meaning of each word." (L.1.6, L.1.5c)

Reading / Literary / Writing / Revision

Read and discuss *The Hatmaker's Sign* (Candace Fleming and Robert Parker). Talk about how it relates to revision. Instruct students to take a piece of their writing (such as the "most interesting" piece) and carefully work on revising ideas. Students should edit their pieces and publish them. (W1.5, RL.1.2)

Reading / Literary / Informational

Create pairings of books that are literary and informational (e.g., *George Washington and the General's Dog* and the Rookie Biography of George Washington). Discuss how you read a story and a biography about the same character/historic person. Talk about how these two books connect to each other. How were the books the same? How were they different? In this unit, there are numerous potential book pairings among the biographies, fictional stories, and even a fictional story written by the historical person himself (Benjamin Franklin). This is an opportunity to show the different characteristics of genre. This is also important to do within one book, explaining how events in the life of a person connect to each other. (RL.1.5, RL.1.7, RI.1.3)

Guest Speaker / Listening / Questioning

Invite a person from your community who has made a notable contribution to visit your classroom. After the speaker has shared his or her story, invite the students to ask questions to gather additional information or to clarify understanding. After the speaker leaves, have the students write a thank-you note telling one new thing they learned. (SL.1.3)

Class Discussion/Art Connection

Select several works to view. Ask the students to do a turn-and-talk: turn to the person next to them and share what they notice in the work. Share some of their responses in the large group. Move into further discussion of who they think the person might be or what he or she might do, based on their observations.

Contextual Research Project/Art Connection

Display several of the works under study and write the name of the subject on a chart. Ask the students if anyone has heard of any of these important figures. Gather books related to the subjects and ask the students to find out more about a chosen subject. Students should discuss how the artist imbued their portrait of that person with a sense of the subject's struggles and accomplishments.

Reading Foundations:

A PACING GUIDE FOR READING INSTRUCTION

This guide is based on the “reading foundations,” writing, and language standards in the CCSS and is customized to the maps. Completed for Kindergarten and first grade (more grades to come), the guide tracks curriculum map units, as indicated in the first row of the document. Concepts of print, phonological awareness, and text reading fluency are all addressed and woven into a developmental progression that leads to word recognition and text reading. Accomplishment of these milestones can be achieved with daily practice and brief activities, suggestions for which are highlighted in the guide. (Follows this unit)

Terminology:

- biography
- compare
- contrast
- expression
- opinion
- reread
- support
- timeline
- word bank
- words in context

Making Interdisciplinary Connections:***This unit teaches:***

- **Art:** portraiture
- **Music:** George Cohan
- **Geography:** United States (e.g. 13 colonies, 50 states, territories)
- **History:** Important Americans (e.g. George Washington, Benjamin Franklin, Harriet Tubman, Geronimo)

This unit could be extended to teach:

- **Geography:** Appalachian Mountains, Rocky Mountains, Mississippi River
- **History:** American Revolution (E.g. Boston Tea Party, Paul Revere’s Ride)

Grade 1 Unit 6**Around the World with a Glass Slipper**

In this sixth six-week unit of first grade, students compare and contrast multiple versions of Cinderella while learning about continents and cultures.

Overview:

In the previous unit, students were introduced to writing opinion pieces in the context of American contributions. In this unit, students look beyond America, but continue to focus on opinion writing. Each child chooses a favorite version of a fairy tale, such as Cinderella, and supports their choice with reasons. They continue to focus on similarities and differences in fiction and non-fictional texts. As the unit closes, the students examine artistic masks from various cultures and use descriptive words to tell about the masks.

Essential Question:

What can different versions of the same story teach us about different cultures?

Focus Standards:

These Focus Standards have been selected for the unit from the Common Core State Standards.

- **RL.1.9:** Compare and contrast the adventures and experiences of characters in stories.
- **RI.1.9:** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- **W.1.1:** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion supply a reason for the opinion, and provide some sense of closure.
- **W.1.6:** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- **L.1.5:** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- **L.1.5(d):** Distinguish shades of meanings among verbs differing in manner (e.g., look, peek, glance, stare, glare, [and] scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them, or by acting out the meanings.
- **SL.1.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Student Objectives:

- Compare and contrast multiple versions of Cinderella by different authors and from different cultures.
- Identify similarities in and differences between two texts on the same topic.
- Write opinions about a favorite version of Cinderella.
- Read non-fiction texts independently with a sense of purpose (e.g., to know about the continents and cultures discussed in a fairy tale version).
- Illustrate an adaptation of a scene from Cinderella and present it to the class in a Power Point slide.
- Use descriptive words to tell about masks from cultures around the world.

Suggested Works: (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars

Literary Texts

Stories (Read Aloud)

- *Cinderella* (Charles Perrault, Loek Koopmans, and Anthea Bell)
- *Cinderella* (Marcia Brown)
- *The Korean Cinderella* (Shirley Climo and Ruth Heller)
- *The Way Meat Loves Salt: A Cinderella Tale from the Jewish Tradition* (Nina Jaffe and Louise August)
- *Yeh-Shen: A Cinderella Story from China* (Al-Ling Louie and Ed Young) (EA)
- *The Egyptian Cinderella* (Shirley Climo and Ruth Heller)
- *Little Gold Star: A Spanish American Cinderella Tale* (Robert D. San Souci and Sergio Martinez)
- *Fair, Brown & Trembling: An Irish Cinderella Story* (Jude Daly)
- *The Turkey Girl: A Zuni Cinderella Story* (Penny Pollock and Ed Young) (EA)
- *Cinderella Penguin, or, the Little Glass Flipper* (Janet Perlman and John Peterson)
- *Mufaro's Beautiful Daughters* (John Steptoe)
- *Prince Cinders* (Babette Cole)
- *James Marshall's Cinderella* (Barbara Karlin and James Marshall)
- *Cinderquacker* (Mike Thaler and Dave Clegg)

Poems

- "Star Light, Star Bright" (Traditional)

Informational Texts

Informational Text

- *North America* (Pull Ahead Books Continents) (Madeline Donaldson)

- *South America* (Pull Ahead Books Continents) (Madeline Donaldson)
- *Europe* (Pull Ahead Books Continents) (Madeline Donaldson)
- *Asia* (Pull Ahead Books Continents) (Madeline Donaldson)
- *Australia* (Pull Ahead Books Continents) (Madeline Donaldson)
- *Antarctica* (Pull Ahead Books Continents) (Madeline Donaldson)
- *Africa* (Pull Ahead Books Continents) (Madeline Donaldson)

Informational Text (Read Aloud)

- *Look What Came from China* (Miles Harvey)
- *Look What Came from Australia* (Kevin Davis)
- *Look What Came from Egypt* (Miles Harvey)
- *Ancient Egypt: A First Look at People of the Nile* (Bruce Strachan)
- *Look What Came from Africa* (Miles Harvey)
- *DK First Atlas* (Anita Ganeri and Chris Oxlade)

Art, Music, and Media

Masks from around the world

- North America, shaman's mask (Inuit/Eskimo, Alaska)
- South America, Devil Dance mask (Aymara, Bolivia)
- Europe, Captain Scaramouche (Venice, Italy)
- Asia, puppet mask (Japan)
- Africa, mask (Dan, Ivory Coast)
- Australia, display mask (East Sepik, Papua New Guinea)

Sample Activities and Assessments:

Reading / Literary

As you begin the set of Cinderella stories, create a wall chart to organize similarities and differences in each version of the story. Use categories that review the literary terms of this school year, such as: characters, setting, beginning, events (middle), and ending. (RL.1.1, RL.1.2, RL.1.9)

Reading / Opinion Writing

Read many different versions of Cinderella. Then, give students this prompt: "Choose your favorite version of the story. Write an opinion piece based on your choice. Be sure to include the title of the book and at least two reasons why you think it is the best one. Remember to include a strong ending." (W.1.1, L.1.2a, L.1.2b, L.1.2d, L.1.2e, RL.1.9)

Reading / Literary / Multimedia Presentation

Ask the students to think about how all of the Cinderella stories are different because of the time and place where they happen. Challenge the students to draw the "trying on the slipper" scene as if it were happening right now and in the place where they live. Scan the pictures and create a Power Point slide for each image.

Students present their drawings to the class explaining their adaptation of the “slipper scene.”(SL.1.5, SL.1.6, RL.1.9)

Reading / Informational / Literary

Have students read one of the non-fiction books about a continent or country. After the students finish, have them find and look through the fairy tale version that is set in the similar culture. Discuss what students saw in both books (e.g., geography, people, clothing, food, places, and customs). Discuss how the books are different (e.g., one tells a story, the other gives factual information). (RL.1.5)

Reading / Informational

Choose two books about the same continent such as *Australia* (Pull Ahead Books Continents, Madeleine Donaldson) and *Look What Came From Australia* (Kevin Davis). Discuss how the books are similar because they are about the same continent. Show how they are also different because they are written by different authors and have different purposes. Then, read the books as a class. Make a chart with two columns, one for each book (e.g., *Australia* and *Look What Came From Australia*). Work together to make a list of what is learned in each book and then look for similar information in both books. Challenge the students to do this activity with two books, reading with a partner or reading one independently and having the teacher read the other aloud. (RF.1.4, RI.1.2, RI.1.3, RI.1.9, RI.1.10)

Reading / Informational / Presentation

Partner students to research the contributions/inventions of a country introduced to them in this unit. Building on the contributions of various countries through informational texts (e.g., the *Look What Came From...* series), have students gather actual items that represent the contributions (e.g., for China, writing paper, a compass, and paper money). Create a museum of contributions by having the students design information cards to go with each item. Students could stand behind their table to explain the origins of the items as visitors come through the museum. (SL.1.5, RI.1.2)

Art Connection / Language

Discuss how countries and continents, as depicted in the literature in this unit, are very different. Introduce the collection of masks from different continents. As each mask is viewed, think of describing words (i.e., adjectives) you would use to tell someone about the mask. Ask if students can imagine anyone using the mask for a play or for one of the parts in Cinderella. Tell about the parts that could be played if a student wore the mask. (L.1.5d, SL.1.4)

Art Connection / Literary

Have the students choose one of the characters from their favorite version of a fairy tale. Create a mask that would be appropriate for the character, including as many physical characteristics as he or she can from the description in the text. Students might want to hold the mask up as they read a favorite passage from the fairy tale, as a way of sharing their work with the class or with another class. (RL.1.9, SL.1.5)

Reading Foundations:

A PACING GUIDE FOR READING INSTRUCTION

This guide is based on the “reading foundations,” writing, and language standards in the CCSS and is customized to the maps. Completed for Kindergarten and first grade (more grades to come), the guide tracks curriculum map units, as indicated in the first row of the document. Concepts of print, phonological

awareness, and text reading fluency are all addressed and woven into a developmental progression that leads to word recognition and text reading. Accomplishment of these milestones can be achieved with daily practice and brief activities, suggestions for which are highlighted in the guide. (Follows this unit)

Terminology:

- act out
- compare
- contrast
- culture
- dialogue
- fairy tales
- fantasy
- once upon a time
- scene
- setting

Making Interdisciplinary Connections:

This unit teaches:

- **Science:** The earth's surface (e.g., the seven continents, the four oceans, the two poles)
- **Art:** Masks as an art form
- **Geography:** Working with maps and globes (e.g., the seven continents)

This unit could be extended to teach:

- **History:** Ancient Egypt (e.g., Africa, Nile, the Pharaohs, pyramids, mummies, and hieroglyphics)
- **Science:** Inside the earth (e.g., layers, volcanoes, and rocks)
- **Geography:** Working with maps and globes (e.g., North American countries, the Equator, and cardinal directions)