

ELA UNIT PLAN #1: 1st Grade

Subject	ELA	School/Teacher:	
Unit Title: *your unit name			
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length:	31 Days, 30 Instructional Days

KY STANDARDS DOCUMENT

PRIMARY RESOURCE

INSTRUCTIONAL CALENDAR W/CRITICAL AREAS

COMMON ASSESSMENT PLANNING

UNIT OVERVIEW

Standards

What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)

RL.1.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make and support logical inferences to construct meaning from the text. (10 Days)

RL.1.2 With prompting and support, recognize key details from a summary to demonstrate an understanding of the author's message, lesson learned and/or moral. (5 Days)

RL.1.3 Describe characters, settings, and major events in a story, using key details in order to make meaning of the story development. (15 Days)

L.1.1a Demonstrate appropriate use of common, proper and possessive nouns in a sentence.

L.1.2a Capitalize proper nouns, including but not limited to dates and names of people.

L.1.2b Demonstrate appropriate use of end punctuation.

Critical Areas What must be the focus of instructional time during this unit?	Progressions What is the students' prior knowledge? What are the next steps?
Reading helps me understand myself, other people, and new ideas. I can write to help others understand me.	Building on the K knowledge of: • RL.1.1- RL K.1: With prompting and support, ask and answer questions about details in a text. • RL.1.2- RL K.2: With prompting and support, retell familiar stories, including key details. • RL.1.3- RL K.3: With prompting and support, identify characters, settings, and major events in a story. Moving toward the 1st grade knowledge of: • RL.1.1- RL 2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • RL.1.2- RL 2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral. • RL.1.3- RL 2.3: Describe how characters in a story respond to major events and challenges and how these events influence the characters.
Concepts: What do students need to know?	Skills: What do students need to do?
Why do we ask questions? How can we find out what we need or want to know? What do readers think about when they read? How does knowing the characters, setting, and events help us understand the story better? How does knowing the characters, settings, and events help us enjoy the story more? Why do people write?	• RL.1.1- ☐ Identify meanings and details within a text ☐ Ask questions about meanings and details within a text ☐ Answer questions about meanings and details within a text (who, what, why, when, where) • RL.1.2- ☐ Identify meanings and details within a story. ☐ Identify central message/lesson of the story. ☐ Retell story, including key plot points, details, and ideas. ☐ Apply understanding of a central message, meaning, or lesson. ☐ Orally demonstrate understanding of a central message, meaning or lesson. • RL.1.3- ☐ Define character. ☐ Define setting. ☐ Define major events. ☐ Define key details. ☐ Identify characters using key details. ☐ Identify setting using key details. ☐ Identify major events using key details. ☐ Describe characters using key details, discern which details are important. ☐ Describe setting using key details, discern which details are important. ☐ Describe major events using key details, discern which details are important. ☐

Interdisciplinary Literacy Practices

- | | |
|---|---|
| ☐ LP. 1. Recognize that text is anything that communicates a message.
☐ LP. 2. Employ, develop, and refine schema to understand and create text.
☐ LP. 3. Review literacy experiences as transitional, interdisciplinary and transformational.
☐ LP. 4. Utilize receptive and expressive language arts to better understand self, others, and the world.
☐ LP. 5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks. | ☐ LP. 6. Collaborate with others to create new meaning.
☐ LP. 7. Utilize digital resources to learn and share with others.
☐ LP. 8. Engage in specialized, discipline-specific literacy practices.
☐ LP. 9. Apply high level cognitive processes to think deeply and critically about text.
☐ LP. 10. Develop a literacy identity that promotes lifelong learning. |
|---|---|

PLANNING FOR CLARITY				
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?	
RL.1.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make and support logical inferences to construct meaning from the text	I am learning to... - ask questions about key details in a text. - answer questions about key details in a text. - ask and answer questions about key details in a text. - make inferences	So I am able to... - make meaning from the text. - make sense of how the parts of a story fit together. - ask and answer questions to help me learn more about the text. - ask and answer questions to help me understand how the parts of a story fit together. - become a better reader and construct meaning from the text.	I... - can use the key details in a story to develop questions about that story - can use the key details in a story to ask and answers questions about that story - can use the illustrations and other parts of the story to find the key details. - can ask questions about the story. - can answer questions using key details from the story. - can make an inference by asking questions and using the key details.	
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results	
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.			
10 Days	- Who, what, when, where questions - Who was the story about? - What was the story about? - What happened in the story? - What happened at the beginning, middle end of story? - Ask your partner to share a detail from the text			

Additional Practice/Reteaching Resources/ MTSS Tier 2 Interventions	

PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.1.2 With prompting and support, recognize key details from a summary to demonstrate an understanding of the author's message: lesson learned and/or moral	I am learning to... recognize key details from the text in order to understand the author's message.	So I am able to... identify the author's message (life lesson/moral)	I ... can use the key details from the text to identify the author's message.
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
Estimated Time on Standard: 5 Days	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
	☐ Retell what happened in the story. ☐ What is this story mainly about?		

	- What problems did the characters have? - How did the characters solve their problem? - What lessons were learned in the story?
Additional Practice/Re-teaching Resources/MTSS Tier 2 Interventions	

PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.1.3 Describe characters, settings, and major events in a story, using key details in order to make meaning of the story development	I am learning to... - describe characters in a text. - describe the setting in a text. - describe the setting in a text.	So I am able to... - make meaning of the story. - make connections between important story details. - make connections between important story details.	I ... - can use details to describe the characters in a story. - can describe when and where the story takes place. - can describe what the setting looks like. - can describe when and where the story takes place. - can describe what the setting looks like.
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		

15 Days	• ☐ Who are the characters in the story? • ☐ Who is the main character in the story? • ☐ What is the setting of the story? • ☐ What is the problem or plot in the story? • ☐ How do the characters in the story solve their problem? • ☐ What happens at the beginning, middle, end of the story. • ☐ How are the characters behaving or feeling at the beginning, middle, and end of the story? • ☐ How do we know the characters are feeling? or are going to do?
	Additional Practice/Reteaching Resources/MTSS Tier 2 Interventions

Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.					
Day 1	Day 2	Day 3	Day 4	Day 5	
Day 6	Day 7	Day 8	Day 9	Day 10	
Day 11	Day 12	Day 13	Day 14	Day 15	
Day 16	Day 17	Day 18	Day 19	Day 20	
Day 21	Day 22	Day 23	Day 24	Day 25	
Day 26	Day 27	Day 28	Day 29	Day 30	

ELA UNIT PLAN #2: 1st Grade

Subject	ELA	School/Teacher:	
Unit Title: *your unit name			
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length:	28 Days, 27 Instructional Days

KY STANDARDS DOCUMENT

PRIMARY RESOURCE

INSTRUCTIONAL CALENDAR W/CRITICAL AREAS

COMMON ASSESSMENT PLANNING

UNIT OVERVIEW

Standards

What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)

RI.1.1 With prompting and support, ask and answer explicit questions about key concepts and details, and make and support logical inferences to construct meaning from the text. (10 Days)

RI.1.2 With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text. (8 Days)

RI.1.3 With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text. (9 Days)

L.1.1b Demonstrate appropriate use of singular and plural nouns with matching verbs in basic sentences.

L.1.1c Demonstrate appropriate use of person, possessive and indefinite pronouns in a sentence.

L.1.1h Demonstrate appropriate use of declarative sentences in response to prompts.

L.1.5a Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent.

Critical Areas What must be the focus of instructional time during this unit?	Progressions What is the students' prior knowledge? What are the next steps?
Reading helps me understand myself, other people, and new ideas. People read to gain new information. People read to enjoy themselves. I can write to help others understand me.	Building on the K knowledge of: - RI.1.1- RI K.1: With prompting and support, ask and answer questions about key details in a text. - RI.1.2- RI K.2: With prompting and support, identify the main topic and retell key details of a text. - RI.1.3- RI K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. Moving toward the 2nd grade knowledge of: - RI.1.1- RI 2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. - RI.1.2- RI 2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. - RI.1.3- RI 2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Concepts: What do students need to know? What are readers thinking about as they read? What do readers do when they don't understand? Why do we ask questions? What does the author want me to learn? What connections do readers make while they are reading?	Skills: What do students need to do? - RI.1.1- ☐ Understand how to ask a question about text. ☐ Understand how to answer questions about text. ☐ Respond in clear, focused sentences. ☐ Answer who, what, where, when, and how questions. ☐ Identify main events, and key details within a text. - RI.1.2- ☐ Identify topics within text. ☐ Identify main ideas, key details in text. ☐ Understand how to retell text, recounting key details. - RI.1.3- ☐ Understand the purpose of informational text ☐ Understand the structure of informational text. ☐ Use written and graphic elements to derive meaning (comprehension) of informational text. ☐ Connect individuals and events within informational text. ☐ Describe main ideas in informational text. ☐ Distinguish what is an important piece of information. ☐ Link people and their ideas.

Interdisciplinary Literacy Practices

- | | |
|--|--|
| ☐ LP. 1. Recognize that text is anything that communicates a message.
☐ LP. 2. Employ, develop, and refine schema to understand and create text.
☐ LP.3. Review literacy experiences as transitional, interdisciplinary and transformational.
☐ LP.4. Utilize receptive and expressive language arts to better understand self, others, and the world.
☐ LP.5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks. | ☐ LP.6. Collaborate with others to create new meaning.
☐ LP.7. Utilize digital resources to learn and share with others.
☐ LP.8. Engage in specialized, discipline-specific literacy practices.
☐ LP.9. Apply high level cognitive processes to think deeply and critically about text.
☐ LP.10. Develop a literacy identity that promotes lifelong learning. |
|--|--|

PLANNING FOR CLARITY				
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?	
RI.1.1 With prompting and support, ask and answer explicit questions about key concepts and details, and make and support logical inferences to construct meaning from the text	I am learning to... - ask questions about key details in a text. - answer questions about key details in a text. - ask and answer questions about key details in a text. - make inferences	So I am able to... - make meaning from the text. - make sense of how the parts of a story fit together. - ask and answer questions to help me learn more about the text. - ask and answer questions to help me understand how the parts of a story fit together. - become a better reader and construct meaning from the text.	I... - can use the key details in a story to develop questions about that story - can use the key details in a story to ask and answers questions about that story - can use the illustrations and other parts of the story to find the key details. - can ask questions about the story. - can answer questions using key details from the story. - can make an inference by asking questions and using the key details.	
	Addressing Student Misconceptions and Common Errors (these can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results	
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.			

10 Days	• ☐ What is this story about? • ☐ How do we know _? • ☐ What is the most important idea or part of this text? • ☐ What can we learn from this book? • ☐ What details help us know how _ does _? • ☐ Where can we find _? • ☐ What details were important? • ☐ What events happened first, second, third? • ☐ Can you identify the main event? • ☐ How do you know this is the main event?
	Additional Practice/Reteaching Resources/MTSS Tier 2 Interventions

PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.1.2 With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text	I am learning to... recognize key details to understand the central idea of a text.	So I am able to... understand what the text is about.	I... - can find key details in a text. - can use the key details to understand the central idea in a text
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
8 Days	☐ Tell me what we can learn about from this text? ☐ What is this book mostly about? How do you know? ☐ What are the important details about _ in the text?		

	• ☐ Can you retell the story to a friend? • ☐ What were the important details that your partner needs to know?
	Additional Practice/Reteaching Resources/MTSS Tier 2 Interventions

PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.1.3 With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text	I am learning to... • identify the key details in a text	So I am able to... • identify connections between the individuals, events and ideas in a text.	I ... • can identify key details in a text. • can identify a connection between two events, individuals, or ideas in a story
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results

Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.
9 Days	• ☐ What can we learn for this text? • ☐ How are _ and _ _ connected in this text? • ☐ Do these illustrations/graphics/pictures give you a hint to what will happen next? How do you know? • ☐ What are the main events in the text? • ☐ What happened first, next, last? • ☐ What caused _ _ to happen? • ☐ How do you know? What information tells _ _ ? • ☐ What did the characters in the text do next? • ☐ What details in the story give you information about the characters?
	Additional Practice/Reteaching Resources/MTSS Tier 2 Interventions

Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.					
Day 1	Day 2	Day 3	Day 4	Day 5	
Day 6	Day 7	Day 8	Day 9	Day 10	
Day 11	Day 12	Day 13	Day 14	Day 15	
Day 16	Day 17	Day 18	Day 19	Day 20	
Day 21	Day 22	Day 23	Day 24	Day 25	
Day 26	Day 27	Day 28	Day 29	Day 30	

ELA UNIT PLAN #3: 1st Grade

Subject	ELA	School/Teacher:	
Unit Title: *your unit name			
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length: (Link the current instructional calendar here):	18 Days, 17 Instructional Days

KY STANDARDS DOCUMENT

PRIMARY RESOURCE

INSTRUCTIONAL CALENDAR W/CRITICAL AREAS

COMMON ASSESSMENT PLANNING

UNIT OVERVIEW

Standards

What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning. (3 Days)

RL.1.5 Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures. (7 Days)

RL.1.6 With prompting and support, identify who is telling the story at various points in a text. (7 Days)

L.1.1d Demonstrate appropriate use of verbs to convey a sense of past, present and future in a sentence.

L.1.1e Demonstrate appropriate use of frequently occurring adjectives in a sentence.

L.1.1h Demonstrate appropriate use of interrogative sentences in response to prompts.

L.1.4 Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.5d Define or act out the shades of meaning among verbs (look, peek, glance) and adjectives differing in intensity (large, gigantic).

Critical Areas What must be the focus of instructional time during this unit?	Progressions What is the students' prior knowledge? What are the next steps?
When people share about what they are reading or watching, they tell about the important parts in the right order so their listener can understand. Writers share their writing with others.	Building on the K knowledge of: • RL.1.4- RL K.4: Ask and answer questions about unknown words in a text • RL.1.5- RL K.5: Recognize common types of texts • RL.1.6- RL K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. Moving toward the 2nd grade knowledge of: • RL.1.4- RL 2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. • RL.1.5- RL 2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. • RL.1.6- RL 2.6: Acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Concepts: What do students need to know? How can understanding about parts of a story help us when we are reading? Why is it important to be able to retell a text to someone else? What are different reasons that writers write? Why do writers share their writing with others?	Skills: What do students need to do? • RL.1.4- ☐ Identify words in stories or poems. ☐ Identify phrases in stories or poems. ☐ Identify the various senses. ☐ Identify feelings. ☐ Recognize words and phrases that suggest feelings. ☐ Recognize words and phrases that appeal to the senses. ☐ Identify words and phrases in stories/poems that suggest feelings. ☐ Identify words and phrases in stories/poems that appeal to the senses. • RL.1.5- ☐ Define fiction. ☐ Define non-fiction. ☐ Recognize characteristics of fiction. ☐ Recognize characteristics of nonfiction. ☐ Recognize fiction in different forms and presentations. ☐ Recognize nonfiction in different forms and presentations. ☐ Explain how a text for a story is different from a text written for information. • RL.1.6- ☐ Recognize when the narrator is telling the story. ☐ Identify the characters in a story. ☐ Identify who is telling the story at various points. ☐ Identify points of view of the narrator and different characters in a story.

Vocabulary and Notations: What content vocabulary words and notations are essential? ***Terms and Definitions listed at the end of the document *Terms and Definitions are taken from the iReady "Glossary of Terms: Academic Talk Words and Phrases" these terms and definitions should be used in an effort to develop common language across the grade level.		Tools & Technology: What teacher tools/technology are needed for this unit? What student tools/technology are needed for this unit?	
RL.1.4 poem word identify senses feelings poetry phrase sentence	RL.1.5 explain difference narrative expository fiction non-fiction story text characters	RL.1.6 narrator dialogue author author's voice quotations	Instruction:
Common Unit Assessment(s) & Scoring Agreement(s) How will we know if our students have mastered the unit standards?		Student Toolbox:	Assessment:
A link to our unit assessment(s) A link to our scoring agreement(s) A link to proctoring norms			
Anchor Chart(s):			

Interdisciplinary Literacy Practices

- | | |
|---|---|
| ☐ LP. 1. Recognize that text is anything that communicates a message.
☐ LP. 2. Employ, develop, and refine schema to understand and create text.
☐ LP. 3. Review literacy experiences as transitional, interdisciplinary and transformational.
☐ LP. 4. Utilize receptive and expressive language arts to better understand self, others, and the world.
☐ LP. 5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks. | ☐ LP. 6. Collaborate with others to create new meaning.
☐ LP. 7. Utilize digital resources to learn and share with others.
☐ LP. 8. Engage in specialized, discipline-specific literacy practices.
☐ LP. 9. Apply high level cognitive processes to think deeply and critically about text.
☐ LP. 10. Develop a literacy identity that promotes lifelong learning. |
|---|---|

PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.	I am learning to... identify words/phrases that suggest feelings.	So I am able to... construct meaning based on the characters actions and the way they feel.	I can (independently)... - identify the words or phrases that suggest feeling. - use those words or phrases to identify how the character is feeling. - use those words or phrases to explain the characters actions.
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
3 Days	☐ How does this story or poem make you feel when you read it? ☐ Does the character use their five senses in this story? ☐ How do we know the character feels happy, sad, or angry? ☐ Identify what the character hears, sees,? ☐ What words in the story tell us what the setting looks like? ☐ Is this a story or a poem? How do you know?		
	Additional Practice/Reaching Resources/MTSS Tier 2 Interventions		

--	--

PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.1.5 Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.	I am learning to... recognize that poems, stories and dramas have different structures	So I am able to... identify the major differences in poems, stories, and dramas.	I Can... - determine whether a text is a poem, story, or drama based on the structure - recognize the big differences between a poem, story, and drama when it is presented to me.
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
Estimated Time on Standard: 7 Days	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning. ☐ Is this a book that tells a story or gives information? How do you know? ☐ Explain if it is fiction or non-fiction ☐ What is this book about?		

	• ☐ What information can we gather from this book (what can we learn from this book)? • ☐ Who are the characters? • ☐ Where does the story take place? • ☐ What happens in the story?
Additional Practice/Reteaching Resources/MTSS Tier 2 Interventions	

PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.1.6 With prompting and support, identify who is telling the story at various points in a text.	I am learning to... • identify who is telling the story.	So I am able to... • make connections based on who is giving the details in a story. • comprehend the storytellers purpose in telling the story	I Can (With Support)... • identify if the author/character/narrator is telling the story. • use text evidence to explain how the storytellers point of view/perspective affects the story
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results

Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.
7 Days	• ☐ Who is telling the story? • ☐ What does the narrator of a story do? • ☐ What does an author do? • ☐ Who is talking? How do we know? • ☐ How many characters are in the story? • ☐ What are the names of the characters? • ☐ What are the characters in the story saying? • ☐ Who is the story about?
	Additional Practice/Reteaching Resources/MTSS Tier 2 Interventions

Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.				
Day 1	Day 2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10

Day 11	Day 12	Day 13	Day 14	Day 15		
Day 16	Day 17	Day 18	Day 19	Day 20		

Student Reflections on Unit

Plus $\oplus$	Delta Δ

Teacher Reflections on Unit

Plus $\oplus$	Delta Δ
---------------	----------------

Rx Ideas:

Unit Vocabulary		
Term:	Definition:	Additional Information:

ELA UNIT PLAN #5: 1st Grade

Subject	ELA	School/Teacher:	
Unit Title: *your unit name			
Domain(s)			
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length: (Link the current instructional calendar here):	18 Days, 17 Instructional Days

KY STANDARDS DOCUMENT

PRIMARY RESOURCE

INSTRUCTIONAL CALENDAR W/CRITICAL AREAS

COMMON ASSESSMENT PLANNING

UNIT OVERVIEW

Standards

What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)

RL.1.7 Use a story's illustrations and details to describe its characters, setting, and events. (8 Days)

RL.1.9 Compare/contrast the adventures and experiences of characters in stories. (9 Days)

***RL.1.10** With prompting and support, flexibly use a variety of comprehension strategies (i.e., **questioning, monitoring, visualizing, inferring, summarizing, using prior knowledge, determining importance**) to make sense of grade-level appropriate, complex literary texts.

L.1.1f Demonstrate appropriate use of frequently occurring conjunctions in a sentence.

L.1.1h Demonstrate appropriate use of exclamatory sentences in response to prompts.

L.1.4b Identify common affixes and how they change the meaning of a word (ed, ing).

L.1.4c With guidance and support, identify frequently occurring root words and their inflectional forms.

L.1.4d Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using

frequently occurring conjunctions to signal simple relationships.	
Critical Areas What must be the focus of instructional time during this unit? Readers understand when they take time to think about a text. Writers have different purposes when they write.	Progressions What is the students' prior knowledge? What are the next steps? Building on the K knowledge of: • RL.1.7- RL K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear • RL.1.9- RL K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. Moving toward the 2nd grade knowledge of: • RL.1.7- RL 2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. • RL.1.9- RL 2.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Concepts: What do students need to know? What connections do readers make while they are reading? What kinds of connections can readers make? Why is it important to make connections in a text? How can understanding about parts of a story help us when we are reading? How can knowing how characters and stories are alike and different help us to understand what we are reading? What are the different reasons that writers write?	Skills: What do students need to do? • RL.1.7- ☐ Recognize story characters. ☐ Recognize story setting. ☐ Recognize story events. ☐ Use story illustrations and details to identify characters. ☐ Use story illustrations and details to identify setting. ☐ Use story illustrations and details to identify events. • RL.1.9- ☐ Identify the characters in a story ☐ Understand comparison (similarities). ☐ Understand contrast (differences). ☐ Understand what an adventure is.. ☐ Understand what an experience is. ☐ Compare/contrast details from stories about the experiences of the characters. ☐ Understand the "who" and "what" within stories

Vocabulary and Notations: What content vocabulary words and notations are essential? ***Terms and Definitions listed at the end of the document *Terms and Definitions are taken from the iReady "Glossary of Terms: Academic Talk Words and Phrases" these terms and definitions should be used in an effort to develop common language across the grade level.	Tools & Technology: (Complete along with the Assessment Planning Tool & Planning for Clarity Section) What teacher tools/technology are needed for this unit? What student tools/technology are needed for this unit?
RL.1.7 characters setting events story illustrations describe details	Instruction:
RL.1.9 compare contrast adventures experiences characters	Student Toolbox:
Common Unit Assessment(s) & Scoring Agreement(s) How will we know if our students have mastered the unit standards?	Assessment:
A link to our unit assessment(s) A link to our scoring agreement(s) A link to proctoring norms	
Anchor Chart(s):	

Interdisciplinary Literacy Practices

☐ LP. 1. Recognize that text is anything that communicates a message. ☐ LP. 2. Employ, develop, and refine schema to understand and create text. ☐ LP. 3. Review literacy experiences as transitional, interdisciplinary and transformational. ☐ LP. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. ☐ LP. 5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks.	☐ LP. 6. Collaborate with others to create new meaning. ☐ LP. 7. Utilize digital resources to learn and share with others. ☐ LP. 8. Engage in specialized, discipline-specific literacy practices. ☐ LP. 9. Apply high level cognitive processes to think deeply and critically about text. ☐ LP. 10. Develop a literacy identity that promotes lifelong learning.
---	---

PLANNING FOR CLARITY				
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?	
RL.1.7 Use a story's illustrations and details to describe its characters, setting, and events.	I am learning to... use a story's illustrations and details to describe its characters, setting, and events.	So I am able to... - look at pictures and details to gain information about the story. - comprehend the story	I can... - use the illustration to describe the characters, setting, and events in a story. - read the text and pick out details. - use a story's details to describe the characters, setting, and events in a story. - determine what information is given to me by the pictures vs. the text.	
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results	
Estimated Time on Standard: 8 Days	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning. ☐ What is an illustration? ☐ Where can we look to find details about the story characters (ex. How they look, where they live)? ☐ How do illustrations help us understand the events in the story? ☐ Describe details from illustrations. ☐ Where does the story take place (setting)? How do we know? Additional Practice/Reteaching Resources/MTSS Tier 2 Interventions			

--	--

PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.1.9 Compare/contrast the adventures and experiences of characters in stories.	I am learning to... compare/contrast the adventures and experiences of characters in stories.	So I am able to... better understand the characters within the story.	I Can... - identify similarities and differences of characters in stories - tell how the experiences/adventures of characters in a story are the same as the experiences/adventures of characters in another story. (compare) - tell how the experiences/adventures of characters in a story are different from the experiences/adventures of characters in another story. (contrast)
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
9 Days	☐ How is ____ similar to ____ in a story? ☐ How are ____ and ____ different? ☐ What adventures did ____ have in the story? ☐ What experiences did ____ and ____ have in the story? ☐ How are their adventures similar? How are they different? ☐ How are their experiences similar (compare)? ☐ How are their experiences different (contrast)?		

Additional Practice/Reteaching Resources/MTSS Tier 2 Interventions	

Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.				
Day 1	Day 2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10
Day 11	Day 12	Day 13	Day 14	Day 15
Day 16	Day 17	Day 18	Day 19	Day 20

Student Reflections on Unit

Plus ➕	Delta Δ

Teacher Reflections on Unit

Plus ➕	Delta Δ

--	--

Rx Ideas:

Unit Vocabulary		
Term:	Definition:	Additional Information:

ELA UNIT PLAN #4: 1st Grade

Subject	ELA	School/Teacher:	
Unit Title: *your unit name			
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length: (Link the current instructional calendar here):	20 Days, 19 Instructional Days

KY STANDARDS DOCUMENT

PRIMARY RESOURCE

INSTRUCTIONAL CALENDAR W/CRITICAL AREAS

COMMON ASSESSMENT PLANNING

UNIT OVERVIEW

Standards

What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text. (5 Days)

RI.1.5 Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text. (10 Days)

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (4 Days)

L.1.1f Demonstrate appropriate use of frequently occurring conjunctions in a sentence.

L.1.1h Demonstrate appropriate use of imperative sentences in response to prompts.

L.1.2c With prompting and support, produce and write commas in dates and to separate single words in a series.

L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.4b Identify common affixes and how they change the meaning of a word (s, es).

Critical Areas What must be the focus of instructional time during this unit?	Progressions What is the students' prior knowledge? What are the next steps?
Reading helps me understand myself, other people, and new ideas. I can write to help others understand me.	Building on the K knowledge of: • RI.1.4- RI K.4: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. • RI.1.5- RI K.5: Identify the front cover, back cover, and title page of a book. • RI.1.6- RI K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text Moving toward the 1st grade knowledge of: • RI.1.4- RI 2.4: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area • RI.1.5- • RI.1.6- RI 2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Concepts: What do students need to know?	Skills: What do students need to do?
How can we find out what we need or want to know? What do readers do when they don't understand something? Why do people write? Why is it important to share information with others?	• RI.1.4- ☐ Ability to ask clarifying questions about texts. ☐ Ability to express own understanding of the meaning of a text. ☐ Identify a word that is unknown. ☐ With support -self-monitor by identifying unknown words, decode, re-read for clarification. ☐ Understand the use of context clues such as in determining the meaning of unknown words. • RI.1.5- ☐ Identify headings and their purposes ☐ Identify and use table of contents to locate facts ☐ Identify and use glossary to locate facts ☐ Understand computer icons and menus to locate information • RI.1.6- ☐ Analyze how the illustration presents information and ideas ☐ Analyze how the words present information and ideas ☐ Understand the role of an illustrator ☐ Understand the role of an author

Interdisciplinary Literacy Practices

- ☐ LP. 1. Recognize that text is anything that communicates a message.
- ☐ LP. 2. Employ, develop, and refine schema to understand and create text.
- ☐ LP.3. Review literacy experiences as transitional, interdisciplinary and transformational.
- ☐ LP.4. Utilize receptive and expressive language arts to better understand self, others, and the world.
- ☐ LP.5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks.

- ☐ LP.6. Collaborate with others to create new meaning.
- ☐ LP.7. Utilize digital resources to learn and share with others.
- ☐ LP.8. Engage in specialized, discipline-specific literacy practices.
- ☐ LP.9. Apply high level cognitive processes to think deeply and critically about text.
- ☐ LP.10. Develop a literacy identity that promotes lifelong learning.

PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text.	I am learning to... ask and answer questions to determine the meaning of words and phrases.	So I am able to... better understand the information given in a text.	I can... - identify an unknown word. - ask questions about an unknown word or phrase based on the topic of the text. - use other information on the page (context clues, pictures, etc.) to find the meaning and answer questions about an unknown word or phrase in the text.
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		

5 Days	• ☐ What can you do when you get to word you don't know? • ☐ Is this a word/phrase you know, have heard? • ☐ What can you do when you get to an unknown word? • ☐ What can you do to help yourself? • ☐ Look at the picture, graphic, illustration; is there something there to help you figure out what the word is? • ☐ Re-read the sentence, do the other words help you understand?
Additional Practice/Reteaching Resources/MTSS Tier 2 Interventions	

PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.1.5 Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text.	I am learning to... • know and use various text features found in a text.	So I am able to... • locate facts or find information in a text.	I Can... • identify a text feature. • understand how the text feature gives me information. • use a text feature to locate key facts or information in a text.

	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)	Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.	
10 Days	• ☐ Can you identify the different parts of this book? • ☐ Can you explain how the different parts are used? • ☐ If you wanted to find the meaning of a word in this book where would you look? • ☐ Look in the table of contents and find the page number for _? ?	
	Additional Practice/Re-teaching Resources/MTSS Tier 2 Interventions	

PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	I am learning to... distinguish between information given by pictures or words.	So I am able to... notice that information can be learned from pictures as well as words, helps me to understand the text better.	I Can... - identify what information is in the words. - identify what information is in the pictures. - understand that the pictures help me understand the text.
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
Estimated Time on Standard: 4 Days	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
	☐ What does the author do? ☐ What does the illustration do? ☐ Do you think they would work together on a book? ☐ Why would a book need an illustrator and an author? ☐ What do the illustrations tell us about the words? ☐ What do the words tell us about the illustrations?		
	Additional Practice/Reteaching Resources/MTSS Tier 2 Interventions		

--	--

Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.				
Day 1	Day 2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10
Day 11	Day 12	Day 13	Day 14	Day 15
Day 16	Day 17	Day 18	Day 19	Day 20

--	--	--	--	--	--	--	--

Student Reflections on Unit

Plus $\oplus$	Delta Δ

Teacher Reflections on Unit

Plus $\oplus$	Delta Δ

Rx Ideas:

Unit Vocabulary		
Term:	Definition:	Additional Information:

ELA UNIT PLAN #6: 1st Grade

Subject	ELA	School/Teacher:	
Unit Title: *your unit name			
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length: (Link the current instructional calendar here):	23 Days, 20 Instructional Days

KY STANDARDS DOCUMENT	PRIMARY RESOURCE	INSTRUCTIONAL CALENDAR W/CRITICAL AREAS	COMMON ASSESSMENT PLANNING
-----------------------	------------------	--	-------------------------------

UNIT OVERVIEW

Standards

What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)

RL.1.7 Use a story's illustrations and details to describe its characters, settings, and events. (5 Days)

RL.1.9 Compare/contrast the adventures and experiences of characters in stories. (13 Days)

***RL.1.10** By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. (5 Days)

L.2.1f Demonstrate appropriate use of producing, expanding, and rearranging complete simple and compound sentences.

L.2.3a Compare formal and informal uses of English.

L.2.5a Demonstrate understanding of words by relating them to their synonyms and antonyms.

Critical Areas What must be the focus of instructional time during this unit?	Progressions What is the students' prior knowledge? What are the next steps?
Fiction uses characters, setting, plot, and problems to tell a story. Authors can use fiction to show that people all over the world have similar feelings and experiences. Illustrations help readers to visual characters, emotions, events, and problems.	Building on the 1st grade knowledge of: • RL.2.7- RL 1.7: Use illustrations and details in a story to describe its characters, settings, or events. • RL.2.9- RL 1.9: Compare and contrast the adventures and experiences of characters in stories. Moving toward the 3rd grade knowledge of: • RL.2.7- RL 3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). • RL.2.9- RL 3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Concepts: What do students need to know?	Skills: What do students need to do?
How do characters in a story help us learn about ourselves? How do illustrations add to the meaning of the text?	• RL.2.7- ☐ Analyze text information & illustrations to understand deeper meaning of the story ☐ Use opportunities to explore books or stories as digital text. ☐ Explain characters based on illustrations and words in print. ☐ Explain setting based on illustrations and words in print. ☐ Explain plot based on illustrations and words in print. ☐ Understand characters from illustrations and words in digital text. ☐ Understand setting from illustrations and words in digital text. ☐ Understand plot from illustrations and words in digital text. • RL.2.9- ☐ Compare and contrast the same text different authors ☐ Compare and contrast selected text from different cultures ☐ Identify characters of two or more versions of the same story written by different authors.

Vocabulary and Notations: What content vocabulary words and notations are essential? ***Terms and Definitions listed at the end of the document *Terms and Definitions are taken from the iReady "Glossary of Terms: Academic Talk Words and Phrases" these terms and definitions should be used in an effort to develop common language across the grade level.	Tools & Technology: What teacher tools/technology are needed for this unit? What student tools/technology are needed for this unit?
RL.1.7 Illustrations Character Setting Plot Digital Text	RL.1.9 Compare Contrast Author Culture Theme Story Interpretation
Common Unit Assessment(s) & Scoring Agreement(s) How will we know if our students have mastered the unit standards?	Instruction:
A link to our unit assessment(s) A link to our scoring agreement(s) A link to proctoring norms	Student Toolbox:
Anchor Chart(s):	Assessment:

Interdisciplinary Literacy Practices

- ☐ LP. 1. Recognize that text is anything that communicates a message.
- ☐ LP. 2. Employ, develop, and refine schema to understand and create text.
- ☐ LP. 3. Review literacy experiences as transitional, interdisciplinary and transformational.
- ☐ LP. 4. Utilize receptive and expressive language arts to better understand self, others, and the world.
- ☐ LP. 5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks.

- ☐ LP. 6. Collaborate with others to create new meaning.
- ☐ LP. 7. Utilize digital resources to learn and share with others.
- ☐ LP. 8. Engage in specialized, discipline-specific literacy practices.
- ☐ LP. 9. Apply high level cognitive processes to think deeply and critically about text.
- ☐ LP. 10. Develop a literacy identity that promotes lifelong learning.

PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.1.7 Use a story's illustrations and details to describe its characters, settings, and events.	I am learning to... Look closely at a story's illustrations and details	So I am able to... - describe the characters, setting, and plot. - better comprehend the story	I can... - read the text - use information from the illustrations and the words to describe the characters, setting, and plot of a story.
☐	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
			•
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		

13 Days	☐ What clues do the illustrations in the story provide to help you understand the setting in the story? ☐ What clues do the illustrations in the story provide to help you understand the characters in the story? ☐ What clues do the illustrations in the story provide to help you understand the plot of the story? ☐ What did you learn about the characters setting, or plot from the words the author used?
Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions	
	•

PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.1.9 Compare/contrast the adventures and experiences of characters in stories.	I am learning to... Compare and contrast two or more versions of the same story	So I am able to... - analyze the authors approach with the characters in the stories - better understand the stories	I Can... - read the texts - identify details that are the same/different for the characters in each text - describe how the authors told the same story in different ways
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
☐			•

Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.
5 Days	• ☐ Why do you think the authors created their own version of the same story? • ☐ What are some of the differences you notice in the two stories? • ☐ Did the authors change the main ideas in their versions of the story? • ☐ Compare and contrast the differences in the authors' interpretation. • ☐ Which culture (country) is represented in this story? • ☐ What is the relationship between the two stories? • ☐ What would have happened in the story if the cultural setting was different?
	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions •

Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.			

Student Reflections on Unit

Plus ➕	Delta Δ

Teacher Reflections on Unit

Plus $\oplus$	Delta Δ

Rx Ideas:

Unit Vocabulary

Term:	Definition:	Additional Information: