2022/2023 Grade 1
Unit 1

Cycles of Learning *At a glance*				
Unit Writing Focus	**Cycle**	**Time frame**	**Priority Standards**	**Supporting Standards**
1.W.3.3 **1.W.4** (42 Days)	**Cycle 1**	**Aug. 15-Sept. 2** (15 days)	**Procedures** - Elearning procedures and etiquette - establish routines **NWEA** *(Aug 29-Sept. 9***)** **IRLA** *testing begins no later than September 12th* K.RF.2.4	1.RF.2.3 1.RF.2.4 1.RF.3.4 1.RV.2.1 1.RL.2.1
	Cycle 2	**Sept. 6-23** (14 days)	**DYSLEXIA SCREENER** 1.RF.3.2 1.RF.4.4	1.RF.4.2 1.RL.2.1 1.RL.3.1 1.W.2.1 1.RF.3.1
	Cycle 3	**Sept. 26-Oct. 14** (15 days)	1.RL.2.2 1.RF.3.2 1.RF.4.4 (grade level list)	1.RF.3.3 1.RF.3.5 1.RV.3.1

The K-12 aligned Social Emotional Learning Competencies and Employability Skill Standards can be found *here.*

Cycle 1

General Description of the Unit
Establishing routines, procedures, and laying the foundation for the 5 Ws.

Priority Standards
- 1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.
- 1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).

Foundational Skills -
High Frequency Words:
- Week 3: the, like, play, my

Phonological Awareness:
  Week 1: syllables/ Heggerty Lesson week 1
- **Week 2:** syllables/Heggerty Lesson week 2
- **Week 3:** syllables and rhyming/Heggerty Lesson week 3
-
  HEGGERTY HAND MOTIONS TUTORIAL

- **Phonics:**
  Week 1: Review consonant sounds
  Week 2: Review consonant sounds
  Week 3: Short vowel /a/ in cvc words

Supporting Standards
- 1.RF.2.3: Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).
- 1.RF.2.4: Learn and apply knowledge of alphabetical order.
- 1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.
- 1.RV.2.1: Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.
- 1.RL.2.1: Ask and answer questions about the main idea and key details in a text.

Read Aloud Comprehension Focus for Cycle:
Making Connections
One important comprehension strategy we want readers to use is making connections. There are three kinds of connections readers make before, during or after reading:
● text to self – This reminds me of my own life…
● text to text– This reminds me of another book I've read/movie I've watched…
● text to world– This reminds me this time in history/what's going on in the world right now
● Learn the procedures for gathering "Turn to your partner."

Writing Focus
1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.

1.W.4: Apply the writing process to –

Writing Expectations
- Use speech to generate phonics-based spelling
- Write one word/letter/symbol/squiggle for each word said
- Use initial consonant sounds, including blends & digraphs
- Use environmental print (word wall, morning message) for spelling help

● With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers. ● Use available technology to publish legible documents.	Kinsey Developmental Writing Scale https://app.oncoursesystems.com/school/webpage/32127/1500263 **Kinsey Writing Data Class Sheet**

Proficiency Scales	**Assessments**
Find the First Grade Proficiency Scales here.	IRLA

Enduring Understandings	**Essential Questions**
● Good writers start new sentences with a capital letter and end sentences with a punctuation mark. ● Good writers use word walls and other print in the room to help them write. ● There are different genres of texts and stories. ● Students ask and answer questions about the text. ● Students ask and answer questions to help clarify the meaning of words and phrases.	● How are stories different from informational texts? ● How do I spell words using the sounds I hear? ● How do we listen to understand? ● What should we listen for in this story? *Continuing to ask the 5W questions

Key Concepts	**Related Concepts**	**Vocabulary**
1.RF.3.2 ● I can blend sounds to make single- and multi-syllable words. **1.RF.4.4** ● I can recognize and read high-frequency sight words.	**1.RF.2.3** ● I can recognize capital letters at the beginning of a sentence. ● I can identify the first word of the sentence. ● I can recognize ending punctuation. **1.RF.2.4** ● I can put letters in alphabetical order. ● I can use the first letter of a word to put words in alphabetical order. **1.RF.3.4** ● I can tell the beginning sound of single-syllable words. ● I can tell the middle sound of single-syllable words. ● I can tell the ending sound of single-syllable words.	**1.RF.3.2** ● blend ● consonant ● syllable **1.RF.4.4** ● high-frequency word ● read ● recognize ● sight **1.RF.2.3** ● capital ● exclamation mark ● period ● punctuation ● question mark ● sentence **1.RF.2.4**

	1.RV.2.1 ● I can use context clues (words and sentence clues) to help me understand an unknown word. ● I can use text features (glossary, table of contents, index, captions, illustrations, headings) to help me understand an unknown word. 1.RL.2.1 ● I can ask questions about key details in a text. ● I can answer questions about what happens in a text. ● I can identify the main idea of a text. ● I can find key details to support the main idea.	● alphabetical 1.RF.3.4 ● beginning ● distinguish ● final ● middle (medial) ● syllable 1.RV.2.1 ● context clue ● glossary ● illustration ● text feature 1.RL.2.1 ● key detail ● main idea ● text

Resources

ARC Resources

- Read Aloud Immersion Collection
- Miss Smith's Incredible Storybook
- Lunch Money
- Lottie Paris
- I Brought my Rat for Show and Tell

Supplemental Fiction Texts Benchmark	**Supplemental Nonfiction Texts**	**Supplemental Media, Music, Art, and other Resources**

Reflection

Data Analysis	**Celebrations/Changes**

Cycle 2

General Description of the Unit

Reviewing routines and procedures, connecting reading to writing, building a community. Students will become aware of reading levels and build stamina toward independence. .Teachers work to build stamina with the reading block for independent reading, centers/stations and attention. Students are aware of power goals and current reading level.

Priority Standards	Supporting Standards

Priority Standards
- 1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.
- 1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).

Foundational Skills -
High Frequency Words:
 Week 1: what, to do, this
 Week 2: and, stop, see, jump
 Week 3: little, with, have, are

Phonological Awareness:
 Week 1: rhyming/ Heggerty Lesson week 4
 Week 2: rhyme recognition/Heggerty Lesson week 5
 Week 3: rhyme recognition/ Heggerty Lesson week 6
 HEGGERTY HAND MOTIONS TUTORIAL

Phonics:
Week 1: Short vowel /i/ in cvc/cvcc words
Week 2: Short vowel /o/ in cvc/cvcc words
Week 3: Short vowel /u/ in cvc/cvcc words

Supporting Standards
- 1.RF.3.1: Produce rhyming words.
- 1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.
- 1.RL.3.1: Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
- 1.W.2.1: Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
- 1.RL.2.1: Ask and answer questions about the main idea and key details in a text.

Read Aloud Comprehension Focus for Cycle:
Making Connections
One important comprehension strategy we want readers to use is making connections. There are three kinds of connections readers make before, during or after reading:
● text to self – This reminds me of my own life…
● text to text– This reminds me of another book I've read/movie I've watched…
● text to world– This reminds me this time in history/what's going on in the world right now
● Learn the procedures for gathering "Turn to your partner."

Writing Focus
1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.

1.W.4: Apply the writing process to –
- With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details

Writing Expectations

- Use speech to generate phonics-based spelling
- Write one word/letter/symbol/squiggle for each word said
- Use initial consonant sounds, including blends & digraphs
- Use environmental print (word wall, morning message) for spelling help

Kinsey Writing Data Class Sheet

(e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers. ● Use available technology to publish legible documents.	

Proficiency Scales Find the First Grade Proficiency Scales here.	**Assessments** **IRLA** **Writing Samples**
Enduring Understandings ● Readers identify who is telling the story. ● Readers use strategies to build understanding. ● Readers ask and answer questions about what they read in order to understand. ● Readers can describe characters, settings, and major events in the story. ● Writers represent thoughts with drawing and writing. ● Writers use initial consonant blends, including blends and digraphs.	**Essential Questions** ● What books can I read if I know my Power Words? ● What strategy can I use when I come across a word I don't know? ● How do I select a book that is right for me? *Continue using 5Ws.

Key Concepts **1.RF.3.2** ● I can blend sounds to make single- and multi-syllable words. **1.RF.4.4** ● I can recognize and read high-frequency sight words.	**Related Concepts** **1.RF.4.2** ● I can decode one-syllable words with the CVC pattern. ● I can decode one-syllable words with the CVr pattern. ● I can decode one-syllable words with a short vowel. ● I can decode one-syllable words with the VV pattern. ● I can decode one-syllable words with the VCe pattern. **1.RL.3.1** ● I can identify basic characteristics of fairy tales, nursery rhymes, and storybooks. **1.W.2.1**	**Vocabulary** **1.RF.3.2** ● blend ● consonant ● syllable **1.RF.4.4** ● high-frequency word ● read ● recognize ● sight **1.RF.4.2** ● decode ● syllable **1.RL.3.1** ● characteristic ● fairy tale ● genre ● identify

	● I can write uppercase and lowercase letters legibly. ● I can put spaces between words so my writing is easy to read. **1.RF.3.1** ● I can give words that rhyme. **1.RL.2.1** ● I can ask questions about key details in a text. ● I can answer questions about what happens in a text. ● I can identify the main idea of a text. ● I can find key details to support the main idea.	● narrative ● nursery rhyme ● storybook **1.W.2.1** ● legibly ● lowercase letter ● sentence ● uppercase (capital) letter **1.RF.3.1** ● produce ● rhyme ● word **1.RL.2.1** ● key detail ● main idea ● text

Resources

ARC Resources

● Giant Pandas
● Dinosaurs
● Sea Turtles
● Planets

Supplemental Fiction Texts	**Supplemental Nonfiction Texts**	**Supplemental Media, Music, Art, and other Resources**

Reflection

Data Analysis	**Celebrations/Changes**

Cycle 3

General Description of the Unit
Adding to the 5 Ws, students will be retelling stories. We will produce a class book to showcase student skills. .Teachers continue to work to build stamina with the reading block for independent reading, centers/stations and attention. Students are aware of power goals and current reading level.

Priority Standards
- 1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.
- 1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).
- 1.RL.2.2: Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.

Foundational Skills -
- **High Frequency Words:**
  Week 1: give, come, some, for
  Week 2: many, thing, you, these
  Week 3: call, from, which, very
- **Phonological Awareness:**
Week 1: rhyming/ Heggerty Lesson week 7
Week 2: rhyme recognition/Heggerty Lesson week 8
Week 3: rhyme recognition/ Heggerty Lesson week 9
  HEGGERTY HAND MOTIONS TUTORIAL
- **Phonics:**
  Week 1: **Short vowel /e/** in cvc/cvcc words
  Week 2: **l - blends**
  Week 3: **s - blends**

Supporting Standards
- 1.RF.3.3: Orally blend sounds in words.
- 1.RF.3.5: Segment the individual sounds in one-syllable words.
- 1.RV.3.1: Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).

Read Aloud Comprehension Focus for Cycle:
Making Connections
One important comprehension strategy we want readers to use is making connections. There are three kinds of connections readers make before, during or after reading:
● text to self – This reminds me of my own life…
● text to text– This reminds me of another book I've read/movie I've watched…
● text to world– This reminds me this time in history/what's going on in the world right now
● Learn the procedures for gathering "Turn to your partner."

Writing Focus
1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal

Writing Expectations
- Use speech to generate phonics-based spelling
- Write one word/letter/symbol/squiggle for each word said

words to signal event order, with ideas organized into a beginning, middle, and ending. 1.W.4: Apply the writing process to – ● With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers. ● Use available technology to publish legible documents.	● Use initial consonant sounds, including blends & digraphs ● Use environmental print (word wall, morning message) for spelling help ● Write opinion pieces which introduce the topic or title of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. ● Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. ● Writers use graphic organizers (Venn diagram) to compare and contrast and plan out writings **Kinsey Writing Data Class Sheet**
Proficiency Scales Find the First Grade Proficiency Scales here.	**Assessments** **1.RL.2.2 Formative Assessment**
Enduring Understandings ● Readers are able to retell stories including central messages or lessons. ● Readers determine the central message or lesson using key supporting details and ideas.	**Essential Questions** ● What are some things you wonder/notice about the book? ● What do the stories have in common? How are they different? ● What was the major problem and how was it solved? ● What's another lesson we can learn from this story? What makes you think that? ● What is the MOST IMPORTANT lesson (central message) we can learn? What words/phrases and/or pictures make you think that?

Key Concepts	Related Concepts	Vocabulary
1.RF.3.2 ● I can blend sounds to make single- and multi-syllable words. **1.RF.4.4** ● I can recognize and read high-frequency sight words.	**1.RF.3.3** ● I can give the sounds in a word. ● I can blend sounds to make a word. **1.RF.3.5** ● I can segment sounds in one-syllable words. **1.RV.3.1**	**1.RF.3.2** ● blend ● consonant ● syllable **1.RF.4.4** ● high-frequency word ● read ● recognize

1.RL.2.2 • I can retell stories, fables, and fairy tales. • I can use key details to demonstrate understanding of the central message or lesson in a story, fable, or fairy tale.	• I can identify words or phrases that suggest feelings or appeal to the senses.	• sight **1.RL.2.2** • central message • demonstrate • fable • fairy tale • lesson • retell • sequence **1.RF.3.3** • blend • orally • sound **1.RF.3.5** • individual • segment • syllable **1.RV.3.1** • identify • senses

Resources

ARC Resources
Hewitt Anderson's Great Big Life
Dancing in the Wings
Arthur's Tooth and Arthur Writes a Story

Supplemental Fiction Texts	**Supplemental Nonfiction Texts**	**Supplemental Media, Music, Art, and other Resources**

Reflection

Data Analysis	**Celebrations/Changes**

2022/2023 Grade 1
Unit 2

Cycles of Learning				
At a glance				
Unit Writing Focus	**Cycle**	**Time frame**	**Priority Standards**	**Supporting Standards**
1.W.3.2 1.W.4 (41 Days)	**Cycle 4**	**Oct, 17-Nov. 4** (13 days)	1.RF.4.1 1.RF.4.4 1.RN.2.2	1.RF.4.3 1.RN.4.2 1.RV.2.1
	Cycle 5	**Nov. 7- Dec. 2** (14 days)	1.RF.4.1 1.RF.4.4	1.RF.4.5 1.RN.3.1
	Cycle 6	**Dec. 5- Jan. 6** (14 days)	**NWEA (MOY)** 1.RF.4.1 1.RF.4.4 (grade level list) 1.RN.2.2	1.RV.2.2 1.RV.2.4 1.RL.2.1 1.RN.2.1

The K-12 aligned Social Emotional Learning Competencies and Employability Skill Standards can be found [here.](here)

Cycle 4

General Description of the Unit
Through exploring wild and endangered animals, students will be introduced to various animals, their physical characteristics, animal behavior and survival instincts.

Priority Standards
- 1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.
- 1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).
- 1.RN.2.2: Retell main ideas and key details of a text.

Foundational Skills -
High Frequency Words:
Week 1: said, when, there, where
Week 2: Review previous words
Week 3: were, gave go first
Phonological Awareness:
Week 1: rhyming/ Heggerty Lesson week 10
Week 2: rhyme recognition/Heggerty Lesson week 11
Week 3: rhyme recognition/ Heggerty Lesson week 12
[**HEGGERTY HAND MOTIONS TUTORIAL**](#)
Phonics:
> **Week 1**: **r- blends**
> **Week 2**: Review skills
> **Week 3**: Digraphs **sh, th**

Supporting Standards
- 1.RF.4.3: Apply knowledge of final –e and common vowel teams (vowel digraphs) for representing long vowel sounds.
- 1.RN.4.2 Identify basic similarities in and differences between two texts on the same topic.
- 1.RV.2.1: Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.

Read Aloud Comprehension Focus for Cycle:
Wondering
Good readers ask questions about a text to focus their reading, clarify meaning, and delve deeper into the text. Students generate questions before, during, and after reading to make sense of text, and they analyze their questions to deepen their understanding of the reading.

Question Stems:

- What were you wondering about when you read that piece?
- Can you show me a part where you were confused? What questions came to mind at that point?
- What questions do you have right now about the character, situation, author, theme?

Writing Focus
1.W.3.2: Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.

Writing Expectations
- Students will write for 10 minutes.
- Students will write a variety of things.

1.W.4: Apply the writing process to – ● With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers. ● Use available technology to publish legible documents.	● Students will refer back to the book for specific information or spellings. ● Writing includes, topic, facts and details. ● Use a graphic organizer to include key words or phrases to collect information. ● Write an informative text in which they can name a topic and supply facts about the topic. ● RQ 1 Physical Characteristics of ● RQ 2 Behavior of **Kinsey Writing Data Class Sheet**

Proficiency Scales Find the First Grade Proficiency Scales here.	**Assessments**

Enduring Understandings ● Readers summarize key details and ideas. ● Readers can identify the main topic and retell key details.	**Essential Questions** ● What does an animal look like? ● How do these characteristics help the animal survive? ● How does it act? How does its behavior help it survive?

Key Concepts	**Related Concepts**	**Vocabulary**
1.RF.4.1 ● I can decode words using consonant sounds. ● I can decode words using short and long vowel sounds. ● I can decode words using consonant blends and diagraphs. ● I can decode words using vowel teams and diagraphs. ● I can decode words using r-controlled vowels. ● I can decode words. **1.RF.4.4** ● I can recognize and read high-frequency sight words.	**1.RF.4.3** ● I can use final -e patterns to read words. ● I can identify the sounds vowel teams make. ● I can identify the sounds vowel digraphs make. **1.RL.3.2** ● I can identify who is telling the story throughout a text. **1.RV.2.1** ● I can use context clues (words and sentence clues) to help me understand an unknown word. ● I can use text features (glossary, table of contents, index, captions, illustrations,	**1.RF.4.1** ● blend ● consonant ● decode ● diagraph ● long vowel ● r-controlled vowel ● short vowel **1.RF.4.4** ● high-frequency word ● read ● recognize ● sight **1.RL.2.2** ● central message ● demonstrate

1.RL.2.2 ● I can retell stories, fables, and fairy tales. ● I can use key details to demonstrate understanding of the central message or lesson in a story, fable, or fairy tale.	headings) to help me understand an unknown word.	● fable ● fairy tale ● lesson ● retell ● sequence **1.RF.4.3** ● apply ● diagraph ● long vowel ● vowel **1.RL.3.2** ● character ● identify ● narrator **1.RV.2.1** ● context clue ● glossary ● illustration ● text feature

Resources

ARC Resources

- Slime, Poop and Other Wacky Animal
- Far Out
- Reptiles of all Kinds

Supplemental Fiction Texts	**Supplemental Nonfiction Texts**	**Supplemental Media, Music, Art, and other Resources**
		Animal A-Z Kidzone National Geographic Animals: What Sam Sees

Reflection

Data Analysis	**Celebrations/Changes**

Cycle 5

General Description of the Unit
Through exploring wild and endangered animals, students will identify animal characteristics in order to classify them into groups (mammals, birds, reptiles, amphibians). They will also research life cycles and habitats.

Priority Standards
- 1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.
- 1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).

Foundational Skills -
High Frequency Words:
Week 1: they, eat, too, our
Week 2: Review previous words
Week 3: who, know, was, made
Phonological Awareness:
Week 1: rhyming/ Heggerty Lesson week 13
Week 2: rhyme recognition/Heggerty Lesson week 14
Week 3: rhyme recognition/ Heggerty Lesson week 15
HEGGERTY HAND MOTIONS TUTORIAL
Phonics:
    Week 1: Digraphs **ch, tch, wh**
    Week 2: Review skills
    Week 3: **Digraphs ng, nk**

Supporting Standards
- 1.RF.4.5: Read words in common word families (e.g., -at, -ate).
- 1.RN.3.1 Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.

Read Aloud Comprehension Focus for Cycle:
Wondering
Good readers ask questions about a text to focus their reading, clarify meaning, and delve deeper into the text. Students generate questions before, during, and after reading to make sense of text, and they analyze their questions to deepen their understanding of the reading.

Question Stems:

- What were you wondering about when you read that piece?
- Can you show me a part where you were confused? What questions came to mind at that point?
- What questions do you have right now about the character, situation, author, theme?

Writing Focus
1.W.3.2: Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.

Writing Expectations
- Students can write a sentence to introduce the text.
- Students provide a concluding statement.
- (Students can organize ideas using RQ 4)
- Student edit writing for format and conventions.

1.W.4: Apply the writing process to – ● With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers. ● Use available technology to publish legible documents.	● RQ 3 classification of ● RQ 4 Life Cycle ● RQ 5 Habitat Ecosystem **Kinsey Writing Data Class Sheet**
Proficiency Scales Find the First Grade Proficiency Scales here.	**Assessments** 3 point rubric 6 point rubric 1.RN.2.2 Formative Assessment
Enduring Questions ● Readers use clues in the text to establish meaning. ● Good readers use text features to identify the purpose of the text. ● Nonfiction text helps us understand our world.	**Essential Questions** ● What species do you find interesting? Why? ● What are the characteristics of this species? ● Where does it live? ● How does the animal change throughout its life?

Key Concepts **1.RF.4.1** ● I can decode words using consonant sounds. ● I can decode words using short and long vowel sounds. ● I can decode words using consonant blends and diagraphs. ● I can decode words using vowel teams and diagraphs. ● I can decode words using r-controlled vowels. ● I can decode words. **1.RF.4.4** ● I can recognize and read high-frequency sight words. ●	**Related Concepts** **1.RF.4.5** ● I can read word families. **1.RL.2.4** ● I can predict what will happen next in a story. ● I can use details from the story to determine if my prediction was correct.	**Vocabulary** **1.RF.4.1** ● blend ● consonant ● decode ● diagraph ● long vowel ● r-controlled vowel ● short vowel **1.RF.4.4** ● high-frequency word ● read ● recognize ● sight **1.RF.4.5** ● word family **1.RL.2.4** ● confirm

		● predict
Resources		
ARC Resources ● Far Out ! Animals That Do Amazing Things		
Supplemental Fiction Texts	**Supplemental Nonfiction Texts**	**Supplemental Media, Music, Art, and other Resources** Seaworld National Geographic Animals: What Sam Sees
Reflection		
Data Analysis		**Celebrations/Changes**

Cycle 6

General Description of the Unit
Through exploring wild and endangered animals, students will research various animal diets and study food webs. In addition, they will identify endangered animals and threats to their survival. Students will continue to retell the main idea and details of a text.

Priority Standards
- 1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.
- 1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).
- 1.RN.2.2: Retell main ideas and key details of a text.

Foundational Skills -
High Frequency Words:
Week 1: water, that, of , carry
Week 2: use, put, don't, other
Week 3: new, why, school, friend
Phonological Awareness:
Week 1: rhyming/ Heggerty Lesson week 16
Week 2: rhyme recognition/Heggerty Lesson week 17
Week 3: rhyme recognition/ Heggerty Lesson week 18
HEGGERTY HAND MOTIONS TUTORIAL
Phonics:
- **Week 1: Final e (a_e, i_e)**
- **Week 2: Final e (o_e, u_e, e_e)**
- **Week 3: Single letter long vowels (e, i, o)**

Supporting Standards
- 1.RV.2.2: Define and sort words into categories (e.g., antonyms, living things, synonyms).
- 1.RV.2.4: Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.
- 1.RN.2.1: Ask and answer questions about key details to clarify and confirm understanding of a text.

Read Aloud Comprehension Focus for Cycle:
Wondering
Good readers ask questions about a text to focus their reading, clarify meaning, and delve deeper into the text. Students generate questions before, during, and after reading to make sense of text, and they analyze their questions to deepen their understanding of the reading.

Question Stems:

- What were you wondering about when you read that piece?
- Can you show me a part where you were confused? What questions came to mind at that point?
- What questions do you have right now about the character, situation, author, theme?

Writing Focus
1.W.3.2: Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.

1.W.4: Apply the writing process to –

Writing Expectations
- Students can write a series of sentences that includes an **introduction**, **detail sentences**, and a **concluding statement**. (4-5 sentences)
- Students include facts in their writing.
- Students use key details to teach about my topic.

● With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers. ● Use available technology to publish legible documents.	● Students can find definitions to key vocabulary. ● RQ6 Food Web ● RQ7 Endangered ● Glossary ● Works Consulted **Kinsey Writing Data Class Sheet**

Proficiency Scales Find the First Grade Proficiency Scales here.	**Assessments** 6 point writing rubric

Enduring Understandings ● Readers ask questions about the text to improve their understanding about what is being read. ● Nonfiction helps us understand our world.	**Essential Questions** ● What does it eat? ● Who eats it? ● Is the animal endangered? ● Why is the animal endangered? ● What are the threats to its survival?

Key Concept	**Related Concepts**	**Vocabulary**
1.RF.4.1 ● I can decode words using consonant sounds. ● I can decode words using short and long vowel sounds. ● I can decode words using consonant blends and diagraphs. ● I can decode words using vowel teams and diagraphs. ● I can decode words using r-controlled vowels. ● I can decode words. **1.RF.4.4** ● I can recognize and read high-frequency sight words.	**1.RN.2.1** ● I can ask clarifying questions about key details in a text. ● I can answer questions about key details to confirm understanding of a text. **1.RV.2.2** ● I can sort words into categories using synonyms and antonyms. **1.RV.2.4** ● I can recognize affixes, roots, and word endings. ● I can use affixes, roots, and word endings as clues to the meaning of an unknown word.	**1.RF.4.1** ● blend ● consonant ● decode ● diagraph ● long vowel ● r-controlled vowel ● short vowel **1.RF.4.4** ● high-frequency word ● read ● recognize ● sight **1.RN.2.2** ● key details ● main idea

1.RN.2.2		● nonfiction text
● I can retell main ideas of a nonfiction text. ● I can retell key details of a nonfiction text.		● retell **1.RN.2.1** ● answer ● ask ● clarify ● confirm ● text **1.RL.2.1** ● key detail ● main idea ● text **1.RV.2.2** ● antonym ● define ● sort ● synonym **1.RV.2.4** ● affix ● inflectional ending ● recognize ● root

Resources
ARC Resources

Supplemental Fiction Texts	**Supplemental Nonfiction Texts**	**Supplemental Media, Music, Art, and other Resources** Animal A-Z Kidzone National Geographic Animals: What Sam Sees

Reflection	
Data Analysis	**Celebrations/Changes**

2022/2023 Grade 1

Unit 3

Cycles of Learning *At a glance*				
Unit Writing Focus	**Cycle**	**Time frame**	**Priority Standards**	**Supporting Standards**
1.W.3.3 **1.W.4** (42 days)	**Cycle 7**	**Jan. 9- Jan. 27** (14 days)	**WIDA** 1.RL.2.2 1.RF.4.4	1.RL.2.1 1.RV.2.4 1.RL.4.1
	Cycle 8	**Jan. 30 -Feb. 17** (15 days)	1.RV.2.1 1.RF.4.4	1.RN.2.1 1.RV.3.2 1.RL.2.3
	Cycle 9	**Feb. 20 - Mar. 10** (14 days)	1.RL.2.3 1.RF.4.4 (grade level list)	1.RL.4.2 1.RL.3.2

The K-12 aligned Social Emotional Learning Competencies and Employability Skill Standards can be found here.

Cycle 7

General Description of the Unit
Students will explore Family Stories, describing story elements: Characters, setting, and plot. Students will retell stories in sequence, including key details and central message.

Priority Standards	Supporting Standards

Priority Standards
● 1.RL.2.2: Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.
● 1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).
 	
Foundational Skills -
High Frequency Words:
Week 1: away, one, doesn't, something
Week 2: find, around, under, wash
Week 3: part, people, more, or
Phonological Awareness:
Week 1: rhyming/ Heggerty Lesson week 19
Week 2: rhyme recognition/Heggerty Lesson week 20
Week 3: rhyme recognition/ Heggerty Lesson week 21
HEGGERTY HAND MOTIONS TUTORIAL
    Phonics: Zone 2
    ● Week 1: **Long a** (**ai, ay**)
    ● Week 2: **Long e (ee, ea**)
        Week 3: **long o (oa, ow)**
	Supporting Standards
	● 1.RL.2.1: Ask and answer questions about the main idea and key details in a text.
	● 1.RV.2.4: Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.
	● 1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.
	Read Aloud Comprehension Focus for Cycle: Re-Telling Retelling The focus in retelling is to recall the sequence of events to retell stories. It is important as well to continue to make text-to-self connections and identify the key details in the stories. Stop part way through and ask; ●What has happened so far in the story?
	● What do you think (they) will do?
	● What happened next? Last?
	● At the end of a story have them tell you what happened; first, next, and last.
	● What is the problem in the story?
	● How do (they) solve it?
	● What happened in this part of the story?
	● What happens at the end?
	● What did you learn in this story?

Writing Focus 1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending. 1.W.4: Apply the writing process to –	**Writing Expectations** ● Students will develop a topic for a story. ● Students will develop the story elements for their story (characters, setting, problem, solution). ● Students will write a beginning for a story. ● Students will write details in a sequence that tells a story. **Kinsey Writing Data Class Sheet**

● With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers. ● Use available technology to publish legible documents.	

Proficiency Scales Find the First Grade Proficiency Scales here.	**Assessments** **1.RN.2.2 Formative District Assessment**

Enduring Understandings ● From stories, readers can learn lessons about life. ● Stories can help a reader understand families different from their own. ● Stories have a predictable structure that can help a reader comprehend. ● High frequency words help readers comprehend stories.	**Essential Questions** ● What makes a family? ● How are the families similar or different? ● What are different family traditions? ● What is the culture of a family? ● Where do families live? ● What Power Words do you recognize in this text?

Key Concepts **1.RF.4.4** ● I can recognize and read high-frequency sight words. **1.RL.2.2** ● I can retell stories, fables, and fairy tales. ● I can use key details to demonstrate understanding of the central message or lesson in a story, fable, or fairy tale.	**Related Concepts** **1.RL.2.1** ● I can ask questions about key details in a text. ● I can answer questions about what happens in a text. ● I can identify the main idea of a text. ● I can find key details to support the main idea. **1.RV.2.4** ● I can recognize affixes, roots, and word endings. ● I can use affixes, roots, and word endings as clues to the meaning of an unknown word. **1.RL.4.1** ● I can use the illustrations and details to describe characters in a story.	**Vocabulary** **1.RF.4.4** ● high-frequency word ● read ● recognize ● sight **1.RL.2.2** ● central message ● demonstrate ● fable ● fairy tale ● lesson ● retell ● sequence **1.RL.2.1** ● key detail ● main idea ● text **1.RV.2.4**

	● I can use the illustrations and details to describe the setting in a story. ● I can use the illustrations and details to describe events in a story.	● affix ● inflectional ending ● recognize ● root **1.RL.4.1** ● character ● detail ● event ● illustration ● setting

Resources

ARC Resources

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Supplemental Fiction Texts	Supplemental Nonfiction Texts	Supplemental Media, Music, Art, and other Resources

Reflection

Data Analysis	Celebrations/Changes

Cycle 8

General Description of the Unit
Students will continue to explore a variety of Family Stories, retelling a story, central message or lesson, using story elements to determine a central message or lesson.

Priority Standards
- 1.RV.2.1: Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.
- 1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).

Foundational Skills -
High Frequency Words:
Week 1: *different, full, into, through*
Week 2: *could, would, their, together*
Week 3: *work, again, eight, two*

Phonological Awareness:
Week 1: rhyming/ Heggerty Lesson week 22
Week 2: rhyme recognition/Heggerty Lesson week 23
Week 3: rhyme recognition/ Heggerty Lesson week 24
HEGGERTY HAND MOTIONS TUTORIAL
Phonics: Zone 3
Week 1: long i (y, igh)
Week 2: long u (u, ew, ue)
Week 3: r-Controlled ar

Supporting Standards
- 1.RL.2.1 Ask and answer questions about the main idea and key details in a text.
- 1.RV.3.2: Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.
- 1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.

Read Aloud Comprehension Focus for Cycle:
Re-Telling
Retelling The focus in retelling is to recall the sequence of events to retell stories. It is important as well to continue to make text-to-self connections and identify the key details in the stories. Stop part way through and ask;
● What has happened so far in the story?
● What do you think (they) will do?
● What happened next? Last?
● At the end of a story have them tell you what happened; first, next, and last.
● What is the problem in the story?
● How do (they) solve it?
● What happened in this part of the story?
● What happens at the end?
● What did you learn in this story?

Writing Focus
1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.

1.W.4: Apply the writing process to –

Writing Expectations
- Students will develop a topic for a story.
- Students will develop the story elements for their story (characters, setting, problem, solution).
- Students will write a beginning for a story.
- Students will write details in a sequence that tells a story.

Kinsey Writing Data Class Sheet

● With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers. ● Use available technology to publish legible documents.	

Proficiency Scales Find the First Grade Proficiency Scales here.	**Assessments**

Enduring Understandings ● Readers use multiple strategies to read and understand a text. ● Texts are full of clues that can help a reader understand. ● Key details shape the elements of a story.	**Essential Questions** ● What is the lesson of the story? How do you know? ● How does this story connect to you and your life? ● How does the story's lesson apply to your life? ● How can you describe this story to someone else using only the most important details? ● What clues helped you understand or describe the elements of the story? Continue including the 5Ws.

Key Concepts **1.RF.4.4** ● I can recognize and read high-frequency sight words. **1.RV.2.1** ● I can use context clues (words and sentence clues) to help me understand an unknown word. ● I can use text features (glossary, table of contents, index, captions, illustrations, headings) to help me understand an unknown word.	**Related Concepts** **1.RN.2.1** ● I can ask clarifying questions about key details in a text. ● I can answer questions about key details to confirm understanding of a text. **1.RV.3.2** ● I can ask questions to help determine the meaning of unknown words or phrases in a nonfiction text. ● I can answer questions to help determine the meaning of unknown words or phrases in a nonfiction text. **1.RL.2.3** ● I can identify and describe the main character(s) in a story.	**Vocabulary** **1.RF.4.4** ● high-frequency word ● read ● recognize ● sight **1.RV.2.1** ● context clue ● glossary ● illustration ● text feature **1.RN.2.1** ● answer ● ask ● clarify ● confirm ● text

	● I can identify and describe the setting of a story. ● I can identify and describe the problem and solution of a story. ● I can use key details to identify and describe the story's plot.	**1.RV.3.2** ● context clue **1.RL.2.3** ● character ● describe ● identify ● key detail ● plot ● setting

Resources

ARC Resources

Supplemental Fiction Texts	**Supplemental Nonfiction Texts**	**Supplemental Media, Music, Art, and other Resources**

Reflection	
Data Analysis	**Celebrations/Changes**

Cycle 9

General Description of the Unit
Students will continue to explore Family Stories by comparing and contrasting characters, events, and settings.

Priority Standards
- 1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.
- 1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).

Foundational Skills -
High Frequency Words:
Week 1: your, because, always, want
Week 2: open, walk, buy, every
Week 3: about, write, word, done
Phonological Awareness:
Week 1: rhyming/ Heggerty Lesson week 25
Week 2: rhyme recognition/Heggerty Lesson week 26
Week 3: rhyme recognition/ Heggerty Lesson week 27
HEGGERTY HAND MOTIONS TUTORIAL
Phonics: Zone 4
- **Week 1: r-Controlled er, ir, ur**
- **Week 2: r-Controlled or, ore, oar**
- **Week 3: Short /oo/ and Long /oo/**

Supporting Standards
- 1.RL.4.2: Compare and contrast the adventures and experiences of characters in stories.
- 1.RL.3.2: Identify who is telling the story at various points in a text.

Read Aloud Comprehension Focus for Cycle:
Visualizing
Good readers form visual and other sensory images during reading to better understand, remember, and enjoy texts. Students visualize to make sense of figurative language and deepen their understanding of poems and stories.

Question Stems:

- What are you seeing in your mind right now?
- What text helps you imagine? Are there any strong examples of imagery?
- What do you think ___ looks like?
- Can you picture anything with this sentence/paragraph?

Writing Focus
1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.

1.W.4: Apply the writing process to –
- With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and

Writing Expectations
- Students will develop a topic for a story.
- Students will develop the story elements for their story (characters, setting, problem, solution).
- Students will write a beginning for a story.
- Students will write details in a sequence that tells a story.
- Students will write an ending to a story.
- Students will have a story that includes a beginning, middle with details and sequencing, and an ending to a story. (5-6 sentences)

conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers. ● Use available technology to publish legible documents.	**Kinsey Writing Data Class Sheet**

Proficiency Scales Find the First Grade Proficiency Scales here.	**Assessments** **1.RL.2.3 Formative Assessment**

Enduring Understandings ● Readers can describe and understand the different elements of the story. ● Readers compare and contrast the different elements of a story in order to understand the story more deeply. ● Readers use multiple strategies to read and understand a text.	**Essential Questions** ● How would you describe this character? ● What do the details in the story tell you about the character/plot/setting? ● What do the pictures tell you about the characters/plot/setting? ● Who is the narrator? ● What is the same between these two stories/characters/events? ● What is different between these two stories/characters/events?

Key Concepts	**Related Concepts**	**Vocabulary**
1.RF.4.4 ● I can recognize and read high-frequency sight words. **1.RL.2.3** ● I can identify and describe the main character(s) in a story. ● I can identify and describe the setting of a story. ● I can identify and describe the problem and solution of a story. ● I can use key details to identify and describe the story's plot.	**1.RL.3.2** ● I can identify who is telling the story throughout a text. **1.RL.4.2** ● I can compare and contrast the adventures and experiences of characters in stories.	**1.RF.4.4** ● high-frequency word ● read ● recognize ● sight **1.RL.2.3** ● character ● describe ● identify ● key detail ● plot ● setting **1.RL.3.2** ● character ● identify ● narrator **1.RL.4.2** ● character

		● compare ● contrast
Resources		
ARC Resources		
Supplemental Fiction Texts	**Supplemental Nonfiction Texts**	**Supplemental Media, Music, Art, and other Resources**
Reflection		
Data Analysis		**Celebrations/Changes**

Cycles of Learning *At a glance*				
Unit Writing Focus	**Cycle**	**Time frame**	**Priority Standards**	**Supporting Standards**
1.W.3.1 1.W.5 (55 days)	**Cycle 10**	**Mar. 13 - Apr. 7** (15 days)	1.RN.4.1 1.RF.4.4	1.RF.4.6
	Cycle 11	**Apr. 10 -. 28** (13days)	1.RN.4.1 1.RF.4.4	1.RN.3.1 1.RN.2.3 1.RN.4.2 1.RF.4.6
	Cycle 12	**May 1 - 29** (20 days)	1.RF.4.4 (grade level list) 1.RN.2.2 1.RN.4.2 **NWEA, IRLA**	1.RN.3.2 1.RF.5

The K-12 aligned Social Emotional Learning Competencies and Employability Skill Standards can be found here.

Cycle 10

General Description of the Unit
Students will explore plants and learn vocabulary pertinent to the plant's parts. Students will identify the important parts of the plant and why it's important.

Priority Standards
- 1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).
- 1.RN.4.1: Identify the reasons the author gives to support points in a text.

Foundational Skills -
High Frequency Words:
Week 1: after, pull, goes. laugh
Week 2: four any, better, only
Week 3: been, before, pretty, warm
Phonological Awareness:
Week 1: rhyming/ Heggerty Lesson week 28
Week 2: rhyme recognition/Heggerty Lesson week 29
Week 3: rhyme recognition/ Heggerty Lesson week 30
[HEGGERTY HAND MOTIONS TUTORIAL](#)

Phonics:
Week 1: Dipthong /ou/ (ou, ow)
Week 2: Dipthong /oi/ (oi, oy)
Week 3: Complex vowel /o/ (au, aw, alk, alt, all)

Supporting Standards
- 1.RF.4.6: Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).

Read Aloud Comprehension Focus for Cycle:
Visualizing
Good readers form visual and other sensory images during reading to better understand, remember, and enjoy texts. Students visualize to make sense of figurative language and deepen their understanding of poems and stories.

Question Stems:

- What are you seeing in your mind right now?
- What do you think ___ looks like?
- Can you picture anything with this sentence/paragraph?
- What new facts did you learn?

Writing Focus
1.W.3.1: Write logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate, etc.) and give reasons why the proposal should be considered.

1.W.5: With support, conduct simple research on a topic.
- Identify several sources of information and indicate the sources.

Writing Expectations
- Students will determine their research topic.
- Students will determine their audience and what they want to propose.
- Students include facts in their writing.
- Students use key details and give reasons why the proposal should be considered.
- Students can use key vocabulary.

● Organize information, using graphic organizers or other aids. ● Make informal presentations on information gathered.	● Students will write 3 to 4 simple sentences. ● Paragraph form is introduced using the curriculum corner rubric. **Kinsey Writing Data Class Sheet**
Proficiency Scales Find the First Grade Proficiency Scales here. **Paragraph Rubric** http://www.thecurriculumcorner.com/wp-content/pdf/sentences/writingrubricbp2.pdf	**Assessments** **1.RN.4.1 Formative Assessments**
Enduring Understandings ● Authors provide details to help readers make sense of the text. ● Authors use text features to clarify their purpose of a text and provide details.	**Essential Questions** ● What details does the author use to support their main idea? ● How do you know which details are important? ● What important details did you learn from the text features? ● What text features provide important details?

Key Concepts	Related Concepts	Vocabulary
1.RF.4.4 ● I can recognize and read high-frequency sight words. **1.RN.4.1** ● I can identify the support an author gives for their topic.	**1.RF.4.6** ● I can read root words with affixes. ● I can read compound words. ● I can read contractions. **1.RN.3.1** ● I can identify and use text features in a nonfiction text. ● I can locate and describe key facts in a nonfiction text.	**1.RF.4.4** ● high-frequency word ● read ● recognize ● sight **1.RN.4.1** ● identify ● nonfiction text ● reason ● support **1.RF.4.6** ● affix ● comparative ● compound ● contraction ● plural ● root word ● verb

Resources
ARC Resources

Supplemental Fiction Texts	Supplemental Nonfiction Texts	Supplemental Media, Music, Art, and other Resources

Reflection	
Data Analysis	**Celebrations/Changes**

Cycle 11

General Description of the Unit
Students will continue to learn vocabulary that applies to the plant's life cycle. Students will be able to describe the life cycle of plants.

Priority Standards
- 1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).
- 1.RN.4.1: Identify the reasons the author gives to support points in a text.

Foundational Skills -
High Frequency Words:
Week 1: once, upon, yellow, live
Week 2: even, never, most, another
Week 3: number, today, special, over

Phonological Awareness:
Week 1: r-Controlled are, air, ear
Week 2: Long i (ild, ind) & **Long o (old)**
Week 3: Long i (ie) & Long o (oe)

HEGGERTY HAND MOTIONS TUTORIAL
Phonics: Inflectional endings: -s, -es, -ed, -ing, -y, -er, -est

Supporting Standards
- 1.RN.2.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 1.RN.3.1: Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.
- 1.RN.4.2: Identify basic similarities in and differences between two texts on the same topic.
- 1.RF.4.6: Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).

Read Aloud Comprehension Focus for Cycle:
Understanding Text Structure

Good readers use their knowledge of expository text structure to improve their comprehension. Students identify and use features (headings, subheadings) and relationships (cause and effect, compare and contrast to help them comprehend expository texts.

- **Why do you think that happened?**
- **What caused...?**
- **When _____ occurred, what was the outcome?**
- **Find similarities and differences between _____ & _____.**
- **Which of these do you identify with? Why?**

Writing Focus	Writing Expectations
Writing Focus 1.W.3.1: Write logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate, etc.) and give reasons why the proposal should be considered. 1.W.5: With support, conduct simple research on a topic. ● Identify several sources of information and indicate the sources. ● Organize information, using graphic organizers or other aids. ● Make informal presentations on information gathered.	**Writing Expectations** ● Students will determine their research topic. ● Students will determine their audience and what they want to propose. ● Students include facts in their writing. ● Students use key details and give reasons why the proposal should be considered. ● Students can use key vocabulary. ● Students use graphic organizers to organize their ideas. ● Students will write 3 to 4 simple sentences. ● Paragraph form is continued using the curriculum corner rubric. **Kinsey Writing Data Class Sheet**
Proficiency Scales Find the First Grade Proficiency Scales here. **Paragraph Rubric** http://www.thecurriculumcorner.com/wp-content/pdf/sentences/writingrubricbp2.pdf	**Assessments** **1.RN.4.2 Formative Assessment**
Enduring Understandings ● Writers share information by providing the reader with facts about a topic. ● Listening to texts helps a reader notice similarities and differences. ● Nonfiction texts help us understand our world.	**Essential Questions** ● What details from the text help you answer your research question? ● Is there any information the author could have included to make this text more useful? ● How is each part of the plant important? ● What information should you include on your diagram?

Key Concepts	Related Concepts	Vocabulary
Key Concepts **1.RF.4.4** ● I can recognize and read high-frequency sight words. **1.RN.4.1** ● I can identify the support an author gives for their topic.	**Related Concepts** **1.RN.3.1** ● I can identify and use text features in a nonfiction text. ● I can locate and describe key facts in a nonfiction text. **1.RN.2.3** ● I can describe the connection between two individuals in a nonfiction text. ● I can describe the connection between events in a nonfiction text.	**Vocabulary** **1.RF.4.4** ● high-frequency word ● read ● recognize ● sight **1.RN.4.1** ● identify ● nonfiction text ● reason ● support

	● I can describe the connection between ideas in a nonfiction text. ● I can describe the connection between pieces of information in a nonfiction text. **1.RN.4.2** ● I can identify the topic of texts. ● I can identify similarities between two texts on the same topic. ● I can identify differences between two texts on the same topic. **1.RF.4.6** ● I can read root words with affixes. ● I can read compound words. ● I can read contractions.	**1.RN.3.1** ● glossary ● identify ● illustration ● key fact ● nonfiction text ● table of contents ● text feature **1.RN.2.3** ● connection ● describe ● information ● nonfiction text **1.RN.4.2** ● difference ● identify ● nonfiction text ● similarity ● topic **1.RF.4.6** ● affix ● comparative ● compound ● contraction ● plural ● root word ● verb

Resources		
ARC Resources ●		
Supplemental Fiction Texts	**Supplemental Nonfiction Texts**	**Supplemental Media, Music, Art, and other Resources**
Reflection		

Data Analysis	**Celebrations/Changes**

Cycle 12

General Description of the Unit
Students will learn about the plants' habitats and what plants need to survive.

Priority Standards
- 1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).
- 1.RN.2.2: Retell main ideas and key details of a text.
- 1.RN.4.2: Identify basic similarities in and differences between two texts on the same topic.

Foundational Skills
High Frequency Words:
Week 1: *also, myself, off, seven*
Week 2:
Week 3:
'[/]/**Phonological Awareness:**
Week 1: rhyming/ Heggerty Lesson week 34
Week 2: rhyme recognition/Heggerty Lesson week 35
Week 3: Heggerty post screener
HEGGERTY HAND MOTIONS TUTORIAL
Phonics:
Week 1: Long e (y, ey, ie)
Week 2:
Week 3:

Supporting Standards
- 1.RN.3.2: Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.
- 1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

Read Aloud Comprehension Focus for Cycle:
Understanding Text Structure

Good readers use their knowledge of expository text structure to improve their comprehension. Students identify and use features (headings, subheadings) and relationships (cause and effect, compare and contrast to help them comprehend expository texts.

- **Why do you think that happened?**
- **What caused…?**
- **When _____ occurred, what was the outcome?**
- **Find similarities and differences between _____ & _____.**
- **Which of these do you identify with? Why?**

Writing Focus
1.W.3.1: Write logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate, etc.) and give reasons why the proposal should be considered.

1.W.5: With support, conduct simple research on a topic.
- Identify several sources of information and indicate the sources.

Writing Expectations
- Students will write a proposal for an audience that includes an introduction, key details to support, and a conclusion statement. (5-6 sentences)
- Students will determine their audience and what they want to propose.
- Students include facts in their writing.
- Students use key details and give reasons why the proposal should be considered.

● Organize information, using graphic organizers or other aids. ● Make informal presentations on information gathered.	● Students can use key vocabulary. ● Students will write 3 to 4 simple sentences. ● Paragraph form writing is continued using the curriculum corner rubric. **Kinsey Writing Data Class Sheet**

Proficiency Scales Find the First Grade Proficiency Scales here. **Paragraph Rubric** http://www.thecurriculumcorner.com/wp-content/pdf/sentences/writingrubricbp2.pdf	**Assessments**

Enduring Understandings ● Writers use the writing process to reread and revise a writing to make the best possible product. ● Writers share information through a writing by providing the reader with facts about a topic ● Good readers read with accuracy, fluency, and expression to support their understanding. ● Good readers use a variety of reading strategies to gain information from nonfiction texts.	**Essential Questions** ● How are these two texts/ideas similar? ● How are these two texts/ideas different? ● What strategies can you use to read nonfiction texts to gain information? ● What steps do I take to revise my writing? ● What does active listening look like when someone is presenting?

Key Concepts **1.RF.4.4** ● I can recognize and read high-frequency sight words. **1.RN.2.2** ● I can retell main ideas of a nonfiction text. ● I can retell key details of a nonfiction text. **1.RN.4.2** ● I can identify the topic of texts. ● I can identify similarities between two texts on the same topic. ● I can identify differences between two texts on the same topic.	**Related Concepts** **1.RN.3.2** ● I can identify how the structure in a nonfiction text shows order. ● I can explain a simple cause and effect relationship in a nonfiction text. **1.RF.5** ● I can read smoothly. ● I can read words accurately. ● I can read so others can understand me. ● I can read with expression.	**Vocabulary** **1.RF.4.4** ● high-frequency word ● read ● recognize ● sight **1.RN.2.2** ● key details ● main idea ● nonfiction text ● retell **1.RN.4.2** ● difference ● identify ● nonfiction text ● similarity ● topic

		1.RN.3.2 ● cause ● effect ● identify ● nonfiction text ● sequential **1.RF.5** ● accurate ● comprehension ● expression ● punctuation ● text
Resources		
ARC Resources		
●		
Supplemental Fiction Texts	**Supplemental Nonfiction Texts**	**Supplemental Media, Music, Art, and other Resources**
Reflection		
Data Analysis		**Celebrations/Changes**