

# ENGLISH LANGUAGE ARTS - GRADE 1

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## ELA Priority Standards Map

K	1	2	3-5	6-8	9-12
READING FOUNDATIONAL SKILLS					
RF1 Print Concepts					
RF2 Phonological Awareness					
RF3 Phonics and Word Recognition					
RF4 Fluency					
READING					
R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.					
			R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
			R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.		
		R9 Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.			
WRITING					
W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.					
		W5 Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.			
SPEAKING AND LISTENING					
SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.					
		SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			

ELA PRIORITY STANDARDS MAP

K	1	2	3-5	6-8	9-12
LANGUAGE					
L4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.					
			L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.		
L6 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.					

## Course Information - K-12 ELA

### 1st Grade ELA

<b>CURRICULUM/CONTENT AREA</b>	<b>COURSE LENGTH</b>
English Language Arts	1 year
<b>GRADE LEVEL</b>	<b>DATE LAST REVIEWED</b>
1st	2023
<b>PREREQUISITE(s) <i>if applicable</i></b>	<b>BOARD APPROVAL DATE</b>
NA	4/11/2023
<b>PRIMARY RESOURCE <i>if applicable</i></b>	
Savvas myView Literacy	

### Desired Results

<b>COURSE DESCRIPTION AND PURPOSE</b>	
<p>In this course, teachers will provide research-based instruction in reading, writing, foundational skills, language, and speaking and listening using whole-group and small-group instruction. The reading block follows a gradual release model that enables teachers to differentiate for all abilities while the writing block provides a structure in which student authors participate in daily mini lessons where they are immersed in genres through mentor texts to develop their own writer's craft. In the reading and writing bridge, students practice skills that are complementary to both reading and writing, such as analyzing the author's craft, word study, spelling, and language and conventions. The reading and writing bridge makes the connection between reading and writing explicit. Students have the opportunity to read as writers and write for readers daily.</p>	
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<b>LITERATE INDIVIDUALS...</b>  <b>READING:</b> Study and explore a range of values, beliefs, and assumptions to answer questions and inform understandings; literate	What is a neighborhood?  How do living things grow and change?

<p>individuals respond to varying expectations of audience, task, purpose, and discipline.</p> <p><b>WRITING:</b> Make strategic choices routinely for a range of authentic tasks, purposes, and audiences over extended and shorter time frames.</p> <p><b>SPEAKING:</b> Adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals.</p> <p><b>LISTENING:</b> Seek to understand a speaker and/or writer’s intended message and how their background, situation, or context influences what they say.</p> <p><b>LANGUAGE:</b> Demonstrate an understanding of how language functions in different contexts, and apply this knowledge to meet communicative goals (<i>when composing, creating, and speaking</i>), and to comprehend more fully (<i>when reading and listening</i>).</p> <p><b>CLAIMS AND EVIDENCE:</b> Make claims about subjects, and rely on evidence to support reasoning that justifies the claim, often acknowledging or responding to others’ (<i>possibly opposing</i>) arguments.</p>	<p>How can we use our imaginations?</p> <p>Why is the past important?</p> <p>How do the seasons affect us?</p>
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ELA Priority Standards by Unit						
Grade Level Priority Standards	<b>WI Essential Elements for ELA - First Grade</b> <i>These are alternate standards aligned with college, career, and community ready expectations and include rigorous content and application for students with the most significant cognitive disabilities.</i>	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (RF1)</b>	<b>ELA.EE.RF.1.1 Demonstrate emerging understanding of the organization of print.</b> a. Demonstrate understanding of the organization and basic features of print (e.g., left-to-right, top-to-bottom orientation of print, one-to-one correspondence between written and spoken word).	X	X	X	X	X
<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>	<b>ELA.EE.RF.1.2 Demonstrate</b>					

<b>(RF2):</b>	<b>understanding of spoken words, syllables, and sounds (phonemes).</b>					
a. Distinguish long from short vowel sounds in spoken single-syllable words.	a. Recognize rhyming words.		X	X	X	X
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	b. With guidance and support, match orally presented segmented phonemes (e.g., C-A-T) to pictures or words illustrating the corresponding word.		X	X	X	X
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	c. Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word.	X	X	X	X	X
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	d. With guidance and support, substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	X	X	X	X	X
e. Add, delete, or substitute individual sounds (phonemes) in simple one-syllable words to make new words.	NA	X	X	X	X	X
<b>Know and apply grade-level phonics and word analysis skills in decoding words. (RF3)</b>	<b>ELA.EE.RF.1.3 Demonstrate emerging letter and word identification skills.</b>					
a. Know the spelling-sound correspondences for common consonant digraphs.	a. Identify upper case letters of the alphabet.		X	X		
b. Decode and encode regularly spelled one-syllable words (e.g., cat, fox, bet, cup, fit, etc.).	b. With guidance and support, recognize familiar words that are used in everyday routines.	X	X	X		
c. Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).	NA	X	X	X	X	X
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	NA			X		X
e. Decode two-syllable words following basic (known) patterns by breaking the words into syllables.	NA				X	X
f. Read words with inflectional endings (i.e., -s, -ed, -ing).	NA		X	X	X	
g. Recognize and read grade-appropriate irregularly spelled words.	NA	X	X	X	X	X
<b>Read emergent-reader texts with purpose, understanding, and sufficient accuracy</b>	<b>ELA.EE.RF.1.4 Begin to attend to words in print.</b>					

<b>and fluency to support comprehension. (RF4)</b>						
a. Read grade-level text with purpose and understanding.	a. Engage in sustained, independent study of books.		X	X	X	X
b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	b. Participate in shared reading of a variety of reading materials reflecting a variety of text genre		X	X	X	X
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	NA		X	X	X	X
<b>Develop and answer questions about key ideas and details in a text. (RI1&amp;RL1)</b>	<b>ELA.EE.RL.1.1 Identify details in familiar stories.</b>	X	X	X	X	X
<b>Write text in a variety of modes: (W2)</b>						
a. Opinion pieces in which they introduce the topic or name the text they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	ELA.EE.W.1.1 Select a familiar book and use drawing, dictating, or writing to state an opinion about it.		X	X		X
b. Informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.	ELA.EE.W.1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.		X		X	X
c. Convey events, real or imagined, through 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.	ELA.EE.W.1.3 Select an event and use drawing, dictating, or writing to share information about it.	X			X	
<b>Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. (SL1)</b>	<b>ELA.EE.SL.1.1 Participate in conversations with adults.</b>					
a. With guidance and support, follow agreed-upon norms for discussions and participate by actively listening, taking turns, and staying on topic.	a. Engage in multiple-turn exchanges with supportive adults.	X	X	X	X	X
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	b. Build on comments or topics initiated by an adult.	X	X	X	X	X
c. Ask questions to clear up any confusion about the topics and texts under discussion.	c. Uses one or two words to ask questions related to personally relevant topics.	X	X	X	X	X
d. Consider individual differences when communicating with others.	NA	X	X	X	X	X
<b>Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general</b>	<b>ELA.EE.L.1.4 Demonstrate emerging knowledge of word</b>	X	X	X	X	X

<p>academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use frequently occurring conjunctions (e.g., because) to signal simple relationships. (L4)</p>	<p>meanings. a. Demonstrate understanding of words used in everyday routines.</p>					
<p>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: Related to Reading Foundational standards (RF.1.3). (L6)</p>	<p>NA</p>					
<p>a. Capitalization of dates and names of people.</p>	<p>NA</p>		<p>x</p>	<p>x</p>	<p>x</p>	
<p>b. End punctuation.</p>	<p>NA</p>	<p>x</p>	<p>x</p>		<p>x</p>	<p>x</p>
<p>c. Commas in dates and simple sets.</p>	<p>NA</p>		<p>x</p>			<p>x</p>
<p>d. Use conventional spelling for words with common spelling patterns and draw on phonological awareness and spelling conventions to spell other words phonetically.</p>	<p>NA</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>



# ELA Unit 1: My Neighborhood

## DESIRED RESULTS

### Essential Questions

*Students will keep considering...*

What is a neighborhood?

### Unit Priority Standards and Learning Targets

*Students will know and be able to...*

#### Reading Foundational Skills

##### PRIORITY Standards

**RF1:** Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**RF2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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).

e. Add, delete, or substitute individual sounds (phonemes) in simple one-syllable words to make new words. (RF2)

**RF3:** Know and apply grade-level phonics and word analysis skills in decoding words.

b. Decode and encode regularly spelled one-syllable words (e.g., cat, fox, bet, cup, fit, etc.).

c. Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).

g. Recognize and read grade-appropriate irregularly spelled words. (RF3)

#### Learning Targets

##### RF1:

a. I can show where the first word in a sentence is.

a. I can show where a capital letter is in a sentence.

a. I can show where a period, question mark or exclamation point is in a sentence.

##### RF2: (Each of the following targets is an auditory task only:)

c. I can say just the beginning sound of a word. (1 syllable)

c. I can say just the middle sound of a word. (1 syllable)

c. I can say just the final sound of a word. (1 syllable)

d. I can tap each sound I hear in a little word (1 syllable)

e. I can remove a sound from a word to create a new word (1 syllable)

e. I can add a sound to a word to create a new word (1 syllable)

e. I can change the first sound in a word to create a new word (1 syllable)

##### RF3:

b. I can figure out how to read short words. (1 syllable)

c. I can read and write words with long vowel sounds. (-e, vowel teams)

g. I can read high frequency words.

**High-Frequency Words:** I, see, a, his, is, we, like, the, one, do, look, you, was, by, are, have, they, that, two, up, he, as, to, with, three, where, here, for, me, go

	<p><b>Spelling &amp; Phonics Skills:</b>  short a  short i  short o  short e  short u  Qu, qu /kw/</p> <p><b>High-Frequency Word Spelling List:</b> I, see, the, one, look, you, have, they, to, with, where, go</p>
<p><b>READING</b>  <b>PRIORITY Standards</b>  <b>RI1&amp;RL1:</b> Develop and answer questions about key ideas and details in a text.</p> <p><b>SUPPORTING Standards</b>  <b>R3:</b> Describe characters, settings, and important events in a story or pieces of information in a text. (RI&amp;RL)</p> <p><b>R4:</b> Identify specific words and phrases that express feeling, appeal to the senses, or content-specific words within a text.</p> <p><b>R6:</b> Describe how illustrations and details support the point of view or purpose of the text.</p> <p><b>R8:</b> Identify specific information an author or illustrator gives that supports ideas in a text.</p>	<p><b>Learning Targets</b></p> <p><b>R1:</b></p> <ul style="list-style-type: none"> <li>• I can ask questions about the important parts of the text.</li> <li>• I can answer questions about important parts of a text.</li> </ul> <p><b>Vocabulary:</b> check, quiet, listen, mutters, sand, block, street, corner, left, right, guard, crosswalk, plant, help, meet, join, buildings, stores, school, library</p>
<p><b>WRITING Skills</b>  <b>PRIORITY Standards</b>  <b>W.2:</b> Write text in a variety of modes:  c. Convey events, real or imagined, through 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</p> <p><b>SUPPORTING Standards</b>  <b>W1:</b> Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p> <p><b>W3:</b> Create writing that utilizes: a. Organization: provide a beginning, middle and a simple ending.</p>	<p><b>Learning Targets</b></p> <p><b>W2:</b>  c. I can write a real or imagined narrative including two or more events in order (<i>details of what happened, temporal words, closure</i>).</p>

<p><b>W5:</b> 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><b>W6:</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lowercase letters), cursive, and/or typing</p> <p><b>W8:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	
<p><b>SPEAKING &amp; LISTENING Skills</b>  <b>PRIORITY Standards</b>  <b>SL1:</b> Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.  a. With guidance and support, follow agreed-upon norms for discussions and participate by actively listening, taking turns, and staying on topic.  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.  d. Consider individual differences when communicating with others.</p> <p><b>SUPPORTING Standards</b>  <b>SL2:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> <p><b>SL4:</b> Describe people, places, things, and events with relevant details, expressing ideas clearly.</p> <p><b>SL5:</b> Create an original or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings.</p>	<p><b>Learning Targets</b></p> <p><b>SL1:</b></p> <ul style="list-style-type: none"> <li>● I can talk with my friends and teachers about lots of different things.</li> <li>● I can listen carefully and take turns when I'm having a conversation with my friends and teachers.</li> <li>● I can add onto a conversation by adding details and asking questions.</li> </ul>
<p><b>LANGUAGE Skills</b>  <b>PRIORITY Standards</b>  <b>L4:</b> Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use frequently occurring conjunctions (e.g., because) to signal simple relationships.</p> <p><b>L6:</b> Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.</p>	<p><b>Learning Targets</b></p> <p><b>L4:</b></p> <ul style="list-style-type: none"> <li>● I can talk with friends and work by myself to learn new words (including cultural, general academic, and discipline-specific).</li> <li>● I can use new words (vocabulary) that are appropriate to what we are learning about.</li> <li>● I can use frequently occurring conjunctions (e.g., because) to connect parts of a sentence.</li> </ul> <p><b>L6:</b>  b. I routinely use appropriate ending punctuation.</p>

Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:  
b. End punctuation.  
d. Use conventional spelling for words with common spelling patterns and draw on phonological awareness and spelling conventions to spell other words phonetically. Related to Reading Foundational standards (RF.1.3).

**SUPPORTING Standards**

**L5:** Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:  
b. Nouns/verbs agreement in simple sentences.

d. I can use what I've learned about sounds and letters to read words.

***Specific Grammar & Usage Content:***

- *Nouns for people, animals, and things*
- *Present-tense verbs*
- *Simple sentences*
- *Adjectives & articles*

**Assessment Evidence**

*Performance is evaluated in terms of...*  
*Students will show their learning by...*

***Performance Task Description:***

*Students will use textual evidence to answer the essential question: What do people in my neighborhood do? - by choosing a worker in their neighborhood to research and explain what he/she does.*

[\*4 Point Research Project Rubric\*](#)

***Key Feedback & Assessment Strategies:***

- *Conferring/Strategy Groups: Using current evidence of standards & skills, feedback is scaffolded based on student strengths, needs & goals*
- *Assessment of Unit Skills - Examples for Targeted Data Collection*
  - ◆ *Assess unit spelling (Word study)*
  - ◆ *Assess unit vocabulary terms*
  - ◆ [\*Reading Strategy Assessment Checklist\*](#)
  - ◆ [\*Writing Strategy Assessment Checklist\*](#)
  - ◆ *Assess unit grammar and usage content*
- *Extensions may include:*
  - ◆ *Options for advanced learners during small-group time, independent investigative work, and challenging content and activities*
  - ◆ *Being matched with appropriate, beyond grade level texts (potentially with a book club of other readers for extension opportunities)*

## ELA Unit 2: I Spy

### DESIRED RESULTS

#### Essential Questions

*Students will keep considering...*

How do living things grow and change?

#### Unit Priority Standards and Learning Targets

*Students will know and be able to...*

##### Reading Foundational Skills

###### PRIORITY

**RF1:** Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**RF2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Distinguish long from short vowel sounds in spoken single-syllable words
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- Add, delete, or substitute individual sounds (phonemes) in simple one-syllable words to make new words. (RF2)

**RF3:** Know and apply grade-level phonics and word analysis skills in decoding words.

- Know the spelling-sound correspondences for common consonant digraphs.
- Decode and encode regularly spelled one-syllable words (e.g., cat, fox, bet, cup, fit, etc.).
- Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).

##### Learning Targets

###### RF1:

a. I can show where the first word in a sentence is.

a. I can show where a capital letter is in a sentence.

a. I can show where a period, question mark or exclamation point is in a sentence.

**RF2:** (Each of the following targets is an auditory task only:)

a. I can hear the difference between a word with a short vowel and a word with a long vowel.

b. I can blend the syllables in a word, even when it has a blend in it.

c. I can say just the beginning sound of a word. (1 syllable)

c. I can say just the middle sound of a word. (1 syllable)

c. I can say just the final sound of a word. (1 syllable)

d. I can tap each sound I hear in a little word (1 syllable)

e. I can remove a sound from a word to create a new word (1 syllable)

e. I can add a sound to a word to create a new word (1 syllable)

e. I can change the first sound in a word to create a new word (1 syllable)

###### RF3:

a. I can read and write these sounds: sh, ch, wh, th

b. I can figure out how to read short words. (1 syllable)

c. I can read and write words with long vowel sounds. (-e, vowel teams)

f. I can read words with endings like -ed, -ing, and -s.

g. I can read high frequency words.

<p>f. Read words with inflectional endings (i.e., -s, -ed, -ing). g. Recognize and read grade-appropriate irregularly spelled words. (RF3)</p> <p><b>RF4:</b> Read emergent-reader texts with purpose, understanding, and sufficient accuracy and fluency to support comprehension.</p> <p>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>	<p><b>RF4:</b></p> <p>a. I can understand the books I read. b. With repeated readings, I can read out loud and say the words correctly. b. With repeated readings, I can read with the same speed I talk. b. With repeated readings, I can read with expression. c. I can figure out when I have read something incorrectly and can go back and fix it.</p> <p><b>High-Frequency Words:</b> help, little, come, my, saw, walk, she, what, take, jump, this, use, from, think, blue, goes, make, her, too, all, four, five, ride, your, part</p> <p><b>Spelling List:</b> Initial and Consonant Blends Consonant Pattern -ck Final Consonant Blends Consonant Digraphs <i>sh &amp; th</i>: Long a (a_e) Long i (i_e)</p> <p><b>High-Frequency Word Spelling List:</b> little, come, walk, what, use, from, goes, all, four, your, know, don't</p>
<p><b>READING</b> <b>PRIORITY Standards</b> <b>RI&amp;R1:</b> Develop and answer questions about key ideas and details in a text.</p> <p><b>SUPPORTING Standards</b> <b>R2:</b> Identify a main topic or central idea in a text with guidance and support; retell important details</p> <p><b>R4:</b> Identify specific words and phrases that express feeling, appeal to the senses, or content-specific words within a text.</p> <p><b>R5:</b> Identify a variety of genres and explain major differences between literary texts and informational texts. (RI&amp;R1)</p> <p><b>R6:</b> Describe how illustrations and details support the point of view or purpose of the text.</p> <p><b>R7:</b> Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&amp;R1)</p> <p><b>R8:</b> Identify specific information an author or illustrator gives that supports</p>	<p><b>Learning Targets</b></p> <p><b>R1:</b></p> <ul style="list-style-type: none"> <li>• I can ask questions about the important parts of the text.</li> <li>• I can answer questions about important parts of a text.</li> </ul> <p><b>Vocabulary:</b> eggs, frog, gills, tadpole, buds, soil, stems, leaves, kangaroo, penguin, polar bear, eat, dig, sleep, burrow, big, new, fast, small,</p>

<p>ideas in a text.</p> <p><b>WRITING Skills</b>  <b>PRIORITY Standards</b>  <b>W2:</b> Write text in a variety of modes:  a. Opinion pieces in which they introduce the topic or name the text they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  b. Informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>SUPPORTING Standards</b>  <b>W1:</b> Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.  <b>W3:</b> Create writing that utilizes:  a. Organization: provide a beginning, middle and a simple ending.  <b>W5:</b> 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.  <b>W6:</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lowercase letters), cursive, and/or typing  <b>W7:</b> Participate in shared inquiry 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).  <b>W8:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>Learning Targets</b></p> <p><b>W2:</b>  a. I can write an opinion piece (<i>state the opinion, supply one reason for the opinion and close the writing piece</i>) (  b. I can write to provide information about a topic (<i>name a topic, supply some facts and provide an ending</i>)</p>
<p><b>SPEAKING &amp; LISTENING Skills</b>  <b>PRIORITY Standards</b>  <b>SL1:</b> Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.  a. With guidance and support, follow agreed-upon norms for discussions and participate by actively listening, taking turns, and staying on topic.  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.</p>	<p><b>Learning Targets</b></p> <p><b>SL1:</b></p> <ul style="list-style-type: none"> <li>● I can talk with my friends and teachers about lots of different things.</li> <li>● I can listen carefully and take turns when I'm having a conversation with my friends and teachers.</li> <li>● I can add onto a conversation by adding details and asking questions.</li> </ul>

<p>d. Consider individual differences when communicating with others.</p> <p><b>SUPPORTING Standards</b>  <b>SL2:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> <p><b>SL3:</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>SL4:</b> Describe people, places, things, and events with relevant details, expressing ideas clearly.</p> <p><b>SL5:</b> Create an original or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings.</p>	
<p><b>LANGUAGE Skills</b>  <b>PRIORITY Standards</b>  <b>L4:</b> Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use frequently occurring conjunctions (e.g., because) to signal simple relationships.</p> <p><b>L6:</b> Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:  a. Capitalization of dates and names of people  b. End punctuation.  c. Commas in dates and simple sets  d. Use conventional spelling for words with common spelling patterns and draw on phonological awareness and spelling conventions to spell other words phonetically. Related to Reading Foundational standards</p> <p><b>SUPPORTING Standards</b>  <b>L3:</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings. With guidance and support from adults:  a. Identify words and phrases that suggest feelings or appeal to the senses (e.g., in stories, poems, or conversations).  b. Explain rationale for sorting words into categories.</p>	<p><b>Learning Targets</b></p> <p><b>L4:</b></p> <ul style="list-style-type: none"> <li>● I can talk with friends and work by myself to learn new words (including cultural, general academic, and discipline-specific).</li> <li>● I can use new words (vocabulary) that are appropriate to what we are learning about.</li> <li>● I can use frequently occurring conjunctions (e.g., because) to connect parts of a sentence.</li> </ul> <p><b>L6:</b>  a. I consistently capitalize dates and names of people.  b. I routinely use appropriate ending punctuation.  c. I use commas when writing dates and simple sets.  d. I can use what I've learned about sounds and letters to read words.</p> <p><b><i>Specific Grammar &amp; Usage Content:</i></b></p> <ul style="list-style-type: none"> <li>● <i>Simple Sentences</i></li> <li>● <i>Declarative Sentences</i></li> <li>● <i>Interrogative Sentences</i></li> <li>● <i>Exclamatory Sentences</i></li> <li>● <i>Imperative Sentences</i></li> </ul>



**L5:** Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

- a. Common, proper, and possessive nouns.
- b. Nouns/verbs agreement in simple sentences.

### Assessment Evidence

*Performance is evaluated in terms of...*  
*Students will show their learning by...*

#### **Performance Task Description:**

*Students will generate questions for formal and informal inquiry with adult assistance to participate in a shared research and writing project. Students will work in pairs to research an animal and then write a letter to a zookeeper.*

[Research Project Rubric \(Unit 2\)](#)

#### **Key Feedback & Assessment Strategies:**

- *Conferring/Strategy Groups: Using current evidence of standards & skills, feedback is scaffolded based on student strengths, needs & goals*
- *Assessment of Unit Skills - Examples for Targeted Data Collection*
  - ◆ *Assess unit spelling (Word study)*
  - ◆ *Assess unit vocabulary terms*
  - ◆ [Reading Strategy Assessment Checklist](#)
  - ◆ [Writing Strategy Assessment Checklist](#)
  - ◆ *Assess unit grammar and usage content*
  
- *Extensions may include:*
  - ◆ *Options for advanced learners during small-group time, independent investigative work, and challenging content and activities*
  - ◆ *Being matched with appropriate, beyond grade level texts (potentially with a book club of other readers for extension opportunities)*

## .ELA Unit 3: Imagine That!

### DESIRED RESULTS

#### Essential Questions

*Students will keep considering...*

How can we use our imaginations?

#### Unit Priority Standards and Learning Targets

*Students will know and be able to...*

##### Reading Foundational Skills

###### PRIORITY

**RF1:** Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**RF2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- 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).
- e. Add, delete, or substitute individual sounds (phonemes) in simple one-syllable words to make new words. (RF2)

**RF3:** 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 and encode regularly spelled one-syllable words (e.g., cat, fox, bet, cup, fit, etc.).
- c. Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).
- d. Use knowledge that every syllable must have a vowel sound to determine

##### Learning Targets

###### RF1:

- a. I can show where the first word in a sentence is.
- a. I can show where a capital letter is in a sentence.
- a. I can show where a period, question mark or exclamation point is in a sentence.

###### RF2: (Each of the following targets is an auditory task only:)

- a. I can hear the difference between a word with a short vowel and a word with a long vowel.
- b. I can blend the syllables in a word, even when it has a blend in it.
- c. I can say just the beginning sound of a word. (1 syllable)
- c. I can say just the middle sound of a word. (1 syllable)
- c. I can say just the final sound of a word. (1 syllable)
- d. I can tap each sound I hear in a little word (1 syllable)
- e. I can remove a sound from a word to create a new word (1 syllable)
- e. I can add a sound to a word to create a new word (1 syllable)
- e. I can change the first sound in a word to create a new word (1 syllable)

###### RF3:

- a. I can read and write these sounds: sh, ch, wh, th
- b. I can figure out how to read short words. (1 syllable)
- c. I can read and write words with long vowel sounds. (-e, vowel teams)
- d. I can write words that have a vowel in every syllable. .
- f. I can read words with endings like -ed, -ing, and -s.
- g. I can read high frequency words.

<p>the number of syllables in a printed word.  f. Read words with inflectional endings (i.e., -s, -ed, -ing).  g. Recognize and read grade-appropriate irregularly spelled words. (RF3)</p> <p><b>RF4:</b> Read emergent-reader texts with purpose, understanding, and 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.</p>	<p><b>RF4:</b>  a. I can understand the books I read.  b. With repeated readings, I can read out loud and say the words correctly.  b. With repeated readings, I can read with the same speed I talk.  b. With repeated readings, I can read with expression.  c. I can figure out when I have read something incorrectly and can go back and fix it.</p> <p><b>High-Frequency Words:</b> round, good, said, no, put, could, be, old, why, of, or, live, work, who, out, there, down, drink, now, together, grow, full, around, find, under</p> <p><b>Spelling List:</b>  Consonant Digraphs <i>wh, ch, -ph, &amp; trigraph -tch</i>  Long o (o_e)  Long e (e, ee)  Vowel Sounds of y  Consonant Patterns <i>ng, nk</i></p> <p><b>High-Frequency Word Spelling List:</b> good, said, could, why, live, work, there, now, grow, around</p>
<p><b>READING</b>  <b>PRIORITY Standards</b>  <b>RI1&amp;RL1:</b> Develop and answer questions about key ideas and details in a text.</p> <p><b>SUPPORTING Standards</b>  <b>R3:</b> Describe characters, settings, and important events in a story or pieces of information in a text. (RI&amp;RL)</p> <p><b>R4:</b> Identify specific words and phrases that express feeling, appeal to the senses, or content-specific words within a text.</p> <p><b>R6:</b> Describe how illustrations and details support the point of view or purpose of the text.</p> <p><b>R7:</b> Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&amp;RL)</p> <p><b>R9: Compare and contrast two texts; recognize that texts reflect one’s own and others’ culture. (RI&amp;RL)</b></p>	<p><b>Learning Targets</b></p> <p><b>R1:</b></p> <ul style="list-style-type: none"> <li>• I can ask questions about the important parts of the text.</li> <li>• I can answer questions about important parts of a text.</li> </ul> <p><b>Vocabulary:</b> stored, begged, gathered, prepared, sadly, fairly, exactly, carefully, draw, doodle, decorate, scribble, sad, angry, happy, surprised, think, learn, remember, concentrate</p>

<p><b>WRITING Skills</b>  <b>PRIORITY Standards</b>  <b>W2:</b> Write text in a variety of modes:  a. Opinion pieces in which they introduce the topic or name the text they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>SUPPORTING Standards</b>  <b>W1:</b> Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p> <p><b>W3:</b> Create writing that utilizes:  a. Organization: provide a beginning, middle and a simple ending.  b. Word Choice (including domain specific): use words familiar to the student.</p> <p><b>W4:</b> With guidance and support from adults, use a combination of drawing, dictating and writing to compose text in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>W5:</b> 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><b>W7:</b> Participate in shared inquiry 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><b>W8:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>Learning Targets</b></p> <p><b>W2:</b>  a. I can write an opinion piece (<i>state the opinion, supply one reason for the opinion and close the writing piece</i>)</p>
<p><b>SPEAKING &amp; LISTENING Skills</b>  <b>PRIORITY Standards</b>  <b>SL1:</b> Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.  a. With guidance and support, follow agreed-upon norms for discussions and participate by actively listening, taking turns, and staying on topic.  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.  d. Consider individual differences when communicating with others.</p>	<p><b>Learning Targets</b></p> <p><b>SL1:</b></p> <ul style="list-style-type: none"> <li>● I can talk with my friends and teachers about lots of different things.</li> <li>● I can listen carefully and take turns when I'm having a conversation with my friends and teachers.</li> <li>● I can add onto a conversation by adding details and asking questions.</li> </ul>

<p><b>SUPPORTING Standards</b></p> <p><b>SL2:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> <p><b>SL4:</b> Describe people, places, things, and events with relevant details, expressing ideas clearly.</p> <p><b>SL5:</b> Create an original or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings.</p>	
<p><b>LANGUAGE Skills</b></p> <p><b>PRIORITY Standards</b></p> <p><b>L4:</b> Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use frequently occurring conjunctions (e.g., because) to signal simple relationships.</p> <p><b>L6:</b> Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <p>a. Capitalization of dates and names of people.</p> <p>d. Use conventional spelling for words with common spelling patterns and draw on phonological awareness and spelling conventions to spell other words phonetically. Related to Reading Foundational standards</p> <p><b>SUPPORTING Standards</b></p> <p><b>L1:</b> Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</p> <p>a. Recognize and appreciate the linguistic diversity of peers, teachers, and other members of the school community.</p> <p><b>L2:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</p> <p>a. Use inflexional forms as clues to the meaning of unknown words (e.g., looks, looked).</p> <p><b>L3:</b> Demonstrate understanding of figurative language, word relationships</p>	<p><b>Learning Targets</b></p> <p><b>L4:</b></p> <ul style="list-style-type: none"> <li>● I can talk with friends and work by myself to learn new words (including cultural, general academic, and discipline-specific).</li> <li>● I can use new words (vocabulary) that are appropriate to what we are learning about.</li> <li>● I can use frequently occurring conjunctions (e.g., because) to connect parts of a sentence.</li> </ul> <p><b>L6:</b></p> <p>a. I consistently capitalize dates and names of people.</p> <p>d. I can use what I've learned about sounds and letters to read words.</p> <p><b>Specific Grammar &amp; Usage Content:</b></p> <ul style="list-style-type: none"> <li>● <i>Nouns: Singular and Plural</i></li> <li>● <i>Nouns: Common and Proper</i></li> <li>● <i>Pronouns</i></li> <li>● <i>Pronouns I &amp; Me</i></li> <li>● <i>Capitalize I and Proper Names</i></li> </ul>

and nuances in word meanings. With guidance and support from adults:

- Identify words and phrases that suggest feelings or appeal to the senses (e.g., in stories, poems, or conversations).
- Explain rationale for sorting words into categories.
- Act out or define shades of meanings with verbs of differing manner (e.g., peek, scowl) and adjectives (e.g., gigantic, large).

**L5:** Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

- Common, proper, and possessive nouns.
- Nouns/verbs agreement in simple sentences.

### Assessment Evidence

*Performance is evaluated in terms of...*

*Students will show their learning by...*

#### **Performance Task Description:**

*Students will work collaboratively with others to generate questions for an inquiry project by research and write an opinion text about why others should read folktales.*

[Research Project Rubric \(Unit 3\)](#)

#### **Key Feedback & Assessment Strategies:**

- *Conferring/Strategy Groups: Using current evidence of standards & skills, feedback is scaffolded based on student strengths, needs & goals*
- *Assessment of Unit Skills - Examples for Targeted Data Collection*
  - ◆ *Assess unit spelling (Word study)*
  - ◆ *Assess unit vocabulary terms*
  - ◆ [Reading Strategy Assessment Checklist](#)
  - ◆ [Writing Strategy Assessment Checklist](#)
  - ◆ *Assess unit grammar and usage content*
  
- *Extensions may include:*
  - ◆ *Options for advanced learners during small-group time, independent investigative work, and challenging content and activities*
  - ◆ *Being matched with appropriate, beyond grade level texts (potentially with a book club of other readers for extension opportunities)*

## ELA Unit 4: Making History

### DESIRED RESULTS

#### Essential Questions

*Students will keep considering...*

Why is the past important?

#### Unit Priority Standards and Learning Targets

*Students will know and be able to...*

##### Reading Foundational Skills

###### PRIORITY

**RF1:** Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**RF2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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).

e. Add, delete, or substitute individual sounds (phonemes) in simple one-syllable words to make new words.

**RF3:** Know and apply grade-level phonics and word analysis skills in decoding words.

c. Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).

e. Decode two-syllable words following basic (known) patterns by breaking the words into syllables

f. Read words with inflectional endings (i.e., -s, -ed, -ing).

g. Recognize and read grade-appropriate irregularly spelled words

##### Learning Targets

###### RF1:

a. I can show where the first word in a sentence is.

a. I can show where a capital letter is in a sentence.

a. I can show where a period, question mark or exclamation point is in a sentence.

###### RF2: (Each of the following targets is an auditory task only:)

a. I can hear the difference between a word with a short vowel and a word with a long vowel.

b. I can blend the syllables in a word, even when it has a blend in it.

c. I can say just the beginning sound of a word. (1 syllable)

c. I can say just the middle sound of a word. (1 syllable)

c. I can say just the final sound of a word. (1 syllable)

d. I can tap each sound I hear in a little word (1 syllable)

e. I can remove a sound from a word to create a new word (1 syllable)

e. I can add a sound to a word to create a new word (1 syllable)

e. I can change the first sound in a word to create a new word (1 syllable)

###### RF3:

c. I can read and write words with long vowel sounds. (-e, vowel teams)

e. I can read two-syllable words by breaking them into parts (syllables).

f. I can read words with endings like -ed, -ing, and -s.

g. I can read high frequency words.

<p><b>RF4:</b> Read emergent-reader texts with purpose, understanding, and sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>RF4:</b></p> <p>a. I can understand the books I read.</p> <p>b. With repeated readings, I can read out loud and say the words correctly.</p> <p>b. With repeated readings, I can read with the same speed I talk.</p> <p>b. With repeated readings, I can read with expression.</p> <p>c. I can figure out when I have read something incorrectly and can go back and fix it.</p> <p><b>High-Frequency Words:</b> new, thank, always, found, please, were, pull, every, any, very, away, our, light, never, pretty, again, how, read, soon, both, carry, going, been, words, does, right, give</p> <p><b>Spelling List:</b></p> <p>R-controlled vowel <i>ar</i></p> <p>R-controlled vowels <i>er, ir, ur</i></p> <p>Comparative endings</p> <p>Diphthongs <i>ow, ou (alphabetize)</i></p> <p>Diphthongs <i>oi, oy (dictionary activity)</i></p> <p><b>High-Frequency Word Spelling List:</b> always, please, were, very, away, pretty, again, soon, going, been</p>
<p><b>READING</b></p> <p><b>PRIORITY Standards</b></p> <p><b>RI1&amp; RL1:</b> Develop and answer questions about key ideas and details in a text.</p> <p><b>SUPPORTING Standards</b></p> <p><b>R2:</b> Identify a main topic or central idea in a text with guidance and support; retell important details</p> <p><b>R3:</b> Describe characters, settings, and important events in a story or pieces of information in a text. (RI&amp;RL)</p> <p><b>R4:</b> Identify specific words and phrases that express feeling, appeal to the senses, or content-specific words within a text.</p> <p><b>R5:</b> Identify a variety of genres and explain major differences between literary texts and informational texts. (RI&amp;RL)</p> <p><b>R6:</b> Describe how illustrations and details support the point of view or purpose of the text.</p> <p><b>R7:</b> Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&amp;RL)</p>	<p><b>Learning Targets</b></p> <p><b>R1:</b></p> <ul style="list-style-type: none"> <li>• I can ask questions about the important parts of the text.</li> <li>• I can answer questions about important parts of a text.</li> </ul> <p><b>Vocabulary:</b> record, supply, necessary, experience, amaze, memories, wonder, discover, loved, cheered, admired, allowed, drive, ranch, cattle, railroad, stars, field, patch, stripes, vote, views, rights, leaders, interview</p>



**R8:** Identify specific information an author or illustrator gives that supports ideas in a text.

**R9:** Compare and contrast two texts; recognize that texts reflect one's own and others' culture. (RI&RL)

**WRITING Skills**

**PRIORITY Standards**

**W2:** Write text in a variety of modes.

b. Informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.

c. Convey events, real or imagined, through 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.

**SUPPORTING Standards**

**W1:** Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

**W3:** Create writing that utilizes:

a. Organization: provide a beginning, middle and a simple ending.

b. Word Choice (including domain specific): use words familiar to the student.

**W4:** With guidance and support from adults, use a combination of drawing, dictating and writing to compose text in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**W5:** 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.

**W6:** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lowercase letters), cursive, and/or typing

**W7:** Participate in shared inquiry 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).

**W8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a

**Learning Targets**

**W2:**

b. I can write to provide information about a topic (*name a topic, supply some facts and provide an ending*)

c. I can write a real or imagined narrative including two or more events in order (*details of what happened, temporal words, closure*).

question.	
<p><b>SPEAKING &amp; LISTENING Skills</b> <b>PRIORITY Standards</b></p> <p><b>SL1:</b> Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.  a. With guidance and support, follow agreed-upon norms for discussions and participate by actively listening, taking turns, and staying on topic.  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.  d. Consider individual differences when communicating with others.</p> <p><b>SUPPORTING Standards</b></p> <p><b>SL2:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> <p><b>SL3:</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>SL4:</b> Describe people, places, things, and events with relevant details, expressing ideas clearly.</p> <p><b>SL5:</b> Create an original or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings.</p>	<p><b>Learning Targets</b></p> <p><b>SL1:</b></p> <ul style="list-style-type: none"> <li>● I can talk with my friends and teachers about lots of different things.</li> <li>● I can listen carefully and take turns when I'm having a conversation with my friends and teachers.</li> <li>● I can add onto a conversation by adding details and asking questions.</li> </ul>
<p><b>LANGUAGE Skills</b> <b>PRIORITY Standards</b></p> <p><b>L4:</b> Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use frequently occurring conjunctions (e.g., because) to signal simple relationships.</p> <p><b>L6:</b> Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: Related to Reading Foundational standards (RF.1.3).  a. Capitalization of dates and names of people.  b. End punctuation.  d. Use conventional spelling for words with common spelling patterns and draw on phonological awareness and spelling conventions to spell other words phonetically.</p>	<p><b>Learning Targets</b></p> <p><b>L4:</b></p> <ul style="list-style-type: none"> <li>● I can talk with friends and work by myself to learn new words (including cultural, general academic, and discipline-specific).</li> <li>● I can use new words (vocabulary) that are appropriate to what we are learning about.</li> <li>● I can use frequently occurring conjunctions (e.g., because) to connect parts of a sentence.</li> </ul> <p><b>L6:</b></p> <p>a. I consistently capitalize dates and names of people.  b. I routinely use appropriate ending punctuation.  d. I can use what I've learned about sounds and letters to read words. (related to Reading Foundational standard RF.1.3).</p> <p><b>Specific Grammar &amp; Usage Content:</b></p> <ul style="list-style-type: none"> <li>● <i>Verbs</i></li> </ul>

## SUPPORTING Standards

**L1:** Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

a. Recognize and appreciate the linguistic diversity of peers, teachers, and other members of the school community.

**L2:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

a. Use inflexional forms as clues to the meaning of unknown words (e.g., looks, looked).

**L3:** Demonstrate understanding of figurative language, word relationships and nuances in word meanings. With guidance and support from adults:

a. Identify words and phrases that suggest feelings or appeal to the senses (e.g., in stories, poems, or conversations).

b. Explain rationale for sorting words into categories.

c. Act out or define shades of meanings with verbs of differing manner (e.g., peek, scowl) and adjectives (e.g., gigantic, large).

**L5:** Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

a. Common, proper, and possessive nouns.

b. Nouns/verbs agreement in simple sentences.

- *Verbs: Past tense*
- *Verbs: Future Tense*
- *Verbs: State of Being*
- *Compound Sentences*

## Assessment Evidence

*Performance is evaluated in terms of...*

*Students will show their learning by...*

**Performance Task Description:** *Students will interview an older person about someone who was important to them. They will work collaboratively to create an interview research plan. After recording the information learned from the interview, students will write an organized, informational essay.*

[Research Project Rubric \(Unit 4\)](#)

### **Key Feedback & Assessment Strategies:**

- *Conferring/Strategy Groups: Using current evidence of standards & skills, feedback is scaffolded based on student strengths, needs & goals*
- *Assessment of Unit Skills - Examples for Targeted Data Collection*

- ◆ *Assess unit spelling (Word study)*
- ◆ *Assess unit vocabulary terms*
- ◆ [\*Reading Strategy Assessment Checklist\*](#)
- ◆ [\*Writing Strategy Assessment Checklist\*](#)
- ◆ *Assess unit grammar and usage content*

→ *Extensions may include:*

- ◆ *Options for advanced learners during small-group time, independent investigative work, and challenging content and activities*
- *Being matched with appropriate, beyond grade level texts (potentially with a book club of other readers for extension opportunities)*

## ELA Unit 5: Beyond My World

### DESIRED RESULTS

#### Essential Questions

*Students will keep considering...*

How do the seasons affect us?

#### Unit Priority Standards and Learning Targets

*Students will know and be able to...*

##### Reading Foundational Skills

###### PRIORITY

**RF1:** Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**RF2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable word
- 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)
- e. Add, delete, or substitute individual sounds (phonemes) in simple one-syllable words to make new words

**RF3:** Know and apply grade-level phonics and word analysis skills in decoding words.

- c. Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

##### Learning Targets

###### RF1:

- a. I can show where the first word in a sentence is.
- a. I can show where a capital letter is in a sentence.
- a. I can show where a period, question mark or exclamation point is in a sentence.

**RF2:** (Each of the following targets is an auditory task only:)

- a. I can hear the difference between a word with a short vowel and a word with a long vowel.
- b. I can blend the syllables in a word, even when it has a blend in it.
- c. I can say just the beginning sound of a word. (1 syllable)
- c. I can say just the middle sound of a word. (1 syllable)
- c. I can say just the final sound of a word. (1 syllable)
- d. I can tap each sound I hear in a little word (1 syllable)
- e. I can remove a sound from a word to create a new word (1 syllable)
- e. I can add a sound to a word to create a new word (1 syllable)
- e. I can change the first sound in a word to create a new word (1 syllable)

###### RF3:

- c. I can read and write words with long vowel sounds. (-e, vowel teams)
- d. I can write words that have a vowel in every syllable. .
- e. I can read two-syllable words by breaking them into parts (syllables).
- g. I can read high frequency words.

<p>e. Decode two-syllable words following basic (known) patterns by breaking the words into syllables.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words</p> <p><b>RF4:</b> Read emergent-reader texts with purpose, understanding, and sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>RF4:</b></p> <p>a. I can understand the books I read.</p> <p>b. With repeated readings, I can read out loud and say the words correctly.</p> <p>b. With repeated readings, I can read with the same speed I talk.</p> <p>b. With repeated readings, I can read with expression.</p> <p>c. I can figure out when I have read something incorrectly and can go back and fix it.</p> <p><b>High-Frequency Words:</b> would, buy, people, about, write, once, done, water, wash, upon, sentence, off, because, laugh, open, move, learn, eight, house, only, today, warm, years, should, world</p> <p><b>Spelling List:</b>  Long o; oa, ow, oe  Long i; igh  Vowel teams; ue, ew, ui  Long i; i  Long i; o  Open &amp; closed syllables</p> <p><b>High-Frequency Word Spelling List:</b> would, about, done, once, because, laugh, move, learn, today, should</p>
<p><b>READING</b>  <b>PRIORITY Standards</b>  <b>RI1&amp;RL1</b> Develop and answer questions about key ideas and details in a text.</p> <p><b>SUPPORTING Standards</b>  <b>R2:</b> Identify a main topic or central idea in a text with guidance and support; retell important details</p> <p><b>R3:</b> Describe characters, settings, and important events in a story or pieces of information in a text. (RI&amp;RL)</p> <p><b>R4:</b> Identify specific words and phrases that express feeling, appeal to the senses, or content-specific words within a text.</p> <p><b>R5:</b> Identify a variety of genres and explain major differences between literary texts and informational texts. (RI&amp;RL)</p> <p><b>R6:</b> Describe how illustrations and details support the point of view or purpose</p>	<p><b>Learning Targets</b></p> <p><b>R1:</b></p> <ul style="list-style-type: none"> <li>• I can ask questions about the important parts of the text.</li> <li>• I can answer questions about important parts of a text.</li> </ul> <p><b>Vocabulary:</b> sense, expect, process, information, summer, winter, spring, fall, dry, rain, snow, sunlight, fawns, worms, squirrels, crisp, chilly, breeze, seasons, weather, daylight, temperature,</p>

<p>of the text.</p> <p><b>R7:</b> Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&amp;RL)</p> <p><b>R8:</b> Identify specific information an author or illustrator gives that supports ideas in a text.</p> <p><b>R9: Compare and contrast two texts; recognize that texts reflect one’s own and others’ culture. (RI&amp;RL)</b></p>	
<p><b>WRITING Skills</b>  <b>PRIORITY Standards</b>  <b>W2:</b> Write text in a variety of modes:  a. Opinion pieces in which they introduce the topic or name the text they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  b. Informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>SUPPORTING Standards</b>  <b>W1:</b> Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p> <p><b>W3:</b> Create writing that utilizes:  a. Organization: provide a beginning, middle and a simple ending.  b. Word Choice (including domain specific): use words familiar to the student.</p> <p><b>W5:</b> 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><b>W6:</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lowercase letters), cursive, and/or typing</p> <p><b>W7:</b> Participate in shared inquiry 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><b>W8:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>Learning Targets</b></p> <p><b>W2:</b>  a. I can write an opinion piece (<i>state the opinion, supply one reason for the opinion and close the writing piece</i>)  b. I can write to provide information about a topic (<i>name a topic, supply some facts and provide an ending</i>)</p>

<p><b>SPEAKING &amp; LISTENING Skills</b>  <b>PRIORITY Standards</b>  <b>SL1:</b> Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.  a. With guidance and support, follow agreed-upon norms for discussions and participate by actively listening, taking turns, and staying on topic.  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.  d. Consider individual differences when communicating with others.</p> <p><b>SUPPORTING Standards</b>  <b>SL2:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> <p><b>SL3:</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>SL4:</b> Describe people, places, things, and events with relevant details, expressing ideas clearly.</p> <p><b>SL5:</b> Create an original or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings.</p>	<p><b>Learning Targets</b></p> <p><b>SL1:</b></p> <ul style="list-style-type: none"> <li>● I can talk with my friends and teachers about lots of different things.</li> <li>● I can listen carefully and take turns when I'm having a conversation with my friends and teachers.</li> <li>● I can add onto a conversation by adding details and asking questions.</li> </ul>
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**L1:** Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

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a. Common, proper, and possessive nouns.

b. Nouns/verbs agreement in simple sentences.

- *Prepositional Phrases*
- *Commas in dates and sentences*

## Assessment Evidence

*Performance is evaluated in terms of...*

*Students will show their learning by...*

**Performance Task Description:** *Students will work collaboratively with others to research the four seasons and form an opinion about which season they prefer. Students will then create a persuasive play to convince the audience that their opinion is correct citing evidence from their research in the play.*

[.Research Project Rubric \(Unit 5\)](#)

### **Key Feedback & Assessment Strategies:**

→ *Conferring/Strategy Groups: Using current evidence of standards & skills, feedback is scaffolded based on student strengths, needs & goals*

→ *Assessment of Unit Skills - Examples for Targeted Data Collection*

- ◆ *Assess unit spelling (Word study)*
- ◆ *Assess unit vocabulary terms*
- ◆ [Reading Strategy Assessment Checklist](#)
- ◆ [Writing Strategy Assessment Checklist](#)
- ◆ *Assess unit grammar and usage content*

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