

Marietta City Schools			
District Unit Planner			
Grade 1			
Module Title	A World of Books	Unit Duration (days)	32 Days
Enduring Understanding/ Essential Question	How do books change lives around the world?		

GA ELA Standards
<p><b>FOCUS STANDARDS:</b></p> <p><b>Foundations:</b>  1.F.F.1.b. Read a wide range of grade level texts aloud with increasing accuracy  1.F.F.1.c. Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expressing, juncture/pause, and intonation) to demonstrate understanding.</p> <p><b>Language:</b>  1.L.GC.2.a Distinguish between complete and incomplete simple sentences, and identify sentence type (i.e., declarative, imperative, interrogative, and exclamatory).  1.L.GC.2.b Use a variety of simple sentences (i.e., declarative, imperative, interrogative, and exclamatory) to develop clarity in written texts.  1.L.GC.2.d With adult support, use adjectives or adverbs to add details or clarify meaning. (Adjectives only)  1.L.V.2.a Identify frequently occurring root words (e.g., look) and inflectional endings used to form and comprehend new words (e.g., looks, looked, looking).  1.L.V.2.c Construct words using frequently occurring root words and inflectional endings.  1.L.V.3.a Use context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p> <p><b>Texts:</b>  1.T.C.1.a Identify the general purpose (e.g., to tell stories, to provide information, to share opinions, to explain ideas) and target audience in a variety of texts.  1.T.C.2.a Identify who is speaking or telling the story at various points in a text.  1.T.SS.1.a Identify and use various text features (e.g., diagrams, tables of contents) to locate information and make meaning in texts.  1.T.SS.1.b Use text features (e.g., illustrations, page numbers, bold print, headings) to add clarity and meaning to texts.  1.T.SS.1.c Use transition words or phrases, such as once upon a time, next, and last to sequence events or actions.</p>

- 1.T.T.1.a. Identify techniques used to craft stories, including characters, setting, major events, and dialogue.
- 1.T.T.1.b. Identify a simple plot with a problem and solution.
- 1.T.T.1.c. Describe traits of the main characters and explain how their words and actions support the central message, lesson, or moral of the story.
- 1.T.T.1.d. With adult support, compare and contrast characters and their experiences in stories across diverse cultures.
- 1.T.T.1.e. Use knowledge of narrative techniques (e.g., characters, settings, events) to create texts that share real or imagined experiences and events with a sense of closure.
- 1.T.T.2.a. Identify techniques used to craft expository texts, including main topic and supporting details.
- 1.T.T.2.b. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 1.T.T.2.c. Use knowledge of expository techniques to introduce a topic, supply facts about the topic, and provide a sense of closure.
- 1.T.RA.1.a. Ask questions about topics of interest for research.
- 1.T.RA.2.a. Refer to parts of texts when supporting an idea, answer, or opinion.

**Practices:**

- K-12.P.EICC.1.e Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
- K-12.P.EICC.3.e Make and track predictions about the events and information likely to come next.
- K-12.P.EICC.3.f Make, track, and support inferences about different levels of meaning within the text.
- K-12.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
- K-12.P.CP.1.b Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
- K-12.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.
- K-12.P.EICC.1.b Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
- K-12.P.AC.2.a Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. (Narrative)
- K-12.P.AC.3.a Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
- K-12.P.EICC.4.f Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
- K-12.P.EICC.4.g Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
- K-12.P.EICC.4.h Edit the text, ensuring it adheres to the conventions of written language.
- K-12.P.CP.2.a Communicate clearly to present ideas, information, and texts.
- K-12.P.CP.2.c Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.

**[Click Link to Access Standards by Lesson](#)**

**[Click Link to Access Full List of Continuing Standards.](#)**

Assessment	Elements that Support Success on EOM Task/Success Criteria
<p>FQT1. Write and draw to retell the story of Tomás and the Library Lady, including character, setting, and problem/resolution.</p>	<p>Identify character, setting, and problem/resolution in a narrative. Use sentence frames to structure writing.</p>
<p>FQT2. Write and draw to retell the story Waiting for the Biblioburro, including character, setting, and problem/resolution. Use complete sentences and end punctuation.</p>	<p>Use understanding of character, setting, and problem/resolution to retell a story. Apply knowledge of complete sentences with end punctuation to writing.</p>
<p>FQT3. Describe how people get books in your section of My Librarian Is a Camel by answering the question: “Using evidence from the photographs, how do people in this country get books?”</p> <p>Be sure to:</p> <p>Include details from the photographs. Write complete sentences. Capitalize proper nouns. Use end punctuation.</p>	<p>Include examples about the ways that children around the world borrow books to their original narrative essay. Apply knowledge of complete sentences with end punctuation to writing. Apply knowledge of capitalization of proper nouns to writing.</p>
<p>FQT4. Write and draw to retell the story That Book Woman.</p> <p>Be sure to include:</p> <p>Characters. Setting. Problem. Resolution. Complete sentences. End punctuation. A drawing of Cal and one adjective to describe him.</p>	<p>Use understanding of character, setting, and problem/resolution to retell a story. Apply knowledge of complete sentences with end punctuation to writing.</p>

<p>FQT5. Write and draw to retell the story Green Eggs and Ham, including characters, setting, and problem/resolution. Also apply the following skills in context:</p> <p>Use time order words.  Use complete sentences.  Capitalize letters at the beginning of a sentence and proper nouns.  Use end punctuation.  Use an adjective to describe a noun.</p>	<p>Applying the same craft strategies that they will use in their original narrative gives students an opportunity to practice them and receive feedback.  Writing this task without scaffolds builds students' independence.</p>
<p>NR1: Write and draw to formulate a question. After the Read Aloud, write and draw to answer the question.</p>	<p>Deepens understanding that people in remote areas lack access to books and get books in unconventional ways.</p>
<p>NR2: Visually explore photographs and illustrations to write and draw to formulate a question.</p>	<p>Expands and deepens understanding of content directly related to the topic of students' original narrative.  Apply knowledge of complete sentences with end punctuation to writing.</p>
<p>NR3: Write and draw to fill in a Story Map after a Read Aloud with support from Story Stones.</p>	<p>Demonstrates understanding of story elements in a narrative.  Apply knowledge of complete sentences with end punctuation to writing.</p>
<p>EOM: Write and illustrate a narrative about a character whose life has changed because of books.</p>	<p>Demonstrate an understanding of story elements.  Use complete sentences.  Use end punctuation.  Capitalize the first word in a sentence and proper nouns.</p>

\*Additional Assessments including Socratic Seminars and Vocabulary Assessments are available in the Module Overview of the TE.

Learning Experiences				
Focusing Question 1: How do library books change life for Tomas?				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals

1	Tomás and the Library Lady, Museum ABC	Wonder: What do I notice and wonder about Tomás and the Library Lady		Generate and answer questions about Tomás and the Library Lady, using key details from the text.  Identify and generate common nouns.
2	Tomás and the Library Lady, Museum ABC	Organize: What's happening in Tomás and the Library Lady?	Examine: Why is it important to use sentence frames in speaking and writing?	Retell Tomás and the Library Lady, including key details about characters.  Ask and answer questions about key vocabulary in Tomás and the Library Lady.
3	Tomás and the Library Lady, Museum ABC	Organize: What's happening in Tomás and the Library Lady?	Experiment: How does using sentence frames in speaking and writing work?	Retell Tomás and the Library Lady, including key details about setting.  Identify and generate common nouns.
4 FQT1	Tomás and the Library Lady, Museum ABC	Organize: What's happening in Tomás and the Library Lady?	Execute: How do I use sentence frames in speaking and writing?	Retell Tomás and the Library Lady, including key details about problem and resolution.  Write a narrative retelling of Tomás and the Library Lady that shows how library books change life for Tomás. Identify and generate proper nouns.
5 FQT1	Tomás and the Library Lady	Reveal: What does a deeper exploration of the main character reveal in Tomás and the Library Lady?	Execute: How do I use sentence frames in speaking and writing?	Distinguish between what Tomás imagines and what is real in Tomás and the Library Lady.  Compose a narrative retelling using sentence frames for structure.  Develop vocabulary knowledge of the word value.
6	Tomás and the Library Lady	Know: How does Tomás and the Library Lady build our knowledge of how books change lives?	Excel: How do I improve using sentence frames in my writing?	Write and speak about how Tomás and the Library Lady adds to knowledge of how books change lives.

				<p>Revise a narrative retelling for correct usage of sentence frames.</p> <p>Develop vocabulary knowledge of the word value.</p>
<b>Focusing Question 2:How does the Biblioburro change life for Ana?</b>				
<b>Lesson</b>	<b>Texts</b>	<b>Content Framing Question</b>	<b>Craft Framing Question</b>	<b>Learning Goals</b>
7 NR1	Waiting for the Biblioburro	Wonder: What do I notice and wonder about Waiting for the Biblioburro?	Experiment: How does reading fluently work?	<p>Generate and answer questions about Waiting for the Biblioburro, using key details from the text.</p> <p>Identify and generate verbs.</p>
8	Waiting for the Biblioburro, Museum ABC	Organize: What is happening in Waiting for the Biblioburro?		<p>Retell Waiting for the Biblioburro, including key details about characters, settings, and major events.</p> <p>Ask and answer questions about key vocabulary in Waiting for the Biblioburro.</p>
9	Waiting for the Biblioburro	Organize: What is happening in Waiting for the Biblioburro?	Examine: Why is writing complete sentences important?	<p>Retell Waiting for the Biblioburro, including key details about characters, settings, and major events.</p> <p>Identify and generate verbs.</p>
10	Waiting for the Biblioburro	Reveal: What does a deeper exploration of the main character reveal in Waiting for the Biblioburro?	Experiment: How does writing complete sentences work?	<p>Analyze the main character's dreams using key details in Waiting for the Biblioburro.</p> <p>Draft a simple sentence with support.</p> <p>Develop vocabulary knowledge of the word inspire.</p>

11 FQT2	Waiting for the Biblioburro	Know: How does Waiting for the Biblioburro build my knowledge?	Execute: How does writing complete sentences work in writing?	<p>Write a narrative retelling of Waiting for the Biblioburro that shows how the Biblioburro changes life for Ana.</p> <p>Develop vocabulary knowledge of the word inspire.</p>
12	Waiting for the Biblioburro	Know: How does Waiting for the Biblioburro build my knowledge?	Excel: How do I improve my writing by using complete sentences?	<p>Write and speak about how Waiting for the Biblioburro adds to knowledge of how books change lives.</p> <p>Edit a narrative retelling paragraph for use of complete sentences.</p> <p>Identify root words and the inflectional ending –ing.</p>
<b>Focusing Question 3: How do people around the world get books?</b>				
<b>Lesson</b>	<b>Texts</b>	<b>Content Framing Question</b>	<b>Craft Framing Question</b>	<b>Learning Goals</b>
13 NR2	My Librarian Is a Camel, Museum ABC	Wonder: What do I notice and wonder about My Librarian Is a Camel?		<p>Generate questions about My Librarian Is a Camel using key details from the text.</p> <p>Create a complete declarative sentence.</p>
14	My Librarian Is a Camel	Organize: What is happening in My Librarian Is a Camel?	Examine: Why are proper nouns important?	<p>Ask and answer questions to help determine or clarify the meaning of words and phrases in My Librarian Is a Camel.</p> <p>Develop vocabulary knowledge of the word remote.</p>
15	My Librarian Is a Camel	Reveal: What does a deeper exploration of pictures and captions reveal in My Librarian Is a Camel?	Experiment: How do proper nouns work?	Identify how pictures and captions communicate key details in My Librarian Is a Camel.

				Develop vocabulary knowledge of the word mobile.
16 FQT3 VOC1	My Librarian Is a Camel	Reveal: What does a deeper exploration of quotations reveal in My Librarian Is a Camel?	Execute and Excel: How do I use proper nouns in my writing?	Write, speak, and illustrate how people in different countries borrow books.  Demonstrate understanding of grade-level vocabulary.
<b>Focusing Question 4: How does the packhorse librarian change life for Cal?</b>				
<b>Lesson</b>	<b>Texts</b>	<b>Content Framing Question</b>	<b>Craft Framing Question</b>	<b>Learning Goals</b>
17	That Book Woman, Museum ABC	Wonder: What do I notice and wonder about That Book Woman?		Generate and answer questions about That Book Woman using key details from the text.  Generate a variety of adjectives.
18	That Book Woman	Organize: What is happening in That Book Woman?	Examine: Why is responding to what others say important?	Retell That Book Woman, including key details about characters, settings, and major events.  Define multiple meanings for words poke and spell.
19	That Book Woman	Reveal: What does a deeper exploration of the main character's feelings reveal in That Book Woman?	Experiment: How does responding to what others say work?	Analyze the main character's feelings using key details in That Book Woman.  Develop vocabulary knowledge of the word scholar.
20	That Book Woman	Reveal: What does a deeper exploration of the main character's feelings reveal in That Book Woman?	Examine: What is informal language?	Analyze characters using key details in That Book Woman.  Generate a variety of adjectives.
21 FQT4 SS	That Book Woman	Know: How does That Book Woman build our knowledge of how books can change lives?	Execute: How do I use adjectives in my writing?	Write a narrative retelling of That Book Woman that shows how the packhorse librarian changes life for Cal.



				<p>Respond to others and describe the connections among multiple pieces of information about packhorse librarians, and cite specific details and key ideas from That Book Woman in a Socratic Seminar.</p> <p>Define multiple meanings for words signs and duck.</p>
22	That Book Woman	Know: How does That Book Woman build our knowledge of how books can change lives?	Execute: How do I improve using adjectives in my writing?	<p>Write and speak about how That Book Woman adds to knowledge of how books change lives.</p> <p>Use frequently occurring adjectives to describe visual images.</p>
<b>Focusing Question 5: How can books change my life?</b>				
<b>Lesson</b>	<b>Texts</b>	<b>Content Framing Question</b>	<b>Craft Framing Question</b>	<b>Learning Goals</b>
23 NR3	Green Eggs and Ham, Museum ABC	Wonder: What do I notice and wonder about Green Eggs and Ham?		<p>Generate and answer questions about Green Eggs and Ham using key details from the text.</p> <p>Identify story elements in Green Eggs and Ham.</p>
24	Green Eggs and Ham, Museum ABC	Organize: What is happening in Green Eggs and Ham?	Examine: Why is retelling events in sequence important?	<p>Retell Green Eggs and Ham, including details about characters, settings, and major events.</p> <p>Use sentence-level context as a clue to the meaning of the words portrait, landscape, and still life.</p>

25	Green Eggs and Ham, Museum ABC	Reveal: What does a deeper exploration of which character is speaking reveal in Green Eggs and Ham?	Experiment: How does sequencing events work?	Identify who is telling the story at key points in Green Eggs and Ham.  Recognize and define imperative sentences.
26 FQT5	Green Eggs and Ham	Distill: What is the central message of Green Eggs and Ham?	Execute: How do I sequence events in writing?	Sequence events in a written narrative summary of Green Eggs and Ham.  Determine the central message of Green Eggs and Ham.  Identify temporal words and their use in writing.
27 SS	Green Eggs and Ham	Know: How can books build my knowledge?	Excel: How do I improve sequencing events in my writing?	Respond to what others say in a Socratic Seminar about how books can change your lives.  Identify temporal words in writing, and edit writing for temporal words.
<b>Essential Question: How do books change lives around the world?</b>				
<b>Lesson</b>	<b>Texts</b>	<b>Content Framing Question</b>	<b>Craft Framing Question</b>	<b>Learning Goals</b>
28 VOC2 EOM	Green Eggs and Ham, Museum ABC	Distill: What is important about Museum ABC?	Examine and Experiment: Why is using story elements to write a narrative important?	Plan for giving and receiving useful peer feedback on writing.  Demonstrate understanding of grade-level vocabulary.
29 EOM	Tomás and the Library Lady, Waiting for the Biblioburro, My Librarian Is a Camel, That Book Woman, Green Eggs and Ham, Museum ABC	Know: How does My Librarian Is a Camel build my knowledge?	Execute: How do I use story elements in a narrative?	Students express understanding of story elements by writing the setting and character for the first sentence in the EOM Task.  Make connections between My Librarian Is a Camel and other module texts.

				Edit sentences created in response to a prompt.
30 EOM	Tomás and the Library Lady, Waiting for the Biblioburro, My Librarian Is a Camel, That Book Woman, Green Eggs and Ham, Museum ABC	Know: How do all the Module 1 texts build our knowledge of how books can change lives around the world?	Execute: How do I use story elements in a narrative?	Write a sequenced event in a narrative.  Edit and revise sentences created in response to a prompt.
31 EOM	Tomás and the Library Lady, Waiting for the Biblioburro, My Librarian Is a Camel, That Book Woman, Green Eggs and Ham, Museum ABC	Know: How do all the Module 1 texts build our knowledge of how books can change lives around the world?	Execute: How do I use story elements in a narrative?	Write the resolution to a narrative.  Edit sentences created in response to a prompt.
32 SS	Tomás and the Library Lady, Waiting for the Biblioburro, My Librarian Is a Camel, That Book Woman, Green Eggs and Ham, Museum ABC	Know: How do all the Module 1 texts build our knowledge of how books can change lives around the world?	Excel: How can I respond to what others are saying in a Socratic Seminar?	Write and speak to show understanding of the module Learning Goals.

**Content Resources**

## CORE TEXTS

### Picture Books, Literary

- *Tomás and the Library Lady*, Pat Mora; Illustrations, Raul Colón
- *Waiting for the Biblioburro*, Monica Brown; Illustrations, John Parra
- *That Book Woman*, Heather Henson; Illustrations, David Small
- *Green Eggs and Ham*, Dr. Seuss

### Picture Books, Informational

- *Museum ABC*, The Metropolitan Museum of Art
- *My Librarian Is a Camel*, Margriet Ruurs

## SUPPLEMENTARY TEXTS

### Almanac

- *The Old Farmer's Almanac*

### Videos

- "CNN Heroes: Luis Soriano," CNN
- "Pack Horse Librarians," SLIS Storytelling

### Websites

- "ASL Sign for: yes," *American Sign Language Dictionary*
- "ASL Sign for: no," *American Sign Language Dictionary*
- "ASL Sign for: same," *American Sign Language Dictionary*

