



Grade 1 English Language Arts

Course Information

Grade(s):	Grade 1
Discipline/Course:	English Language Arts (ELA)
Course Title:	Grade 1 English Language Arts
Prerequisite(s):	Kindergarten
Course Description:	<p>In grade 1 ELA, students are provided with opportunities to engage in literacy work through the acquisition of content and skills related to social studies, science, the arts, and literary high interest topics. Students will learn about friendship and new experiences; community, animal behavior, citizenship, light and dark and how it affects people; holidays and symbols; the natural world; what stories teach us; plants and gardens; and thinking in new ways. Texts that span a wide variety of genres such as fiction, informational, persuasive, poetry, fantasy, and folktale, including forms of media will build topic knowledge, vocabulary, reading comprehension, foundational skills, and a love of reading and writing. Students will write in response to what they read to clarify their thinking and demonstrate their understanding while also focusing on the process of writing through the development of procedural texts, opinion letters, how-to books,, personal and fictional narratives, and poetry. Through a variety of modes of instruction including whole group, small group and independent reading and writing, students explore the PK-12 course essential questions such as those related to identity, change, and conflict, as well as develop a deeper understanding of the ELA Connecticut Core Anchor Standards related to language, a writer’s voice, and practice the behaviors of skilled readers. The goal of Grade 1 ELA is to prepare students to transfer and apply their learning to unknown situations as they deepen their understanding and become skilled, self-reliant readers and writers in preparation to realize the district’s Vision of a Graduate.</p>
Course Essential Questions:	<ol style="list-style-type: none"> 1. How do I define who I am? 2. Why change? 3. How does our environment impact our lives? 4. How do I know what to believe in what I read, hear and view? 5. Why are human relationships important? 6. Why do we seek and build community?

	<ol style="list-style-type: none"> 7. How do stories tell us about what a culture values? 8. How is conflict essential to our growth? 9. Why do we have/need rules of language? 10. How do I develop my writer’s voice? 11. What do skilled readers do? 12. How do I participate in collaborative conversations to deepen my understanding? 13. How do I best support and present my findings and conclusions?
Course Enduring Understandings:	<ul style="list-style-type: none"> ● People are important and unique which make them special in their own way. ● The people we meet and experiences we have help us grow and change. ● Learning about our world and how it works helps us be good stewards for the future. ● People ask questions and examine the new ideas they have as they learn about the world around them. ● Friends are important as we learn how to get along and be a good sport when working and playing together. ● A successful community results from the contributions and collaborations of the people within it. ● Through stories about our country and its people, we examine the purpose for important events and symbols which help us define what we value as a nation. ● By meeting challenges and solving problems, people can achieve their own dreams, which can benefit individuals, their communities, and the world. ● Literacy is a tool to develop and enhance language, communication, thinking, vocabulary, and expression. Rules allow us to use language to learn and communicate clearly. ● People write to communicate with others, express ideas, demonstrate comprehension, and explore creativity. ● Reading is an active process and readers use foundational skills and understanding to make meaning from text. Readers build knowledge and understanding of identity, the world, our community, and how we build relationships with others. ● People have conversations to convey ideas clearly, learn from others through active listening and build a greater understanding of the topic of discussion. ● People use literacy to learn, explore and test thinking. Literacy allows us to communicate our understanding through conversation and writing.

Duration:	One year
Course Materials/ Resources:	<p>Houghton Mifflin Harcourt (HMH) Into Reading Manuals HMH’s Writing Workshop Manual HMH’s Structured Literacy Manuals <u>Rigby Leveled Readers</u> Start Right Decodable Readers Supplemental Resources:</p> <ul style="list-style-type: none"> ● Literacy How Professional Learning Series <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt <p>Core texts/videos may be replaced by the publisher when titles are out of print.</p>
FPS Course Academic Expectation(s):	<ul style="list-style-type: none"> ● Exploring & Understanding ● Synthesizing & Evaluating
Year at a Glance (Modules):	<p>Module 1: Nice to Meet You (15-18 days) Module 2: My Family, My Community (15-18 days) Module 3: Amazing Animals(15-18 days) Module 4: Better Together (15-18 days) Module 5: Now You See It, Now You Don’t (15-18 days) Module 6: Celebrate America (15-18 days) Module 7: The Big Outdoors (15-18 days) Module 8: Tell Me a Story (15-18 days) Module 9: Grow, Plants, Grow! (15-18 days) Module 10: Dare to Dream (15-18 days)</p>

Unit Number and Title:	Module 1 - New Friends and Experiences: Nice to Meet You
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Manual Volume 1, Module 1 ● HMH’s Writing Workshop Manual ● HMH’s Structured Literacy Manual, Volume 1, Module 1 ● Rigby Leveled Readers ● Start Right Decodable Readers ● Core Texts: <ul style="list-style-type: none"> ○ <i>My First Day</i>, realistic fiction ○ <i>Pete the Cat: Rocking in My School Shoes</i> by Eric Litwin, fantasy ○ <i>Try This!</i> by Pam Muñoz, narrative nonfiction ○ <i>You Will Be My Friend!</i> by Peter Brown, fantasy ○ <i>Tan to Tamarind: Poems About the Color Brown</i> by Malathi Iyengar, poetry ○ <i>My School Trip</i> by Aly G. Mays, realistic fiction ○ <i>A Kids’ Guide to Friends</i> by Trey Amico, informational text ○ <i>Suki’s Kimono</i> by Chieri Uegaki, Realistic Fiction ○ <i>Big Dilly’s Tale</i> by Gail Carson Levine, fairy tale ○ <i>I’m Me</i> by The FuZees, song ○ <i>Ralph Tells a Story</i> by Abby Hanlon, realistic fiction (writing focal text) ● Supplemental Resources: <ul style="list-style-type: none"> ○ Heggerty Phonemic Awareness Primary Curriculum ○ Literacy How Professional Learning Series <ul style="list-style-type: none"> ■ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt

	<ul style="list-style-type: none"> ■ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt
Module Overview:	<p>The start of a new school year is an exciting time for students. For some students, though, this time of year can also be challenging. They will meet new people, and learn new things. As students become immersed in the module, they will listen to, read, and view a variety of texts and media that present them with information about making new friends and being part of a community. There will be numerous opportunities for students to learn active listening as they share, and listen to others as they discuss ideas, tell stories and work together. As writers, they will practice oral storytelling as they tell and listen to stories and create a class story. As readers, students will learn different strategies and skills for developing reading comprehension, from asking and answering questions to different ways to understand characters.</p> <p>Students will engage in learning how people they meet and the experiences they have can help them. They will read about the different activities they can do at school, about what makes a good friend, the many different types of friends they can have, and what makes each person special. Using a variety of genres and texts, readers will identify story structure, elements of poetry and author’s purpose.</p> <p>In writing, students will focus on narrative storytelling, and review the writing process. They will generate ideas, draft through pictures and words, and learn how to write sentences using conventions of language. The grammar focus is on common/proper nouns and capitalization. Foundational skills include direct instruction in phonemic awareness, phonics, and handwriting. Students will use on level text with accuracy text to reinforce foundational skills concepts taught. Literacy centers and small group work will allow them to practice these skills throughout the module.</p> <p>In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea that making new friends and trying new things can help them grow.</p>
Learning Goals	
Standard(s):	Connecticut Core Standards

Reading

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

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

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

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

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

Foundational Skills

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds

- a. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- b. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- c. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

Writing

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-

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.

Speaking and Listening

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.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

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

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

Language

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

- b. Use common, proper, and possessive nouns
- e. Use verbs to convey a sense of past, present, and future (e.g. Yesterday, I walked home; Today I walk home; Tomorrow I will walk home).

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

- a. Capitalize dates and names of people.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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

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

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

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

	c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).	
Essential Question(s):	<ul style="list-style-type: none"> • How can making new friends and learning new things help me? • Who am I? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • People listen to others and share ideas when they are members of a community. • People we meet, experiences we have, and learning new things can help us grow. • Friends are important, have many different qualities and each is special in their own way. 	
Learning Goal(s):	Content: Students will know...	Skills: Students will be able to...
Reading:	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>3 Big Questions, Contrasts and Contradictions</i>) • Ask and answer questions • Central idea and key details • Features/Characteristics of text • Character traits, experiences • Informational text 	<ul style="list-style-type: none"> • Ask questions when encountering new, confusing, or challenging information in a nonfiction text -the <i>3 Big Questions</i> signpost. • Identify and explain an author’s use of opposing ideas in fiction texts-the <i>Contrasts and Contradictions</i> signpost. • Ask and answer questions. • Describe characters, settings, and major events in a story. • Identify the main topic and retell key details. • Explain the differences between fiction and nonfiction texts. • Compare and contrast characters. • Read appropriate complexity.
Foundational Skills:	<ul style="list-style-type: none"> • Phonics: short vowels, open syllables in one syllable words • Phonological Awareness: <ul style="list-style-type: none"> • Rhyme 	<ul style="list-style-type: none"> • Decode short vowels, open syllables in one syllable words. • Orally produce rhymes, blend onset and rimes, blend, segment and delete phonemes in words.

	<ul style="list-style-type: none"> ● Blending Onset and Rime ● Alliteration ● Blending Words ● Deleting Words ● Blending Phonemes ● Segmenting Phonemes ● Irregular words ● Fluency - accuracy, reading rate, self-correction, phrasing ● Spelling- words with short vowels, words with open syllables ● Handwriting - Manuscript: m, s, t, b, a, i, n, d, p, c, o, u, r, f, g, h, e, Pencil Grip and Paper Position ● Concepts of Print - letters, words and sentences, directionality, end punctuation 	<ul style="list-style-type: none"> ● Read/spell irregular grade level. ● Read aloud grade-level text with fluency, and accurate, smooth phrasing. ● Read/Spell words with short vowels and with open syllables. ● Practice using stroke and letter formation (continuous stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing) ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing) ● Use concepts of print (letters, words and sentences, directionality, end punctuation) to demonstrate understanding of how books work.
Writing:	<ul style="list-style-type: none"> ● Narrative - oral/writing story ● Constructive peer feedback ● Response strategies 	<ul style="list-style-type: none"> ● Sequence events and provide some sense of closure. ● Focus on a topic, respond to questions and suggestions, and add details. ● Recall and gather source-based information to answer questions.

Speaking & Listening:	<ul style="list-style-type: none"> ● Expectations for discussions ● Key and relevant details 	<ul style="list-style-type: none"> ● Follow agreed-upon rules and respond to others in complete sentences during conversation, and ask questions to clarify. ● Ask and answer questions, expressing ideas and feelings clearly. ● Describe people, places, things, and events with relevant details.
Language:	<ul style="list-style-type: none"> ● Academic Vocabulary/Critical Vocabulary: Examples: noisy, furry, hall, library, goodness, favorite, try, new, great, enjoy, excited, nervous, search, introduce, ridiculous, calm, happened, accept, trip, partner, wished, last, kinds, together, approve, weird, copied, quivered, flutter, folds, swayed, grumbled, ugly, paddled, chilly, beautiful, changed ● Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): Examples: *event, *sequence, *repetition, alliteration, pattern, rhyme, *evidence, *detail, *author’s purpose, persuade, *inform, entertain, genre, formal language, informal language, monitor, *clarify, reread, background knowledge, 	<ul style="list-style-type: none"> ● Identify real-life connections between words and their use. ● Identify and use words that name actions and feelings. ● Classify and categorize words that name actions, locations, and directions. ● Sort nouns while following rules for discussion. ● Differentiate between a common and proper noun. ● Edit draft for correct capitalization. ● Use verbs ending in-ed in phrases and sentences to tell about things that happened in the past. ● Explain the meaning of words with the affix -ed.

	<p>visual, classify, categorize, *verb, *inference, *topic, *central idea, *supporting evidence, *character, *adjective, *reason, *action, *compare, *contrast</p> <ul style="list-style-type: none"> ● Generative vocabulary: words about feelings, inflection <i>-ed</i> ● Conventions of Standard English, Grammar and Usage: common and proper nouns, capitalization 	
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Unit Number and Title:	Module 2: Communities and Culture: My Family, My Community
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Volume 1, Module 2 ● HMH’s Writing Workshop Manual ● HMH’s Structured Literacy Manual, Volume 1, Module 2 ● Rigby Leveled Readers ● Start Right Decodable Readers <u>Core texts:</u> <ul style="list-style-type: none"> ○ <i>Kids Speak Up!</i>, opinion writing ○ <i>Whose Hands Are These?</i> by Miranda Paul, informational text ○ <i>Dan Had a Plan</i> by Wong Herbert Yee, realistic fiction ○ <i>Maybe Something Beautiful</i> by F. Isabel Campoy and Theresa Howell, realistic fiction ○ <i>On the Map!</i> by Lisa Fleming, informational text ○ <i>Grandfather Counts</i> by Andrea Cheng, fiction ○ <i>Places in My Neighborhood</i> by Shelly Lyons, informational text ○ <i>Abuela</i> by Arthur Dorros, fantasy ○ <i>Who Put the Cookies in the Cookie Jar?</i> by George Shannon, informational text ○ Bringing Asha Home by Uma Krishnaswami, realistic fiction ○ <i>Curious About Jobs</i> by HMH, video ○ <i>Nana in the City</i> by Laruen Castillo, realistic fiction (writing focal text) ● Supplemental Resources: <ul style="list-style-type: none"> ○ Heggerty Phonemic Awareness Primary Curriculum ○ Literacy How Professional Learning Series: <ul style="list-style-type: none"> ■ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt

	<ul style="list-style-type: none"> ■ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhard <p>Cross-curricular connections: Social Studies - Citizenship in Our Community/Geography and Map Skills grade 1 unit</p>
Module Overview:	<p>As young students seek to discover their place in the world, they will explore how they fit within their family and their local community. It is important that they feel a sense of belonging to both. Within the school community, students will continue developing social communication. They will actively listen and cooperatively share ideas. Readers will engage in a variety of texts as they discover how the people who live there, including family members, work together to make it better for everyone. As students explore how communities are special places to live, they will learn how to write descriptive essays as they describe what makes their world wonderful. Over the next few weeks, Students will build and strengthen their reading, writing, listening, and speaking skills as they explore family and community:</p> <p>Students will learn that we are all valuable members of our families and community, and together we make our class a place to learn and grow. We will read informational and opinion books about neighborhoods, and we will learn that different people work together to help make our communities special. Readers will retell stories, ask and answer questions before, during and after reading, using details to understand the text. The experience will build background knowledge and content related vocabulary. Foundational skills focused on include direct instruction in phonemic awareness, phonics, and handwriting. Students will use on level and decodable texts with accuracy to reinforce foundational skills. They will apply this learning in the writer’s workshop as they write a descriptive essay. They will learn about editing and revising writing for clarity. Literacy centers and small group work will allow them to practice these skills throughout the module.</p> <p>In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea that people contribute to a community and are important to the communities success.</p>

Learning Goals

Standard(s):	<p>Connecticut Core Standards</p> <p>Reading</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1</p> <p>Foundational Skills</p> <p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> b. Decode regularly spelled one-syllable words. <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p>
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- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Writing

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.

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.

Speaking and Listening

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

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

Language

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

- a. Print all upper and lowercase letters.
- b. Use common, proper, and possessive nouns.

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

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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

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

Essential Questions:	<ul style="list-style-type: none"> • What makes families and communities special? • Why do we seek and build community? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • People belong to a variety of groups over a lifetime. • Belonging is a basic human need. People belong to a family and a community. • The quality of community results from the contributions of the people. People collaborate and contribute to the community's success. 	
Learning Goal(s):	Content: Students will know...	Skills: Students will be able to...
Reading:	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Aha Moments</i>, <i>3 Big Questions</i>) • Story retell • Central Message or Main topic • Story Elements • Characters • Key details • Compare and contrast • Complex Informational Text 	<ul style="list-style-type: none"> • Identify and explain new information about a character or an event in fiction texts -the <i>Aha Moments</i> signpost. • Ask questions when encountering new, confusing, or challenging information in a nonfiction text -the <i>3 Big Questions</i> signpost. • Identify the main topic with key details of a text • Describe story characters, setting, and/or events. • Compare and contrast characters and actions in stories. • Read appropriate complexity. • Use the illustrations and details to support understanding. • Connect two individuals, events, ideas, or pieces of information in a text. • Distinguish between information provided by words, pictures or illustrations. • Identify similarities in and differences between two texts on the same topic. • Ask and answer questions to determine or clarify the meaning of words and phrases.

		<ul style="list-style-type: none"> ● Identify the reasons an author gives to support points in a text. ● Read appropriately complex grade level informational texts.
Foundational Skills:	<ul style="list-style-type: none"> ● Phonics: floss rule, final -ck, words with -all, -oll, -ull ● Phonological Awareness- <ul style="list-style-type: none"> ● Blending Syllables ● Blending Onset and Rime ● Deleting Syllables ● Blending Phonemes ● Segmenting Syllables ● Segmenting Phonemes ● Irregular words ● Fluency - expression, intonation, accuracy and self correction ● Spelling- words with the floss rule, final -ck, words with -all, -oll, -ull ● Handwriting - Manuscript: j, l, k, z, y, x, q, w, v, s, Mm, Ss, Tt ● Concepts about Print - words in sentences, commas, quotation marks 	<ul style="list-style-type: none"> ● Decode words with final -ck, and words with -all, -oll and -ull. Understand floss rule. ● Orally produce, segment and blend onset and rimes, blend, segment and delete syllables and phonemes in words. ● Read/spell irregular grade level words ● Read aloud grade-level text with fluency, accuracy, and intonation. Monitor for and self-correcting errors. ● Spell words with floss rule, final -ck and words with -all, -oll, and -ull. ● Practice using stroke and letter formation (continuous stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing) ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing) ● Use concepts of print to demonstrate understanding of how punctuation works in sentences and how it affects meaning.
Writing:	<ul style="list-style-type: none"> ● Descriptive Essay ● Constructive peer feedback 	<ul style="list-style-type: none"> ● Write informative/explanatory texts that include a topic, details and closure. ● Focus on a topic, respond to questions and suggestions, and add details.
Speaking & Listening:	<ul style="list-style-type: none"> ● Expectations for discussions 	<ul style="list-style-type: none"> ● Follow agreed-upon rules and respond to others

	<ul style="list-style-type: none"> ● Key Details 	<p>in complete sentences during conversation, and ask questions to clarify.</p> <ul style="list-style-type: none"> ● Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Language:	<ul style="list-style-type: none"> ● Academic Vocabulary/Critical Vocabulary: Examples: toiled, belong, gifted, persists, smeared, sketch, mess, market, sell, help, neighbors, set, heart, gazed, dipped, gloom, decorated, canvas, town, map, community, places, purpose, clinic, pointing, close, docked, unload, harbor, spoon, against, churn, stock, heal, drive ● Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): Examples: persuade, *opinion, *reason, text organization, *description, *detail, retell, *setting, *describe, *antonym, formal language, informal language, *summarize, *topic, bold text, label, map, symbol, noun, *connection, experience, context clue, *evidence, *action, *verb 	<ul style="list-style-type: none"> ● Print all upper- and lowercase letters. ● Identify and use antonyms, including words that name actions and positions. ● Identify and use words that name locations.. ● Use a dictionary to find the meaning of unknown words. ● Edit for capitalization and punctuation. ● Use correct capitalization when writing proper nouns. ● Produce and expand a variety of simple and compound sentences in response to prompts using appropriate ending punctuation and capitalization. ● Use conventional spelling for words with common spelling patterns. ● Use conventional spelling for frequently occurring irregular words. ● Using newly acquired vocabulary to identify real-life connections between words and their use. ● Using increasingly complex sentences in conversation to orally reflect and respond to text.

	<ul style="list-style-type: none">● Generative vocabulary: Words About Places and Things, Words About Actions and Directions● Conventions of Standard English, Grammar and Usage: proper nouns, end punctuation, capitalization	
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Unit Number and Title:	Module 3: Life Science: How Animals Live - Amazing Animals
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Volume 1, Module 3 ● HMH’s Writing Workshop Manual (refer to Module 11 - Opinion Letter) ● HMH’s Structured Literacy Manual, Volume 1, Module 3 ● Rigby Leveled Readers ● Start Right Decodable Readers ● Core texts: <ul style="list-style-type: none"> ○ <i>Animal Q & A</i>, informational text ○ <i>Best Foot Forward</i> by Ingo Arndt, informational text ○ <i>The Nest</i> by Carole Roberts, realistic fiction ○ <i>Whose Eye Am I?</i> by Shelley Rotner, informational text ○ <i>Blue Bird and Coyote</i> by James Bruchac, folktale ○ <i>Have You Heard the Nesting Bird?</i> by Rita Gray, narrative nonfiction ○ <i>Ol’ Mama Squirrel</i> by David Ezra Stein, fantasy ○ <i>Step-by-Step Advice from the Animal Kingdom</i> by Steve Jenkins and Robin Page, procedural text ○ <i>Beaver Family</i> by National Geographic Kids, video ○ <i>I Wanna Iguana</i>, by Karen Kaufman Orloff, (writing focal text - YouTube read aloud) Supplemental Resources: <ul style="list-style-type: none"> ● Heggerty Phonemic Awareness Primary Curriculum ● Literacy How Professional Learning Series: <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt

	<p>Cross-curricular connections: Science - Structure, Function and Information Processing grade 1 unit</p>
<p>Module Overview:</p>	<p>In this module, students will discover many details about animals as they read both nonfiction and fiction selections. These texts will encourage readers to be curious as they investigate animal life. Students will learn about the various characteristics of animals that allow them to grow and survive in the natural world. They will also explore the different kinds of structures animals build for homes and protection. After reading the module’s texts, students will have a greater appreciation for the diversity of the animal kingdom.</p> <p>The variety of genres in this module will provide students with opportunities to identify text features and structures, story structure, create mental images, summarize and as well as recognize point of view in a folktale. Students will encounter narrative nonfiction, realistic fiction, and informational text to build knowledge across genres and synthesize topic knowledge through the module’s focus on how animals’ bodies help them. Students will read and build background knowledge to support their writing. Students will write a research essay while engaging in the writing process. Foundational skills will be reinforced as students read on level and decodable texts with accuracy. Literacy centers and small group work allow them to practice these skills throughout the module.</p> <p>Students will learn that animal bodies and animal homes come in many different shapes and sizes. They will read books about animal characteristics, and will learn how animals use their bodies to survive. Students will explore animals further by writing an opinion letter about their favorite animal.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn that readers are curious about the natural world and the animal kingdom. Literacy centers and small group work will allow them to practice these skills throughout the module.</p> <p>In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of nature and the natural world as they explore how our environment impacts our lives.</p>
<p>Learning Goals</p>	

Standard(s):	<p>Connecticut Core Standards</p> <p>Reading</p> <p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>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.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>Foundational Skills</p> <p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. <p>Writing</p> <p>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.</p>
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	<p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>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.</p> <p>Language</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). i. Use frequently occurring prepositions (e.g., during, beyond, toward). e. Produce and expand complete simple and compound declarative, interrogative and exclamatory sentences in response to prompts. <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling with writing.</p> <ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
Essential Question(s):	<ul style="list-style-type: none"> ● How do animals’ bodies help them? ● How does an environment impact life?
Enduring Understand-	<ul style="list-style-type: none"> ● Animals have characteristics that allow them to grow and survive in the natural world.

ing(s):	<ul style="list-style-type: none"> • Animals have different kinds of structures that they build for homes and protection. • There is diversity in the animal kingdom. 	
Learning Goal(s):	Content: Students will know...	Skills: Students will be able to...
Reading:	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again, Contrasts and Contradictions</i>) • Key Details • Vocabulary • Identify genres • Understanding Characters • Point of view or narrator • Compare and contrast • Read Complex texts 	<ul style="list-style-type: none"> • Identify and explain an author’s use of opposing ideas in fiction texts-the <i>Contrasts and Contradictions</i> signpost • Identify and explain an author’s use of repetition in fiction texts -the <i>Again and Again</i> signpost • Ask and answer questions about key details in a text. • Identify the main topic and retell key details of a text. • Know and use various text features to locate key facts or information in a text. • Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • Explain major differences between books that tell stories and books that give information. • Identify basic similarities in and differences between two texts on the same topic. • With prompting and support, read informational texts appropriately complex for grade 1. • Read and draw on a wide range of text types.
Foundational Skills:	<ul style="list-style-type: none"> • Phonics: Review consonant digraphs sh, wh, th, ch, ng • Phonological Awareness: <ul style="list-style-type: none"> • Segmenting Initial Sound 	<ul style="list-style-type: none"> • Decode words with consonant digraphs sh, wh, th, ch, ng • Orally produce and segment initial sound , blend onset and rimes, and blend/segment phonemes in

	<ul style="list-style-type: none"> ● Blending Onset and Rime ● Blending Phonemes ● Segmenting Phonemes ● Irregular Words ● Fluency - reading rate, expression, phrasing ● Spelling - words with consonant digraphs ● Handwriting- Manuscript: Bb, Aa, Ii, Nn, Dd, Pp, Cc, Oo, Uu ● Concepts about Print - letters, words and sentences, punctuation, dialogue 	<p>words.</p> <ul style="list-style-type: none"> ● Read/spell irregular grade level words ● Read aloud grade-level text with fluency, accuracy with a focus on rate and expression and phrasing. ● Spell words with consonant digraphs. ● Practice using stroke and letter formation (continuous stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing) ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing) ● Use concepts of print to demonstrate understanding of how punctuation works in sentences, especially for dialogue and how it affects meaning.
Writing:	<ul style="list-style-type: none"> ● Opinion Writing - Letter (refer to HMH module 11 in Writing Workshop Teacher’s Guide) 	<ul style="list-style-type: none"> ● 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. ● Identify the parts of an opinion letter (date, greeting, body, closing). ● Establish opinion, reasons, and examples for a letter.
Speaking & Listening:	<ul style="list-style-type: none"> ● Expectations for discussions ● Key and Relevant Details 	<ul style="list-style-type: none"> ● Follow agreed-upon rules and respond to others in complete sentences during conversation, and ask questions to clarify. ● Ask and answer questions about key details to clarify understanding or gather additional information.

Language:	<ul style="list-style-type: none"> ● Academic Vocabulary/Critical Vocabulary: Examples: propel, sinking, spring, hunts, stubby, exclaimed, surprise, warm, soon, empty, twigs, sheds, lenses, sharp, pupils, experts, swivel, thank, dull, once, stroll, shingle, shriek, raised, mark, scold, limit, pelted, puny, clenched ● Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): Examples: bold text, italic text, label, photo, caption, *evidence, *detail, *event, *sequence, *synonym, text organization, *description, *mental image, describing word, *narrator, *point of view, monitor, *clarify, reread, background knowledge, visual, *story structure, *problem, *resolution, *plot, *summarize, *topic, chronological order, *verb, *compare, *contrast ● Generative vocabulary: Words About Time and Position, Inflection <i>-ing</i> ● Conventions of Standard English, 	<ul style="list-style-type: none"> ● Use correct singular, plural, and correct plural form for irregular nouns. ● Edit for correct capitalization and end punctuation. ● Produce and expand a variety of simple and compound sentences in response to prompts using appropriate ending punctuation and capitalization. ● Use conventional spelling for words with common spelling patterns. ● Use conventional spelling for frequently occurring irregular words. ● Identify real-life connections between words and their use. ● Identify and use prepositions. ● Format dates correctly. ● Use commas correctly in a series or in a date.
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	<p>Grammar and Usage: capitalization, end punctuation, prepositions, commas, subject-verb agreement</p>	
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Unit Number and Title:	Module 4: Citizenship: Better Together
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Manual Volume 2, Module 4 ● HMH’s Writing Workshop Manual ● HMH’s Structured Literacy Manual, Volume 1, Module 4 ● Rigby Leveled Readers ● Start Right Decodable Readers ● Core texts: <ul style="list-style-type: none"> ○ <i>Good Sports</i>, informational text ○ <i>Baseball Hour</i> by Carol Nevius, informational text ○ <i>Goal!</i> by Jane Medina, informational text ○ <i>Coming to America: A Muslim Family’s Story</i> by Bernard Wolf, narrative nonfiction ○ <i>Pelé, King of Soccer</i> by Monica Brown, biography ○ <i>Get Up and Go!</i> by Rozanne Lanczak Williams, informational text ○ <i>Brontorina</i> by James Hower, fantasy ○ <i>The Great Ball Game</i> by Joseph Bruchac, folktale ○ <i>If You Plant a Seed</i> by Kadir Nelson, fantasy ○ <i>Color Your World with Kindness</i> by BetterWorldians Foundation, video ○ <i>Do Unto Otters</i> by Laurie Keller, fantasy (writing focal text) ● Heggerty Phonemic Awareness Primary Curriculum ● Literacy How Professional Learning Series: <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt <p>Cross-curricular connections:</p>

	Social Studies - Citizenship in Our Community/Geography and Map Skills grade 1 unit
Module Overview:	<p>Playing games and doing fun things with other people is part of being a child. In this module, students will listen to and read stories and informational texts about getting along and being a good sport. They will discover that playing games is a great way to spend time with friends and get healthy exercise, too! As students explore this topic, they will learn about the importance of playing fairly and persevering when things get challenging.</p> <p>As students immerse in the module, they will learn the importance of getting along through reading a variety of texts, read-alouds and physical activities. There are numerous opportunities for students to learn about being a good student, worker and citizen through reading and project-based learning. Social emotional learning is incorporated throughout this unit including relationship building, conflict resolution and being able to say no to situations that are not positive.</p> <p>Students will learn why it is important to do their best and get along with others. They will read books about people and characters who practice and learn how to play fair, because we are better together when we are kind to one another. Students will write a procedural text about how to make a friend. Writers will use knowledge of grammar and punctuation to create clear sentences. Foundational skills will focus on developing skills in blending sounds to decode with accuracy. Students will use on level and decodable texts with accuracy to reinforce foundational skills. Literacy centers and small group work will allow them to practice these skills throughout the module.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will define who they are as a people and how they function well in social situations. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of developing a sense of self/identity.</p>
Learning Goals	
Standard(s):	Connecticut Core Standards Reading RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or

lesson.

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

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

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

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

The variety of genres in this module provide students with opportunities to identify

Foundational Skills

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- f. Read words with inflectional endings.

RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

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.

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

	<p>Speaking and Listening</p> <p>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.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>Language</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g. looks, looked, looking).</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>
Essential Question(s):	<ul style="list-style-type: none"> ● Why is it important to do my best and get along with others? ● Why are human relationships important?

Enduring Understanding(s):	<ul style="list-style-type: none"> • Friends learn how to get along and be a good sport when working and playing together. • Playing fairly and persevering is important when things get challenging. 	
Learning Goal(s):	Content: Students will know...	Skills: Students will be able to...
Reading:	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Aha Moments</i>, <i>Word Gaps</i>) • Retell with key details and central message • Characters • Story elements • Text Features • Author’s Purpose • Compare and Contrast • Complex Text 	<ul style="list-style-type: none"> • Identify and explain new information about a character or an event in fiction texts -the <i>Aha Moments</i> signpost • Identify unfamiliar words and look for sentence-level context clues to gain meaning- the <i>Word Gaps</i> signpost • Retell stories, including key details, and demonstrate understanding of their central message or lesson. • Ask and answer questions about key details in a text. • Use the illustrations and details in a text to describe its key ideas. • Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. • Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • Identify the reasons an author gives to support points in a text. • Compare and contrast the adventures and experiences of characters in stories. • Identify basic similarities in and differences between two texts on the same topic. • With prompting and support, read various texts

		appropriately complex for grade 1.
Foundational Skills:	<ul style="list-style-type: none"> ● Phonics: initial two consonant blends, review final two consonant blends, contractions, open and closed syllables- two syllable words ● Phonological Awareness: <ul style="list-style-type: none"> ● Blending Onset and Rime ● Deleting Syllables ● Blending Phonemes ● Segmenting Phonemes ● Irregular Words ● Fluency - intonation, accuracy, self correction, reading rate ● Spelling - words with initial two consonant blends, words with final two consonant blends, contractions, words with open and closed syllables-two syllable words ● Handwriting - Manuscript: Rr, Ff, Gg, Hh, Ee, Jj, Ll, Kk, Yy ● Concepts about Print- words in sentences, directionality, capitalization 	<ul style="list-style-type: none"> ● Review and decode initial two consonant blends, final two consonant blends, contractions, open and closed syllables- two syllable words ● Read/spell irregular grade level words ● Read aloud grade-level text with fluency, accuracy with a focus on rate and intonation. expression and phrasing. Self-correcting as monitors for errors ● Spell words with initial and final two consonant blends, contractions, and two syllable words with open and closed syllables. ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing) ● Use concepts of print to demonstrate understanding of how capitalization works in a sentence, and how it affects meaning.
Writing:	<ul style="list-style-type: none"> ● Procedural Writing/How-To Book ● Shared Writing ● Response Strategies 	<ul style="list-style-type: none"> ● Organize how-to ideas with structure and to suit purpose. ● Develop an idea with specific details for a how-to text. ● Participate in shared research and writing projects.

		<ul style="list-style-type: none"> Recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening:	<ul style="list-style-type: none"> Key and Relevant Details 	<ul style="list-style-type: none"> Ask and answer questions about key details to clarify understanding or gather additional information.
Language:	<ul style="list-style-type: none"> Academic Vocabulary/Critical Vocabulary: Examples: drills, jog, pace, field, twist, bend, team, equipment, coach, rules, goal, fan, afford, professional, match, champions, spreading, opponent, exercise, well, body, graceful, talent, idea, quarrel, penalty, jeered, stumbled, dusk, see, short, heap, trouble, fruits Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): Examples: persuade, *opinion, *reason, *topic, *central idea, *supporting evidence, *detail, evaluate, *key idea, *narrator, *point of view, context clues, instructions, *sequence, synthesize, *chart, *heading, compound word, retell, *character, 	<ul style="list-style-type: none"> Produce and expand a variety of simple and compound sentences in response to prompts using appropriate ending punctuation and capitalization. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Identify real-life connections between words and their use. Identify the effect of affixes on word meanings. Use time order/linking words (e.g., first, because, so) to explain the sequence of events. Edit writing for noun usage (singular and plural).

	<p>*action, *connection, experience, *theme, *moral, *adjective, base word, suffix, *compare, *contrast</p> <ul style="list-style-type: none"> ● Generative vocabulary: Compound Words, Suffixes <i>-er</i>, <i>-est</i> ● Conventions of Standard English, Grammar and Usage: time order/linking words, plural nouns and irregular plural nouns 	
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Unit Number and Title:	Module 5: Physical Science: Light and Dark-Now You See It, Now You Don't
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH's Into Reading Manual, Volume 1, Module 5 ● HMH's Writing Workshop Manual ● HMH's Structured Literacy Manual, Volume 2, Module 5 ● Rigby Leveled Readers ● Start Right Decodable Readers ● Core texts: <ul style="list-style-type: none"> ○ <i>Super Shadows!</i>, informational text ○ <i>On Earth</i> by G. Brian Karas, informational text ○ <i>The Black Rabbit</i> by Philippa Leathers, fantasy ○ <i>How Do You Know It's Winter?</i> by Ruth Owen, informational text ○ <i>Day and Night</i> by Margaret Hall, informational text ○ <i>The Best Season</i> by Nina Crews, opinion writing ○ <i>Oscar and the Moth</i> by Geoff Waring, narrative nonfiction ○ <i>What Are You Waiting For?</i> by Scott Menchin, fantasy ○ <i>I'm So Hot</i> by StoryBots, song ○ <i>Why the Sun and the Moon Live in the Sky</i> by Elphinstone Dayrell, folktale (writing focal text) Supplemental Resources: <ul style="list-style-type: none"> ● Heggerty Phonemic Awareness Primary Curriculum ● Literacy How Professional Learning Series: <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt

	<ul style="list-style-type: none"> ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt <p>Cross-curricular connections: Science - Space Systems: Patterns and Cycles grade 1 unit</p>
Module Overview:	<p>In this module, students will listen to and read a variety of genres to learn about why light and dark come and go. There will be numerous opportunities for students to investigate the Earth’s rotation around the sun and learn about day and night and the seasons. Students will also learn how to set personal goals and how to track progress and reflect on their learning.</p> <p>As students immerse in this module, they will engage in a variety of genres. These will provide students with opportunities to learn about the phenomenon of light and dark and how it affects people. Students will read books about Earth’s rotation around the sun and learn about day and night and the seasons. As students build their vocabulary and synthesize topic knowledge, they will learn that exploration can take place through experimentation and reading. In writing, students will develop an imaginative folk tale while engaging in the writing process. They will learn more about identifying and using conventions of language to include parts of speech and correct punctuation in simple and complex sentences to communicate clearly. Foundational skills will focus on building phonemic awareness and phonic skills. Students will use on level and decodable texts with accuracy to reinforce foundational skills. Literacy centers and small group work allow them to practice these skills throughout the module.</p> <p>In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of nature and the natural world as they explore how our environment impacts our lives.</p>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards Reading RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.9 Compare and contrast the adventures and experiences of characters in stories. RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>

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

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

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

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

Foundational Skills

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- b. Decode regularly spelled one-syllable words.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.

RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Writing

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.

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

Speaking and Listening

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.

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

	<p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>Language</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	
Essential Question(s):	<ul style="list-style-type: none"> ● Why do light and dark come and go? ● How does the environment impact our lives? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● The rotation of Earth causes night and day. ● There is a relationship between the Earth and the sun that causes the change of seasons. ● Learning about our world and how it works helps us be good stewards for the future. 	
Learning Goal(s):	<p>Content: Students will know...</p>	<p>Skills: Students will be able to...</p>
Reading:	<ul style="list-style-type: none"> ● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Aha Moments, Contrasts and Contradictions</i>) ● Key details and central ideas ● Text Features 	<ul style="list-style-type: none"> ● Identify and explain new information about a character or an event in fiction texts -the <i>Aha Moments</i> signpost ● Identify and explain an author’s use of opposing ideas in fiction texts-the <i>Contrasts and Contradictions</i> signpost

	<ul style="list-style-type: none"> ● Compare and contrast ● Text Evidence ● Story Elements ● Genres ● Complex Texts 	<ul style="list-style-type: none"> ● Ask and answer questions about key details in a text. ● Identify the main topic and retell key details of a text. ● Know and use various text features to locate key facts or information in a text. ● Identify basic similarities in and differences between two texts on the same topic. ● Identify the reasons an author gives to support points in a text. ● With prompting and support, read informational texts appropriately complex for grade 1.
Foundational Skills:	<ul style="list-style-type: none"> ● Phonics: VCe Long Vowel Patterns in Single-Syllable Words, Long a and Long i, VCe Long Vowel Patterns in Single-Syllable Words, Long o and Long u, VCe Long Vowel Patterns in Single-Syllable Words, Long e and VCe ● Phonological Awareness <ul style="list-style-type: none"> ● Deleting Syllables ● Substituting Phonemes ● Blending Phonemes ● Segmenting Phonemes ● Irregular Words ● Fluency - expression, phrasing, intonation ● Spelling - Words with VCe Long Vowel Patterns in Single-Syllable Words 	<ul style="list-style-type: none"> ● Decode words with Long Vowel Patterns in Single-Syllable Words, Focus on each as Long a, Long i, Long o, Long u, and Long e. ● Orally produce and delete syllables and blend, segment and substitute phonemes in words. ● Read/spell irregular grade level words ● Read aloud grade-level text with fluency and accuracy with a focus on expression, phrasing and intonation. Monitor and self-correct errors. ● Spell Single-Syllable Words with VCe Long Vowel Patterns. ● Practice using stroke and letter formation (continuous stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing) ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing) ● Use concepts of print to demonstrate understanding

	<ul style="list-style-type: none"> ● Handwriting- Manuscript: Xx, Qq, Ww, Vv, Zz, l, t, i ● Concepts about Print - directionality, commas, letters, words and sentences 	of punctuation, focusing on commas, and how they work in a sentence, and how they affect meaning.
Writing:	<ul style="list-style-type: none"> ● Narrative-Imaginative Story (Folktale) ● Shared Writing ● Publishing 	<ul style="list-style-type: none"> ● Discuss the features and purpose of a folktale (e.g., characters, setting, plot, problem, resolution/story about how something in nature came to be). ● Determine a story setting through text and pictures. ● Describe and discuss characters and their actions.
Speaking & Listening:	<ul style="list-style-type: none"> ● Expectations for discussions ● Key and Relevant Details 	<ul style="list-style-type: none"> ● Follow agreed-upon rules and respond to others in complete sentences during conversation through multiple exchanges, and ask questions to clarify. ● Ask and answer questions about key details to clarify understanding or gather additional information.
Language:	<ul style="list-style-type: none"> ● Academic Vocabulary/Critical Vocabulary: Examples: sweep, rolls, universe, tilts, revolve, gravity, bank, trembling, nibbled, relief, scrambled, tight, arrives, avoid, nears, blanket, hidden, bare, faces, shines, fades, pattern, seasons, weather, shivering, starry, creatures, swooping, reaching, early, waiting, touched, sloppy, blink ● Instructional vocabulary 	<ul style="list-style-type: none"> ● Produce and expand a variety of simple and compound sentences in response to prompts using appropriate ending punctuation and capitalization. ● Use conventional spelling for words with common spelling patterns. ● Use conventional spelling for frequently occurring irregular words ● Identify and use verbs and pronouns in sentences. ● Edit for capital letters. ● Use sentence clues to find a word’s meaning.

	<p>(*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): Examples: *diagram, label, *evidence, *inference, *story structure, *problem, *event, *resolution, *plot, *dictionary, glossary, alphabetical order, digital tool, technology, *presentation, caption, *heading, *chart, prediction, confirm, photo, noun, *verb, *connection, experience, persuade, *opinion, *reason, *topic, *central idea, *supporting evidence, *detail. *theme, *moral, suffix, base word, *adjective, *compare, *contrast</p> <ul style="list-style-type: none"> ● Generative vocabulary: Suffixes <i>-er, -est</i>, Inflection <i>-s</i>, Suffixes <i>-y, -ful</i> ● Conventions of Standard English, Grammar and Usage: pronouns, verbs, capital letters 	
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Unit Number and Title:	Module 6: American Holidays and Symbols: Celebrate America
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Volume 2, Module 6 ● HMH’s Writing Workshop Manual ● HMH’s Structured Literacy Manual ● Rigby Leveled Readers ● Start Right Decodable Readers ● Core texts: <ul style="list-style-type: none"> ○ <i>State the Facts!</i>, informational text ○ <i>You’re a Grand Old Flag</i> by George Cohan, song ○ <i>Monument City</i> by Jerdine Nolen, drama ○ <i>Presidents’ Day</i> by Anne Rockwell, realistic fiction ○ <i>The Contest</i> by Libby Martinez, opinion writing ○ <i>The Statue of Liberty</i> by Tyler Monroe, informational text ○ <i>Can We Ring the Liberty Bell?</i> by Martha E. H. Rustad, narrative nonfiction ○ <i>Hooray for the Holidays!</i> by Pat Cummings, realistic fiction ○ <i>Patriotic Poems</i>, by anonymous, Marci Ridlon, Kate Arnold, and Kristine O’Connell George poetry ○ <i>The Thanksgiving Door</i> by Debby Atwell, realistic fiction (writing focal text) ● Supplemental Resources: <ul style="list-style-type: none"> ● Heggerty Phonemic Awareness Primary Curriculum ● Literacy How Professional Learning Series: <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt

	<ul style="list-style-type: none"> ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt <p>Cross-curricular connections: Social Studies - Citizenship in Our Community/Geography and Map Skills grade 1 unit</p>
Module Overview:	<p>Even at their young age, students in your class have almost certainly experienced patriotic holidays, such as the Fourth of July. They can likely identify the American flag and other patriotic symbols. Students in first grade are ready to examine the purposes for celebrating patriotic holidays and symbols. In this module, they explore why people sing patriotic songs. In addition, they learn about a variety of patriotic topics, including monuments, the Liberty Bell and other U.S. symbols, and the nation’s presidents.</p> <p>The variety of genres in this module provide students with opportunities to identify text features, make and confirm predictions, identify point of view, make connections, as well as identify story structure in a realistic fiction text. Students will also encounter information text, poetry, and narrative nonfiction to build knowledge across genres and synthesize topic knowledge through the module focus on holidays and symbols.</p> <p>Students will explore how holidays and symbols help us learn about and celebrate our country. They will read books about national symbols and learn how holidays honor our country and its heroes. They will also write a personal narrative about a favorite holiday memory using the writing process. Students will learn more conventions of language to include verbs, possessive nouns and have time to practice proper letter formation in handwriting. Foundational skills will focus on reading single-syllable words with blends, final silent e and common vowel teams.. Students will use on level and decodable texts with accuracy to reinforce foundational skills. Literacy centers and small group work allow them to practice these skills throughout the module.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will examine the importance of different holidays and symbols. In addition, students will have opportunities to deepen their</p>

	<p>understanding of the PK-12 vertically aligned essential question related to the idea of culture as they explore how stories tell us about what a culture values.</p>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards</p> <p>Reading</p> <p>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.</p> <p>RL.1.6 Identify who is telling the story at various points in a text.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.8 Identify the reasons an author gives to support points in a text.</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>Foundational Skills</p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds(phonemes).</p> <ul style="list-style-type: none"> b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> b. Decode regularly spelled one-syllable words.

- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- RF.1.4** Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
 - Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

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.

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.

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

Speaking and Listening

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.

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

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

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

Language

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

- Use common, proper, and possessive nouns.
- Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I

	<p>walk home; Tomorrow I will walk home).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	
Essential Question(s):	<ul style="list-style-type: none"> • What do holidays and symbols tell us about our country? • How do stories tell us about what a culture values? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • There are a variety of patriotic holidays and symbols that citizens associate with the United States of America. • Through stories, people examine the purpose for important American events and symbols such as monuments, the Liberty Bell and other U.S. symbols. 	
Learning Goal(s):	Content: Students will know...	Skills: Students will be able to...
Reading:	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Words of the Wiser</i>, <i>Numbers and Stats</i>) • Key Details • Compare and Contrast • Story Elements • Point of View/Narrator • Central Message/Main Topic • Word Meanings • Text Features • Author’s Purpose 	<ul style="list-style-type: none"> • Identify story moments when a secondary character influences the main character’s choices in fiction text - the <i>Words of the Wiser</i> signpost • Identify when authors use numbers to share important information in a nonfiction text - the <i>Numbers and Stats</i> signpost • Describe the connection between two individuals, events, ideas, or pieces of information in a text. • Identify who is telling the story at various points in a text. • Ask and answer questions to help

		<p>determine or clarify the meaning of words and phrases in a text.</p> <ul style="list-style-type: none"> ● Know and use various text features to locate key facts or information in a text. ● Identify the reasons an author gives to support points in a text. ● Explain major differences between books that tell stories and books that give information.
Foundational Skills:	<ul style="list-style-type: none"> ● Phonics: Two-Syllable Words with Open, Closed, and VCe Syllables, Soft c /s/ (cent), _ce /s/ (mice), Soft g /j/ (gem), _ge /j/ (cage) ● Phonological Awareness: <ul style="list-style-type: none"> ● Deleting Syllables ● Substituting Phonemes ● Blending Phonemes ● Segmenting Phonemes ● Fluency - accuracy and self correction, reading rate, expression ● Spelling - Two-Syllable Words with Open, Closed, and VCe Syllables, words with soft c, _ce, words with soft g, _ge ● Handwriting - j, u, y, r, n, m, h, b ● Concepts about Print - words in sentences, capitalization, dialogue 	<ul style="list-style-type: none"> ● Decode two-syllable words with Open, Closed, and VCe Syllables, Soft c /s/ (cent), _ce /s/ (mice), Soft g /j/ (gem), _ge /j/ (cage). ● Read aloud grade-level text with fluency and accuracy with a focus on monitoring for and self-correcting errors. ● Spell Two-Syllable Words with Open, Closed, and VCe Syllables, words with soft c, _ce, words with soft g, _ge ● Practice using stroke and letter formation (continuous stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing)
Writing:	<ul style="list-style-type: none"> ● Narrative Writing ● Constructive Peer Feedback ● Response Strategies 	<ul style="list-style-type: none"> ● Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal

		<p>event order, and provide some sense of closure.</p> <ul style="list-style-type: none"> ● Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. ● Recall information from experiences or gather information from provided sources to answer a question. ● Identify narrative elements (e.g., characters, setting, problem, solution). ● Organize writing into narrative structure using specific and relevant details. ● Add details to illustrations.
Speaking & Listening:	<ul style="list-style-type: none"> ● Expectations for Discussions ● Key Details 	<ul style="list-style-type: none"> ● Ask questions to clarify. ● Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Language:	<ul style="list-style-type: none"> ● Academic Vocabulary/Critical Vocabulary: Examples: forever, peace, emblem, true, brag, scene, monuments, sights, grouchy, freedom, symbol, vote, program, split, stand, onstage, audience, contest, liberty, hope, national, towers, base, famous, center, government, brittle, signed, papers, celebrate, share, tradition, parade, Constitution ● Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): 	<ul style="list-style-type: none"> ● Use common, proper, and possessive nouns, verbs to convey a sense of past, present, and future, and frequently occurring conjunctions. ● Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. ● Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. ● Edit for complete sentences. ● Revise with synonyms.

	<p>Examples: picture, label, map, rhythm, rhyme, pattern, describing word, prediction, confirm, drama, *setting, cast of characters, *dialogue, *multiple-meaning word, *context, *dictionary, glossary, alphabetical order, digital resource, search tool, *point of view, *narrator, evaluate, *key idea, *detail, persuade, *topic, *opinion, *reason, *fact, suffix, base word, *connection, experience, *text organization, *description, chapter heading, italic text, caption, *mental image, *story structure, *problem, *event, *resolution, *plot, *verb, *action, *stanza, *compare, *contrast</p> <ul style="list-style-type: none"> ● Generative vocabulary: Suffixes <i>-y, -ful, -less</i>, Words About Actions ● Conventions of Standard English, Grammar and Usage: nouns, verbs, past-tense verbs, action words, synonyms, complete sentences 	<ul style="list-style-type: none"> ● Revise writing to include strong action words.
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Unit Number and Title:	Module 7: Earth Science: The Natural World-The Big Outdoors
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Volume 3, Module 7 ● HMH’s Writing Workshop Manual ● HMH’s Structured Literacy Manual, Volume 2 ● Rigby Leveled Readers ● Start Right Decodable Readers ● Core texts: <ul style="list-style-type: none"> ○ <i>Storm Report</i>, opinion writing ○ <i>Rainy, Sunny, Blowy, Snowy</i> by Jane Brocket, informational text ○ <i>Sam & Dave Dig a Hole</i> by Mac Barnett, fantasy ○ <i>On Meadowview Street</i> by Henry Cole, realistic fiction ○ <i>Deserts</i> by Quinn M. Arnold, informational text ○ <i>Handmade</i> by Guadalupe Rodríguez, procedural text ○ <i>Do You Really Want to Visit a Wetland?</i> by Bridget Heos, narrative nonfiction ○ <i>Grand Canyon</i> by Sara Gilbert, informational text ○ <i>Water Cycle</i> by The Bazillions, song ○ <i>Ask Me</i> by Bernard Waber, realistic fiction (writing focal text) Supplemental Resources: <ul style="list-style-type: none"> ● Heggerty Phonemic Awareness Primary Curriculum ● Literacy How Professional Learning Series: <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel

	<p>Eberhardt</p> <ul style="list-style-type: none"> ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt
<p>Module Overview:</p>	<p>In this module, students will examine a variety of environments and natural changes in the world. They also will grow to recognize the importance of recycling and protecting the land. Students will discover that they can use their observation skills to notice natural changes, such as changes in weather and changes in water as it moves through the water cycle. They will reinforce their knowledge through a variety of text genres, including an engaging song to wrap up the module.</p> <p>The variety of genres in this module provide students with opportunities to identify text organization, make inferences, identify point of view, topic and central idea, as well as summarize a text. Students will also encounter informational, fantasy, realistic fiction, and narrative nonfiction to build knowledge across genres and synthesize topic knowledge through the module focus on changes in nature. Foundational skills will be developed through direct phonemic awareness and phonic lessons. Students will use on level and decodable texts with accuracy to reinforce foundational skills taught. Literacy centers and small group work allow them to practice these skills throughout the module.</p> <p>Students will learn about nature, and they will investigate how things in nature can change. They will read about different environments and observe the beauty of nature. Students will learn about interesting changes that occur, such as how the Grand Canyon formed and how the water cycle works. They will also write a poem about things they like in nature while engaging in the writing process. Conventions of language will be reinforced as students practice punctuation and proper letter formation in handwriting.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn how things in nature change. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of nature and the natural world as they explore how our environment impacts our lives.</p>
<p>Learning Goals</p>	
<p>Standard(s):</p>	<p>Connecticut Core Standards Reading</p>

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

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

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

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

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

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

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

Foundational Skills

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- g. Recognize and read grade-appropriate irregularly spelled words.

RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

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

	<p>provide some sense of closure.</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening</p> <p>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.</p> <p>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and- feelings clearly.</p> <p>Language</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>d. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>conventions.</p> <p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>
Essential Question(s):	<ul style="list-style-type: none"> ● How do things in nature change? ● How does our environment impact our lives?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Through observation, natural changes occur in the world in a variety of environments. ● Recycling is important to protect the land.

Learning Goal(s):	Content: Students will know...	Skills: Students will be able to...
Reading:	<ul style="list-style-type: none"> ● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again, Numbers and Stats</i>) ● Key details and central ideas ● Compare and contrast ● Point of view or narrator ● Story Elements ● Author’s purpose ● Word Meanings ● Complex texts ● Group reading 	<ul style="list-style-type: none"> ● Identify and explain an author’s use of repetition in fiction texts -the <i>Again and Again</i> signpost ● Identify when authors use numbers to share important information in a nonfiction text- the <i>Numbers and Stats</i> signpost ● Identify basic similarities in and differences between two texts on the same topic. ● Describe characters, settings, and major events in a story, using key details. ● Identify the reasons an author gives to support points in a text. ● Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. ● With prompting and support, read prose and poetry of appropriate complexity for grade 1. ● Actively engage in group reading activities with purpose and understanding.
Foundational Skills:	<ul style="list-style-type: none"> ● Phonics: trigraph -tch, trigraph -dge, inflectional suffixes (es, s) ● Phonological Awareness <ul style="list-style-type: none"> ● Blending Phonemes ● Segmenting Phonemes ● Substituting Phonemes ● Fluency - intonation, phrasing, accuracy and self correction ● Spelling - words with trigraphs and inflectional suffixes ● Handwriting- Manuscript: c, o, a, d, 	<ul style="list-style-type: none"> ● Decode words with the following features: trigraph -tch, trigraph -dge, inflectional suffixes (es, s) ● Orally produce and blend, segment and substitute phonemes in words. ● Read aloud grade-level text with intonation, phrasing, accuracy and self-correction. ● Spell Words with with trigraphs and inflectional suffixes ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper

	<p>g, q, s, f, e</p> <ul style="list-style-type: none"> ● Concepts about Print - words in sentences, directionality, end punctuation 	<p>position. (ongoing)</p> <ul style="list-style-type: none"> ● Use concepts of print to demonstrate understanding of words in sentences, directionality and end punctuation.
Writing:	<ul style="list-style-type: none"> ● Narrative writing- Poem ● Constructive Peer feedback ● Response strategies ● Shared writing 	<ul style="list-style-type: none"> ● Discuss elements of poetry including rhyme and free verse. ● Discuss the elements of sound in a poem. ● Add details to a poem. ● Revise poem for word choice. ● Participate in shared research and writing projects.
Speaking & Listening:	<ul style="list-style-type: none"> ● Expectations for discussions ● Key details 	<ul style="list-style-type: none"> ● Respond to others in complete sentences during conversation through multiple exchanges, and ask questions to clarify ● Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Language:	<ul style="list-style-type: none"> ● Academic Vocabulary/Critical Vocabulary: Examples: divide, nature, fluffy, deep, fiery, spindly, mission, spectacular, break, problem, direction, landed, decided, explore, noticed, preserve, lugged, ledges, dunes, shrubs, spines, rest, edges, trace, report, interesting, poisonous, tour, coexist, fragile, popular, fossils, rim, hike, affect ● Instructional vocabulary (*Smarter Balanced Construct 	<ul style="list-style-type: none"> ● Use context clues to help determine word meaning. ● Use a dictionary to find meanings of words. ● Edit for subject-verb agreement (e.g., boys play, cats run).

	<p>Relevant Vocabulary for English Language Arts and Literacy): Examples: persuade, *opinion, *topic, *reason, *fact, text organization, *description, *detail, *evidence, *inference, *point of view, *narrator, *synonym, shades of meaning, research plan, brainstorm, *source, *setting, *describe, monitor, *clarify, reread, background knowledge, visual, *central idea, *supporting evidence, base word, suffix, *summarize, chronological order, synthesize, context clue, noun, *compare, *contrast</p> <ul style="list-style-type: none"> ● Generative vocabulary: Words About Feelings and Beliefs, Suffix <i>-less</i>, Words About Places and Things ● Conventions of Standard English, Grammar and Usage: capital letters, end punctuation, subject-verb agreement 	
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Unit Number and Title:	Module 8: Lessons and Character-Tell Me a Story
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Volume 3, Module 8 ● HMH’s Writing Workshop Manual ● HMH’s Structured Literacy Manual, Volume 2, Module 8 ● Rigby Leveled Readers ● Start Right Decodable Readers ● Core texts: <ul style="list-style-type: none"> ○ <i>Follow the Story Path</i>, informational text ○ <i>Chicken Little</i> by Rebecca and Ed Emberley, folktale ○ <i>Interrupting Chicken</i> by David Ezra Stein, fantasy ○ <i>Red Knit Cap Girl and the Reading Tree</i> by Naoko Stoop, fantasy ○ <i>Little Red Riding Hood</i> by Lisa Campbell Ernst, drama ○ <i>The Grasshopper and the Ants</i> by Jerry Pinkney, fable ○ <i>My Name is Gabriela</i> by Monica Brown, biography ○ <i>Thank You, Mr. Aesop</i> by Helen Lesterz, informational text ○ <i>The Tortoise and the Hare</i> by Speakaboos: adapted by Amy Kraft, video ○ <i>The Kissing Hand</i> by Audrey Penn (writing focal text) Supplemental Resources: <ul style="list-style-type: none"> ● Heggerty Phonemic Awareness Primary Curriculum ● Literacy How Professional Learning Series: <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt

Module Overview:	<p>In this module, students will enjoy classic tales and contemporary stories as they get to know storytellers from long ago and from the present. Students will deepen their understanding of the lessons stories can teach, such as the importance of resilience in the face of challenges. Students will discover that characters in stories rarely get things right the first time they try something new. Like real people, characters often overcome challenges by refusing to give up and trying again.</p> <p>The variety of genres in this module provide students with opportunities to identify text features, themes, make connections and inferences as well as discuss characters and setting in fiction texts. Students will also encounter informational texts, folktales and fables, fantasies, and biographies to build knowledge across genres and synthesize topic knowledge through the module focus on what stories teach us. Students will continue to build foundational skills of phonemic awareness, phonics and handwriting. Students will use on level and decodable texts with accuracy to reinforce foundational skills. Literacy centers and small group work allow them to practice these skills throughout the module.</p> <p>Students will discover that we can learn lessons from the stories we read and hear. They will read a variety of literature, and we will discover that all over the world and throughout time, people have enjoyed listening to and telling stories. Students will also write a personal narrative about someone who helped them overcome a problem while engaging in the writing process. Writers will learn to apply standard conventions of grammar, punctuation and spelling in their writing.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn that lessons can be learned from stories. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of change and what lessons we can learn from stories.</p>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards Reading RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3 Describe characters, settings, and major events in a story, using key details</p>

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

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

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

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

Foundational Skills

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- g. Recognize and read grade-appropriate irregularly spelled words.

RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Writing

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.

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.

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.

Speaking and Listening

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.

	<p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>Language</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>f. Use frequently occurring adjectives.</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	
Essential Question(s):	<ul style="list-style-type: none"> • What lessons can we learn from stories? • Why change? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • Classic tales and contemporary stories deepen their understanding of the lessons stories can teach, such as the importance of resilience in the face of challenges. • Like real people, characters often overcome challenges by refusing to give up and trying again. 	
Learning Goal(s):	Content: Students will know...	Skills: Students will be able to...
Reading:	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension 	<ul style="list-style-type: none"> • Identify story moments when a secondary

	<p>strategies or <i>signposts</i> (i.e., <i>Words of the Wiser, Contrasts and Contradictions</i>)</p> <ul style="list-style-type: none"> ● Key Details ● Story Elements ● Compare and Contrast ● Complex Texts ● Text Features 	<p>character influences the main character’s choices in fiction texts-the <i>Words of the Wiser</i> signpost</p> <ul style="list-style-type: none"> ● Identify and explain an author’s use of opposing ideas in fiction texts-the <i>Contrasts and Contradictions</i> signpost ● Ask and answer questions about key details in a text. ● Retell stories, including key details, and demonstrate understanding of their central message or lesson. ● Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. ● Use illustrations and details in a story to describe its characters, setting, or events. ● Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Foundational Skills:	<ul style="list-style-type: none"> ● Phonics: Inflectional Suffixes -ed, all jobs for -y, vowel teams -ee, -ea, vowel team oo ● Phonological Awareness: <ul style="list-style-type: none"> ● Blending Phonemes ● Segmenting Phonemes ● Substituting Phonemes ● Irregular Words ● Fluency - reading rate, expression, phrasing ● Spelling - words with inflectional ending -ed, words with y, word with vowel teams 	<ul style="list-style-type: none"> ● Decode words with the following features: Inflectional Suffixes -ed, all jobs for -y, vowel teams -ee, -ea, oo ● Read aloud grade-level text with intonation, phrasing, accuracy and self-correction. ● Read and spell irregular grade level words. ● Spell Words with words with inflectional ending -ed, words with y, word with vowel teams ● Practice using stroke and letter formation (continuous stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing) ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper

	<ul style="list-style-type: none"> ● Handwriting- Manuscript: v, w, z, x, k, Ll, Tt, Ii ● Concepts about Print - capitalization, letters, words and sentences, directionality 	<p>position. (ongoing)</p> <ul style="list-style-type: none"> ● Use concepts of print to demonstrate understanding of words in sentences, directionality, capitalization and end punctuation.
Writing:	<ul style="list-style-type: none"> ● Narrative Writing - Personal ● Constructive Peer Feedback ● Publishing 	<ul style="list-style-type: none"> ● 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. ● Identify and explain the elements of a narrative piece. ● Use dialogue to develop characters and add specific details. ● Use illustrations to expand a narrative. ● Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. ● Use a variety of digital tools (including technology) to produce and publish writing, including in collaboration with peers.
Speaking & Listening:	<ul style="list-style-type: none"> ● Expectations for Discussions ● Key Details 	<ul style="list-style-type: none"> ● Follow agreed-upon rules for discussions. ● Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ● Describe people, places and things with relevant details clearly.

Language:	<ul style="list-style-type: none"> ● Academic Vocabulary/Critical Vocabulary: Examples: pastime, rush, anxious, bother, gratefully, panted, interrupt, involved, relaxing, follow, warn, supposed, scamper, nook, squeaks, gnaws, thumps, sneaks, storyteller, sly, boldly, labor, chirped, autumn, chose, beyond, express, pretended, taught, grand, lesson, wise, tale, nonsense, reply ● Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): Examples: bold text, *diagram, *topic, *theme, *moral, *mental image, describing word, *character, *adjective, *reason, *action, classify, categorize, text feature, graphic, digital feature, menu, icon, *connection, experience, drama, *setting, cast of characters, *dialogue, base word, suffix, adverb, *evidence, *inference, *detail, *describe, *narrator, *point of view, synthesize, *central idea, *supporting evidence, *compare, *contrast ● Generative vocabulary: Words 	<ul style="list-style-type: none"> ● Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. ● Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. ● Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. ● Use frequently occurring affixes as a clue to the meaning of a word. ● Identify real-life connections between , words and their use ● 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. ● Use context clues to help determine meanings. ● Distinguish shades of meaning among verbs. ● Use <i>vivid</i> adjectives correctly in sentences to describe a person, animal, place or thing (e.g., cozy).
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	<p>About Actions and Directions, Suffix <i>-ly</i></p> <ul style="list-style-type: none">● Conventions of Standard English, Grammar and Usage: verbs, (vivid) adjectives, quotation marks	
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Unit Number and Title:	Module 9: Life Science: Plants and Gardens-Grow, Plants, Grow!
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH Into Reading Volume 4, Module 9 ● HMH Writing Workshop Manual ● HMH Structured Literacy Manual ● Rigby Leveled Readers ● Start Right Decodable Readers ● Core texts: <ul style="list-style-type: none"> ○ <i>Plant Pairs</i>, poetry ○ <i>If I Were a Tree</i> by Dar Hosta, poetry ○ <i>So You Want Grow a Taco?</i> by Bridget Heos, procedural text ○ <i>The Curious Garden</i> by Peter Brown, fantasy ○ <i>Which Part Do We Eat?</i> by Katherine Ayres, poetry ○ <i>The Talking Vegetables</i> by Won-Ldy Paye and Margaret H. Lippert, folktale ○ <i>Amazing Plant Bodies</i> by Ellen Lawrence, informational text ○ <i>Yum! ;MmMm! ;Qué rico!:</i> <i>Americas' Sproutings</i> by Pat Mora, poetry ○ <i>A Year in the Garden</i> by Brad Hiebert, video ○ <i>One Bean</i> by Anne Rockwell, narrative nonfiction (writing focal text) Supplemental Resources: <ul style="list-style-type: none"> ● Heggerty Phonemic Awareness Primary Curriculum ● Literacy How Professional Learning Series: <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel

	<p>Eberhardt</p> <ul style="list-style-type: none"> ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt <p>Cross-curricular connections: Science - Structure, Function, and Information Processing grade 1 unit</p>
<p>Module Overview:</p>	<p>An excellent way for students to learn about growth, development, and change is through the study of plants. Students can read about a variety of plants and watch them “grow” before their very eyes. In this module, they will learn about the life cycles and characteristics of plant life as they read informational texts, fiction, and poetry. Students will explore the great variety in the plant world as well as how plants grow and survive from season to season. They will uncover many of the reasons why people grow and protect plants.</p> <p>Over the next three weeks, our class will learn what plants need to live and grow. We will read a variety of genres about plants which include poetry, nonfiction and procedural texts. These opportunities will build students’ knowledge and vocabulary about the natural world. Students will continue to build foundational skills of phonemic awareness, phonics and handwriting. Students will use on level and decodable texts with accuracy to reinforce foundational skills. Literacy centers and small group work allow them to practice these skills throughout the module.</p> <p>Students will learn about different kinds of plants and find out that people grow plants for many reasons. Students will build and strengthen their reading, writing, listening, and speaking skills as they explore plants and plant life. Students will write a descriptive essay about what they learned from doing a science experiment while engaging in the writing process. Writers will learn to apply standard conventions of grammar, end punctuation and spelling in their writing.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn that lessons can be learned from stories. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of how reading a variety of genres can deepen understanding of life cycles and various characteristics of plant life.</p>
<p>Learning Goals</p>	

Standard(s):	<p>Connecticut Core Standards</p> <p>Reading</p> <p>RL.1.1/RI.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>Foundational Skills</p> <p>RF.1.3 Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> b. Decode regularly spelled one-syllable words. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>Writing</p> <p>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.</p> <p>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.</p> <p>Speaking and Listening</p>
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	<p>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.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>Language</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> b. Use end punctuation for sentences. d. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. <p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Identify real-life connections between words and their use (e.g., note places at home that are cozy). <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>
Essential Question(s):	<ul style="list-style-type: none"> ● What do plants need to live and grow? ● How does our environment impact our lives?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Studying a variety of plants helps us learn about how plants grow, develop, and change. ● Reading informational texts, fiction, and poetry can deepen understanding of life cycles and

	various characteristics of plant life.	
Learning Goal(s):	Content: Students will know...	Skills: Students will be able to...
	<ul style="list-style-type: none"> ● <i>Notice and Note</i> comprehension ● Strategies or <i>signposts</i> (i.e., <i>Again and Again</i>, <i>Word Gaps</i>) ● Key Details ● Compare and Contrast ● Story Elements ● Complex Texts ● Text Features 	<ul style="list-style-type: none"> ● Identify and explain an author’s use of repetition in fiction texts -the <i>Again and Again</i> signpost ● Identify unfamiliar words and look for sentence-level context clues to gain meaning- the <i>Word Gaps</i> signpost ● Ask and answer questions about key details in a text. ● Describe the connection between two individuals, events, ideas, or pieces of information in a text. ● Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. ● Identify basic similarities in and differences between two texts on the same topic. ● Read prose and poetry of appropriate complexity for grade 1. ● Know and use various text features to locate key facts or information in a text. ● Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Foundational Skills:	<ul style="list-style-type: none"> ● Phonics: vowel teams ai/ay, vowel teams oa/ow, vowel teams igh/ie ● Phonological Awareness: blending, segmenting and substituting Phonemes ● Fluency: intonation, accuracy and self correction, reading rate ● Spelling: words with vowel teams ai/ay, words with vowel teams oa/ow, words with vowel teams igh/ie, ew, ui, ue ● Handwriting: Manuscript: Jj, Uu, Yy, Rr, Nn, Mm, Hh, Bb, Pp ● Concepts about Print: words in sentences, end punctuation, letters, words and sentences 	<ul style="list-style-type: none"> ● Decode words with vowel teams ai/ay, vowel teams oa/ow, vowel teams igh/ie ● Orally produce and blend, segment and substitute phonemes in words. ● Read aloud grade-level text with intonation, accuracy and self-correction and reading rate. ● Spell Words with vowel teams ai/ay, vowel teams oa/ow, vowel teams igh/ie, ew, ui, ue ● Practice using stroke and letter formation (continuous stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing) ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing) ● Use concepts of print to demonstrate understanding of words in sentences, capitalization and end punctuation.
Writing:	<ul style="list-style-type: none"> ● Informative/Explanatory Writing - Descriptive Essay ● Constructive Peer Feedback 	<ul style="list-style-type: none"> ● Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. ● Identify elements of informational descriptive essay (e.g., introduction, body, conclusion). ● Explain the purpose of an informational text (to describe, tell things in time or step order, compare and contrast two things, show problems and solutions). ● Develop attention-grabbing introductions. ● Add detailed illustrations to support text.
Speaking & Listening:	<ul style="list-style-type: none"> ● Expectations for Discussions ● Key Details 	<ul style="list-style-type: none"> ● Ask and answer questions about key details in a text read aloud or information presented orally

		or through other media.
Language:	<ul style="list-style-type: none"> ● Academic Vocabulary/Critical Vocabulary: Examples: wave, shade, bear, sweet, whispers, cradle, terrific, ingredients, nutrients, soil sow, harvest, dreary, discoveries, expected, delicate, corner, gear, sturdy, cook, pounding, smooth, delicious, stretched, scientist, height, energy, weigh, protect, produces, indigo, wonder, syrup, juicy, ripe ● Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): Examples: *stanza, alliteration, pattern, *repetition, rhyme, describing word, evaluate, *key idea, *detail, text organization, chronological order, *dictionary, glossary, alphabetical order, recipe, *article, table of contents, graphic, text feature, *story structure, *problem, *event, *resolution, *plot, monitor, *clarify, reread, background knowledge, visual, rhythm, prefix, base word, retell, caption, *diagram, *heading, map, *evidence, *compare, *contrast 	<ul style="list-style-type: none"> ● Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. ● Sort and define words by category by one or more key attributes to gain a sense of the concepts the categories represent (e.g., nouns and adjectives). ● 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. ● Use context clues and illustrations to determine word meanings. ● Use transition words to revise and expand a descriptive essay. ● Identify and use end punctuation for four types of sentences (declarative, interrogative, imperative, exclamatory). ● Drawing on phonemic awareness and spelling conventions, spell untaught words phonetically.

	<ul style="list-style-type: none">● Generative vocabulary: Words About Places and Things, Prefix <i>un-</i>● Conventions of Standard English, Grammar and Usage: Transition/linking words, sentence types/ending punctuation	
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Unit Number and Title:	Module 10: Innovation: Dare to Dream
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Volume 1, Module 10 ● HMH’s Writing Workshop Manual (refer to Module 12 for opinion essay) ● HMH’s Structured Literacy Manual ● Rigby Leveled Readers ● Start Right Decodable Readers ● Core texts: <ul style="list-style-type: none"> ○ <i>Kids Are Inventors, Too!</i>, informational text ○ <i>What Can You Do?</i> by Shelley Rotner and Sheila Kelly, informational text ○ <i>Young Frank Architect</i> by Frank Viva, realistic fiction ○ <i>Charlotte the Scientist is Squished</i> by Camille Andros, fantasy ○ <i>Sky Color</i> by Peter H. Reynolds, realistic fiction ○ <i>The Have a Good Day Cafe</i> by Frances Park, realistic fiction ○ <i>We Are the Future</i> by Jane Medina, Nikki Grimes, and Anonymous, poetry ○ <i>I Am Amelia Earhart</i> by Brad Meltzer, biography ○ <i>Catching the Moon: The Story of a Young Girl’s Baseball Dream</i> by Crystal Hubbard, narrative nonfiction ○ <i>Joaquín’s Zoo</i> by Pablo Bernasconi, fantasy ○ <i>Marconi and the Radio</i> by StoryBots, video ○ <i>The Girl Who Could Dance in Outer Space</i> by Maya Cointreau, biography (writing focal text) Supplemental Resources: <ul style="list-style-type: none"> ● Heggerty Phonemic Awareness Primary Curriculum ● Literacy How Professional Learning Series: <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel

	<p>Eberhardt</p> <ul style="list-style-type: none"> ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt
<p>Module Overview:</p>	<p>In this module, students will recognize that good things can happen when a person is brave enough to try something new. They will read about inventors, architects, and others who have been brave and tried new things. students will also find that people can meet challenges and solve problems through perseverance. They will discover that by persevering, they can achieve their own dreams, which can benefit individuals, their communities, and the world. Over the next few weeks they will build and strengthen their reading, writing, listening, and speaking skills as they explore the topic of thinking in new ways.</p> <p>Students will learn that good things can happen when we “think outside the box” and discover new ways to solve everyday problems. We will read books about inventors, architects, artists, and explorers who work hard to achieve their dreams. Students will continue to build foundational skills of phonemic awareness, phonics and handwriting. Students will use on level and decodable texts with accuracy to reinforce foundational skills. Literacy centers and small group work allow them to practice these skills throughout the module.</p> <p>During this module about solving problems and working hard to make dreams come true, students will write an opinion essay about someone who inspires them while engaging in the writing process. Writers will learn to apply all that they have learned throughout the year, using standard conventions of grammar, punctuation and spelling in their writing.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will continue to learn that lessons can be learned from stories. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of how thinking in new ways can help us solve problems.</p>
<p>Learning Goals</p>	
<p>Standard(s):</p>	<p>Connecticut Core Standards Reading</p>

- RL.1.3** Describe characters, settings, and major events in a story, using key details.
- RL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RI.1.2** Identify the main topic and retell key details of a text.
- RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.9** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.1.10** With prompting and support, read informational texts appropriately complex for grade 1.

Foundational Skills

- RF.1.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- a. Orally produces single-syllable words by blending sounds (phonemes), including consonant blends.
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
- RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- b. Decode regularly spelled one-syllable words.
 - c. Decode regularly spelled one-syllable words.
 - e. Decode two-syllable words following basic patterns by breaking the words into syllables.
 - f. Read words with inflectional endings.
 - g. Recognize and read grade-appropriate irregularly spelled words.
- RF.1.4** Read with sufficient accuracy and fluency to support comprehension.
- a. Read grade-level text with purpose and understanding.
 - b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- 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.

	<p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening</p> <p>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.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>Language</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> f. Use frequently occurring adjectives. h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>
Essential Question(s):	<ul style="list-style-type: none"> ● How can thinking in new ways help solve problems? ● How is conflict essential to our growth?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● There are people we can learn from that have been brave and tried new things. ● People can meet challenges and solve problems through perseverance.

	<ul style="list-style-type: none"> By persevering, people can achieve their own dreams, which can benefit individuals, their communities, and the world. 	
Learning Goal(s):	Content: Students will know...	Skills: Students will be able to...
Reading:	<ul style="list-style-type: none"> <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Contrasts and Contradictions</i>, <i>3 Big Questions</i>) Story retell to include key details and central message. Story structure Compare and Contrast Complex text 	<ul style="list-style-type: none"> Identify and explain an author’s use of opposing ideas in fiction texts-the <i>Contrasts and Contradictions</i> signpost Ask questions when encountering new, confusing, or challenging information in a nonfiction text -the <i>3 Big Questions</i> signpost Retell stories, including key details, and demonstrate understanding of their central idea, message or lesson. Describe characters, settings, and major events in a story, using key details. Use illustrations and details in a story to describe its characters, setting, or events. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Describe the connection between two individuals, events, ideas, or pieces of information in a text. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). With prompting and support, read various texts of appropriate complexity for grade 1.
Foundational Skills:	<ul style="list-style-type: none"> Phonics: r controlled vowels, vowel au, aw, ou, ow, oi, oy 	<ul style="list-style-type: none"> Decode words with r controlled vowels Decode words with vowel teams and diphthongs

	<ul style="list-style-type: none"> ● Phonological Awareness: Blending, segmenting and substituting phonemes ● Fluency: intonation, phrasing, expression ● Spelling: words with r controlled vowels ● Handwriting: Manuscript: Cc, Oo, Aa, Dd, Gg, Qq, Ss, Ff, Ee ● Concepts about Print: directionality, commas, end punctuation 	<p>au, aw, ou, ow, oi, oy</p> <ul style="list-style-type: none"> ● Orally produce and blend, segment and substitute phonemes in words. ● Read aloud grade-level text with intonation, phrasing and expression. ● Spell Words with r controlled vowels. ● Practice using stroke and letter formation (continuous stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing) ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing) ● Use concepts of print to demonstrate directionality, commas, and end punctuation.
Writing:	<ul style="list-style-type: none"> ● Opinion Writing ● Publishing ● Shared Writing ● Response Strategies 	<ul style="list-style-type: none"> ● 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. ● Explain the structure of an opinion essay (opinion, reasons, conclusion). ● Use a variety of digital tools to produce and publish writing, including in collaboration with peers. ● Participate in shared research and writing projects. ● Recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening:	<ul style="list-style-type: none"> ● Expectations for Discussion ● Key Details 	<ul style="list-style-type: none"> ● Ask questions to clarify.

		<ul style="list-style-type: none"> ● Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Language:	<ul style="list-style-type: none"> ● Parts of Speech ● Sentence Construction ● Common Spelling Patterns ● Word Meanings ● Academic Vocabulary/Critical Vocabulary: Examples: float, whatever, feed, training, dancing, floor, straight, designed, whole, real, model, conducting, method, specimens, lab, spoiled, rid, artist, gallery, mural, rummaged, merrily, promise, cab, instant, instructor, altitude, dream, bounds, build, scraps, neat, golden, usually ● Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): Examples: *topic, *central idea, *detail, *supporting evidence, retell, *setting, *describe, *synonym, context clue, *source, *presentation, *evidence, *inference, *theme, *moral, noun, *mental image, describing word, *stanza, alliteration, pattern, *repetition, 	<ul style="list-style-type: none"> ● Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. ● Edit correctly using commas, adjectives, prepositions, pronouns, and determiners.

	<p>rhyme, *text organization, chronological order, *connection, *character, *reason, *action, prefix, base word, *compare, *contrast</p> <ul style="list-style-type: none"> ● Generative vocabulary: Prefix re-, Words About Places and Things ● Conventions of Standard English, Grammar and Usage: pronouns, determiners (e.g., articles, demonstratives), commas, adjectives, prepositions 	
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