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| **Unit 1:** Animals Tame and Wild **Suggested Length:** 30 days |

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| **Standards:**  1.RL.2: Retell stories, including key details and demonstrate understanding of their central message or lesson. (R)  1.RL.3: Describe characters, settings, and major events in a story, using key details. (R)  1.RL.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (R)  Example: Can you tell me which words or phrases let you know that Mom was angry? How the cookie smells?  1.RL.7: Use illustrations and details in a story to describe its characters, setting, or events. (R)  1.RI.7: Use illustrations and details in a text to describe its key ideas. (R)  1.RF.2.c: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (S)  1.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.  d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (S)  1.RF.4: Read with sufficient accuracy and fluency to support comprehension. (S)  1.L.1: Demonstrate command of the conventions of standard English, grammar, and usage when writing or speaking. (S)  a. Print all upper and lowercase letters.  c. Uses singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).  d. Use personal, possessive, and indefinite pronouns (e.g., I , me, my; they, them, their; anyone, everything).  e. Use verbs to convey a sense of past, present and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home.)  1.L.2.e: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (K)  1.L.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (R)  a: Sort words into categories (e.g., colors, clothing (to gain a sense of concepts the categories represent). (S)  1.SL.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (P) | **Student Learning Targets:**  **I can tell what the story is about using details from the story. (1.RL.2) R**  **I can describe characters from a story. (1.RL.3) (1.RL.7) R**  **I can describe the setting of a story. (1.RL.3) (1.RL.7) R**  **I can describe major events in a story using key details. (1.RL.3) R**  **I can identify words and phrases in a story/poem that show feelings. (1.RL.4) R**  **I can identify words and phrases in a story/poem that describe how something looks, tastes, smells, feels, sounds. (1.RL.4) R**  **I can use pictures to help me explain what happens in a text. (1.RI.7) R**  **I can use details in a text to help me explain what happens in that text. (1.RI.7) R**  **I can read words with short vowels (CVC words). (1.RF.2.c) S**  **I can tell how many syllables are in a word. (1.RF.3.d) S**  **I can read fluently. (1.RF.4) S**  **I can use strategies to self-correct as I read. (1.RF.4) S**  **I can write all upper and lowercase letters. (1.L.1.a) S**  **\*\*Note: For 1.L.1.c, d, e: make sure to tailor activities to show proficiency in these language standards.**  **I can hear and write sounds in a word.**  **(1.L.2.e) K**  **I can sort words into different groups.**  **(1.L.5.b) S**  **I can talk about what I’ve read with my class. (1.SL.1) P** | **Congruent Sample Assessment Questions:**  **Many of the standards will be assessed through F&P, guided reading, and teacher observation: 1.RL.2, 1.RL.3, 1.RL.4, 1.RL.7, 1.RI.7, 1.RF.2.c, 1.RF.4, 1.SL.1**  **Sample questions:**  What do you remember about the story?  How would you describe the characters in the story?  What is the setting? Where does the story take place?  Can you tell me which words or phrases show feelings?  Can you describe how something looks, tastes, smells, etc?  How does this picture help you understand this story?  **See attached written assessments for 1.L.1.a, 1.RF.3.d, 1.L.5.b, 1.L.2.e** |
| **Vocabulary:**  Academic: syllables, character, setting, details, retell, plot, beginning, middle, end, vowel, consonant  Content vocabulary will come from weekly stories. | | |
| **Instructional Resources/Activities:**  Leveled guided reading texts  Reading Street Unit 1 student books  Big Books (Mouse Paint, Cookie’s Week, It Looked Like Spilt Milk, Napping House, etc.)  Reading Street supporting materials  Back to school picture books  Reading A-Z  YouTube  BrainPop  Word work activities (Smart Board, white board, pocket chart, etc.)  Graphic organizers  Shared reading/choral reading/buddy reading | | |