

# Southern York County School District Instructional Plan

**Course/Subject: English Language Arts**

**Grade Level: 1**

**Textbook(s)/Instructional Materials Used:**

- Houghton Mifflin Reading ISBN: 9780618851348
- Foundations: ISBN: 9781567785210
- Selections from guided reading resource collection

**Month(s): August/September**

**Unit Plan 1: Foundational Skills**

**Students Gain a Working Knowledge of Concepts of Print, Alphabetic Principle, and Other Basic Conventions**

**Stage 1 – Desired Results**

**PA Core Content & Practice Standards:**

- **CC.1.1.1.B: Demonstrate understanding of the organization and basic features of print.**
- **CC.1.1.1.C: Demonstrate the understanding of spoken words, syllables, and sounds (phonemes).**
- **CC.1.1.1.D: Know and apply grade level phonics and word analysis skills in decoding words.**
- **CC.1.1.1.E: Read with accuracy and fluency to support comprehension.**

**Understanding(s):**

*Students will understand . . .*

1. a sentence has specific characteristics.
2. that you can touch each word while reading a line of print.
3. when you reach the end of the line, you return to the left to read the next line down.
4. a book consists of a title, author, illustrator, and characters.
5. how to identify words that rhyme and that words that have the same ending sound rhyme.
6. how to identify words, syllables, and phonemes in text.
7. words consist of phonemes which can be broken into syllables.
8. two words can be put together to make a compound word.
9. the short vowel sounds.
10. how to break words into phonemes.
11. you can substitute one phoneme for another to make new one syllable words.
12. looking for common patterns in one syllable words can help when decoding.
13. how to read words with inflectional endings.
14. setting a purpose when reading increases comprehension.
15. the text being read needs to make sense.

**Essential Question(s):**

- How do you become an independent reader?
- Do you understand what you are reading?
- How do words work?
- What do good readers do when they get stuck on a word?
- Why are punctuation marks used?
- How does good reading sound?
- What does a good sentence look like?

<p>16. meaning, structure, and visual cues help when reading text.</p> <p>17. good readers use appropriate rhythm, rate, meter, and pronunciation when they read.</p> <p>18. the context of a sentence can help to decode and make meaning of an unknown word.</p>	
<p><b>Learning Objectives: (I - Introduced; R - Review; P - Proficient)</b>  <b>Students will know and be able to...</b></p> <ul style="list-style-type: none"> <li>▪ CC.1.1.1.B.a: Recognize the distinguishing features of a sentence. (R)</li> <li>▪ Control one-to-one correspondence and return sweep. (P)</li> <li>▪ Identify title, author, illustrator, and characters. (P)</li> <li>▪ Identify rhyming word families, oral rhymes, and written rhymes in stories and poems.(R)</li> <li>▪ Identify words, syllables, and phonemes. (P)</li> <li>▪ Identify and separate compound words into two words. (R)</li> <li>▪ Identify short vowel sounds in single-syllable words. (R)</li> <li>▪ Isolate and pronounce initial and final vowel sounds in spoken single-syllable words. (R)</li> <li>▪ CC.1.1.1.C.e: Add or substitute individual sounds (phonemes) in one-syllable words to make new words. (P)</li> <li>▪ CC.1.1.1.D.b: Decode one-syllable words with common patterns. (R)</li> <li>▪ CC.1.1.1.D.c: Read grade-level words with inflectional endings. (R)</li> <li>▪ CC.1.1.1.E.a: Read on-level text with purpose and understanding. (R)</li> <li>▪ Use meaning, structure, and visual cues to read text. (R)</li> <li>▪ Fluency aids in comprehension: good readers use appropriate rhythm, rate, meter, and pronunciation. (R)</li> <li>▪ CC.1.1.1.E.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (R)</li> </ul>	
<p><b>Month(s): August/September</b></p>	<p><b>Unit Plan 2: Reading Informational Text</b>  <b>Students read, understand, and respond to information text- with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Core Content &amp; Practice Standards:</b></p> <ul style="list-style-type: none"> <li>▪ <b>CC.1.2.1.B: Ask and answer questions about key details in text.</b></li> <li>▪ <b>CC.1.2.1.G: Use the illustrations and details in a text to describe its key ideas.</b></li> </ul>	
<p><b>Understanding(s):</b>  <b>Students will understand . . .</b></p> <ol style="list-style-type: none"> <li>1. how to answer questions in order to demonstrate their understanding of a text.</li> <li>2. how to identify main ideas in a text.</li> <li>3. choosing the correct vocabulary when speaking and writing help to convey a message.</li> <li>4. that illustrations, maps, photographs and the words in a text convey meaning.</li> <li>5. there are specific benchmarks to demonstrate reading proficiency at the first grade level.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ What is the author saying?</li> <li>▪ Do I understand and make connections when I read?</li> <li>▪ What do good readers do?</li> <li>▪ How do the text features help me to understand?</li> <li>▪ How can question words help me to understand the text? (who, what, when, where, why, how)</li> <li>▪ How can pictures help me to understand the text?</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Do I correctly use vocabulary to show my understanding?</li> <li>▪ Can I read and understand the text by myself?</li> </ul>
<p><b>Learning Objectives:</b> <i>Students will know and be able to...</i></p> <ul style="list-style-type: none"> <li>▪ Answer questions to demonstrate their understanding of a text. (P)</li> <li>▪ Identify the main idea of an informational text. (I)</li> <li>▪ Use vocabulary appropriately in conversation and writing.(R)</li> <li>▪ Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of a text (who, what, when, where, why, how) (R)</li> <li>▪ Demonstrate proficiency in reading grade-level text. (P)</li> </ul>	
<p><b>Month(s): August/September</b></p>	<p><b>Unit Plan 3: Reading Literature</b> <b>Students read and respond to works of literature – with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Core Content &amp; Practice Standards:</b></p> <ul style="list-style-type: none"> <li>▪ <b>CC.1.3.1.A: Retell stories, including key details, and demonstrate understanding of their central message or lesson</b></li> <li>▪ <b>CC.1.3.1.B: Ask and answer questions about key details in text.</b></li> <li>▪ <b>CC.1.3.1.D: Identify who is telling the story at various points in a text.</b></li> <li>▪ <b>CC.1.3.1.G: Use illustrations and details in a story to describe characters, settings, or events.</b></li> <li>▪ <b>CC.1.3.1.K: Read and comprehend literature on grade-level, reading independently and proficiently.</b></li> </ul>	
<p><b>Understanding(s):</b> <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> <li>1. The process for retelling the events in a story.</li> <li>2. Creating and responding to questions about key details in a text help to aid with comprehension.</li> <li>3. the process for retelling the events in a story.</li> <li>4. creating and responding to questions about key details in a text help to aid with comprehension.</li> <li>5. a story map identifies the elements of a story.</li> <li>6. there are specific benchmarks to demonstrate reading proficiency at the first grade level.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ Are you becoming an independent reader?</li> <li>▪ Do you understand what you are reading?</li> <li>▪ How do words work?</li> <li>▪ What do good readers do when they get stuck on a word?</li> <li>▪ Why are punctuation marks used?</li> <li>▪ How does good reading sound?</li> <li>▪ What does a good sentence look like?</li> </ul>
<p><b>Learning Objectives: (I - Introduced; R - Review; P - Proficient)</b> <i>Students will know and be able to...</i></p> <ul style="list-style-type: none"> <li>▪ Retell events in a story.(R)</li> <li>▪ Create and respond to questions about key details in text. (R)</li> <li>▪ Identify story elements such as title, author, illustrator, characters, setting, problem and solution using illustrations and details. (R)</li> </ul>	

<ul style="list-style-type: none"> <li>▪ Read and comprehend grade-level literature independently and proficiently. (R)</li> </ul>	
<b>Month(s): August/September</b>	<b>Unit Plan 4: Writing</b> <b>Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content.</b>
<b>Stage 1 – Desired Results</b>	
<b>PA Core Content &amp; Practice Standards:</b> <ul style="list-style-type: none"> <li>▪ <b>CC.1.4.1.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b></li> <li>▪ <b>CC.1.4.1.K: Use a variety of words and phrases.</b></li> </ul>	
<b>Understanding(s):</b> <i>Students will understand . . .</i> <ol style="list-style-type: none"> <li>1. when writing it is important to apply the rules of grammar, capitalization, punctuation, and spelling correctly.</li> <li>2. using a variety of words and phrases makes writing more interesting.</li> <li>3. a narrative consists of a person or an event and includes thoughts and feelings.</li> <li>4. the process for editing and revising a piece of writing.</li> <li>5. there are a variety of ways to produce and publish written work.</li> <li>6. how to write appropriate responses to text.</li> <li>7. writing occurs daily.</li> </ol>	<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>▪ What does a good sentence look like?</li> <li>▪ What does good writing look like?</li> <li>▪ Do you understand what you are writing?</li> <li>▪ What is your purpose for writing and who is your audience?</li> <li>▪ Why are conventions important?</li> <li>▪ Are you becoming an independent writer?</li> </ul>
<b>Learning Objectives: (I - Introduced; R - Review; P - Proficient)</b> <i>Students will know and be able to...</i> <ul style="list-style-type: none"> <li>▪ Use correct grammar, capitalization, punctuation, and spelling. (R)</li> <li>▪ Use a variety of words and phrases. (P)</li> <li>▪ Establish who and what a narrative will be about and write a corresponding narrative using thoughts and feelings. (I)</li> <li>▪ Edit and revise written work with assistance from both adults and peers. (I)</li> <li>▪ Use appropriate technology to produce and publish written work. (I)</li> <li>▪ Write appropriate responses to text. (I)</li> <li>▪ Write on a daily basis. (R)</li> </ul>	
<b>Month(s): August/September</b>	<b>Unit Plan 5: Speaking and Listening</b> <b>Students present appropriately informal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>Stage 1 – Desired Results</b>	
<b>PA Core Content &amp; Practice Standards:</b> <ul style="list-style-type: none"> <li>▪ <b>CC.1.5.1.A: Participate in collaborative conversations with peers and adults in small and larger groups.</b></li> <li>▪ <b>CC.1.5.1.C: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</b></li> <li>▪ <b>CC.1.5.1.F: Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings.</b></li> </ul>	

<p><b>Understanding(s):</b> <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> <li>1. the importance of being a good listener in different situations.</li> <li>2. during read aloud, we listen with a purpose (i.e. to comprehend the passage in order to ask questions).</li> <li>3. good communicators speak in complete sentences.</li> <li>4. drawings and visual displays can aid in comprehension when presenting to a group.</li> <li>5. using proper grammar when speaking leaves a positive impression on the audience.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ What does a good listener do?</li> <li>▪ What does good speaker do?</li> </ul>
<p><b>Learning Objectives:</b> <i>Students will know and be able to...</i></p> <ul style="list-style-type: none"> <li>▪ Participate in collaborative conversations with peers and adults in small and larger groups. (R)</li> <li>▪ Understand a text that is read aloud and ask appropriate questions. (R)</li> <li>▪ Understand both formal and informal speech and ask appropriate questions. (R)</li> <li>▪ Convey ideas using complete sentences. (R)</li> <li>▪ Use drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings. (P)</li> <li>▪ Demonstrate correct grammar. (R)</li> </ul>	
<p><b>Month(s):</b> October</p>	<p><b>Unit Plan 1: Foundational Skills</b> <b>Students Gain a Working Knowledge of Concepts of Print, Alphabetic Principle, and Other Basic Conventions</b></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Core Content &amp; Practice Standards:</b></p> <ul style="list-style-type: none"> <li>▪ <b>CC.1.1.1.B: Demonstrate understanding of the organization and basic features of print.</b></li> <li>▪ <b>CC.1.1.1.C: Demonstrate the understanding of spoken words, syllables, and sounds (phonemes).</b></li> <li>▪ <b>CC.1.1.1.D: Know and apply grade level phonics and word analysis skills in decoding words.</b></li> <li>▪ <b>CC.1.1.1.E: Read with accuracy and fluency to support comprehension.</b></li> </ul>	
<p><b>Understanding(s):</b> <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> <li>1. a sentence has specific characteristics.</li> <li>2. that you can touch each word while reading a line of print.</li> <li>3. when you reach the end of the line you return to the left to the next line down.</li> <li>4. how to identify words that rhyme.</li> <li>5. a word can be made up of two words.</li> <li>6. a word can have a companion word that has a similar meaning or the opposite meaning.</li> <li>7. there is a process to use when putting words in alphabetical order.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ Are you becoming an independent reader?</li> <li>▪ Do you understand what you are reading?</li> <li>▪ How do words work?</li> <li>▪ What do good readers do when they get stuck on a word?</li> <li>▪ Why are punctuation marks used?</li> <li>▪ How does good reading sound?</li> <li>▪ What does a good sentence look like?</li> </ul>

<ol style="list-style-type: none"> <li>8. words consist of phonemes which can be broken into syllables.</li> <li>9. two words can be put together to make a compound word.</li> <li>10. what each short vowel sound makes.</li> <li>11. how to break words into phonemes.</li> <li>12. you can substitute one phoneme for another to make new one syllable words.</li> <li>13. looking for common patterns in one syllable words can help when decoding.</li> <li>14. how to read words with inflectional endings.</li> <li>15. setting a purpose when reading increases comprehension.</li> <li>16. meaning, structure, and visual cues help when reading text.</li> <li>17. good readers use appropriate rhythm, rate, and pronunciation when they read.</li> <li>18. the context of a sentence can help to decode and make meaning of an unknown word.</li> </ol>	
<p><b>Learning Objectives: (I - Introduced; R - Review; P - Proficient)</b>  <b>Students will know and be able to ...</b></p> <ul style="list-style-type: none"> <li>▪ Identify the distinguishing features of a sentence CC.1.1.1.B.a (R)</li> <li>▪ Control one-to-one correspondence and return sweep. (P)</li> <li>▪ Identify rhyming word families, oral rhymes, and written rhymes in stories and poems. (R)</li> <li>▪ Identify antonyms and synonyms. (I)</li> <li>▪ Place words in alphabetical order by the first letter. (I)</li> <li>▪ Identify words, syllables, and phonemes. (P)</li> <li>▪ Identify and separate compound words into two words. (R)</li> <li>▪ Identify short vowel sounds in single-syllable words. (P)</li> <li>▪ Isolate and pronounce initial vowel sounds in spoken single-syllable words. (R)</li> <li>▪ Add or substitute individual sounds (phonemes) in one-syllable words to make new words. CC.1.1.1.C.e</li> <li>▪ Decode one-syllable words with common patterns CC.1.1.1.D.b. (R)</li> <li>▪ Read grade-level words with inflectional endings. CC.1.1.1.D.c (R)</li> <li>▪ Read on-level text with purpose and understanding CC.1.1.1.E.a. (R)</li> <li>▪ Use meaning, structure, and visual cues to read text. (R)</li> <li>▪ Fluency aids in comprehension: good readers use appropriate rhythm, rate, meter, and pronunciation. (R)</li> <li>▪ Use context to confirm or self-correct word recognition and understanding, rereading as necessary CC.1.1.1.E.c. (R)</li> </ul>	
<p><b>Month(s): October</b></p>	<p><b>Unit Plan 2: Reading Informational Text</b>  <b>Students read, understand, and respond to information text- with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Core Content &amp; Practice Standards:</b></p> <ul style="list-style-type: none"> <li>▪ <b>CC.1.2.1.B: Ask and answer questions about key details in text.</b></li> </ul>	

<ul style="list-style-type: none"> <li>▪ <b>CC.1.2.1.G: Use the illustrations and details in a text to describe its key ideas.</b></li> </ul>	
<p><b>Understanding(s):</b> <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> <li>1. how to answer questions in order to demonstrate their understanding of a text.</li> <li>2. a passage has a main idea.</li> <li>3. how to identify main ideas in a text.</li> <li>4. choosing the correct vocabulary when speaking and writing help to convey a message.</li> <li>5. that illustrations, maps, photographs, and the words in a text convey meaning.</li> <li>6. there are specific benchmarks to demonstrate reading proficiency at the 1st grade level.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ What is the author saying?</li> <li>▪ Do I understand and make connections when I read?</li> <li>▪ What do good readers do?</li> <li>▪ How do the text features help me to understand?</li> <li>▪ How can question words help me to understand the text? (who, what, when, where, why, how)</li> <li>▪ How can pictures help me to understand the text?</li> <li>▪ Do I correctly use vocabulary to show my understanding?</li> <li>▪ Can I read and understand the text by myself?</li> </ul>
<p><b>Learning Objectives: (I - Introduced; R - Review; P - Proficient)</b> <i>Students will know and be able to...</i></p> <ul style="list-style-type: none"> <li>▪ Answer questions to demonstrate their understanding of a text. (P)</li> <li>▪ Identify the main idea of an informational text. (R)</li> <li>▪ Use vocabulary appropriately in conversation and writing. (R)</li> <li>▪ Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of a text (who, what, when, where, why, how) (R)</li> <li>▪ Demonstrate proficiency in reading grade-level text. (P)</li> </ul>	
<p><b>Month(s): October</b></p>	<p><b>Unit Plan 3: Reading Literature</b> <b>Students read and respond to works of literature – with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Core Content &amp; Practice Standards:</b></p> <ul style="list-style-type: none"> <li>• <b>CC.1.3.1.A: Retell stories, including key details, and demonstrate understanding of their central message or lesson.</b></li> <li>• <b>CC.1.3.1.B: Ask and answer questions about key details in text.</b></li> <li>• <b>CC.1.3.1.D: Identify who is telling the story at various points in a text.</b></li> <li>• <b>CC.1.3.1.G: Use illustrations and details in a story to describe characters, settings, or events.</b></li> <li>• <b>CC.1.3.1.K: Read and comprehend literature on grade-level, reading independently and proficiently.</b></li> </ul>	
<p><b>Understanding(s):</b> <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> <li>1. the process for retelling the events in a story.</li> <li>2. creating and responding to questions about key details in a text help to aid with comprehension.</li> <li>3. a story map identifies the elements of a story.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ Are you becoming an independent reader?</li> <li>▪ Do you understand what you are reading?</li> <li>▪ How do words work?</li> <li>▪ What do good readers do when they get stuck on a word?</li> <li>▪ How does good reading sound?</li> <li>▪ What does a good sentence look like?</li> </ul>

4. there are specific benchmarks to demonstrate reading proficiency at the first grade level.	
<p><b>Learning Objectives: (I - Introduced; R - Review; P - Proficient)</b>  <b>Students will know and be able to...</b></p> <ul style="list-style-type: none"> <li>▪ Retell events in a story.(P)</li> <li>▪ Create and respond to questions about key details in text. (R)</li> <li>▪ Identify story elements such as title, author, illustrator, characters, setting, problem and solution using illustrations and details. (R)</li> <li>▪ Read and comprehend grade-level literature independently and proficiently. (P)</li> </ul>	
<b>Month(s): October</b>	<p><b>Unit Plan 4: Writing</b>  <b>Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content.</b></p>
<b>Stage 1 – Desired Results</b>	
<p><b>PA Core Content &amp; Practice Standards:</b></p> <ul style="list-style-type: none"> <li>▪ <b>CC.1.4.1.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b></li> <li>▪ <b>CC.1.4.1.K: Use a variety of words and phrases.</b></li> </ul>	
<p><b>Understanding(s):</b>  <b>Students will understand . . .</b></p> <ol style="list-style-type: none"> <li>1. when writing, it is important to apply the rules of grammar, capitalization, punctuation, and spelling correctly.</li> <li>2. using a variety of words and phrases makes writing more interesting.</li> <li>3. a narrative consists of a person or an event and includes thoughts and feelings.</li> <li>4. a narrative is told in a sequence using sequence words such as first, next, then, and finally, which makes text easy to follow.</li> <li>5. the process for editing and revising a piece of writing.</li> <li>6. there are a variety of ways to produce and publish written work.</li> <li>7. how to write appropriate responses to text.</li> <li>8. writing occurs on a daily basis.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ What does a good sentence look like?</li> <li>▪ What does good writing look like?</li> <li>▪ Do you understand what you are writing?</li> <li>▪ What is your purpose for writing and who is your audience?</li> <li>▪ Why are conventions important?</li> <li>▪ Are you becoming an independent writer?</li> </ul>
<p><b>Learning Objectives: (I - Introduced; R - Review; P - Proficient)</b>  <b>Students will know and be able to...</b></p> <ul style="list-style-type: none"> <li>▪ Use correct grammar, capitalization, punctuation, and spelling. (R)</li> <li>▪ Use a variety of words and phrases. (R)</li> <li>▪ Establish who and what a narrative will be about and write a corresponding narrative using thoughts and feelings. (R)</li> <li>▪ Recount two or more appropriately sequenced events using temporal words (first, next, then, finally) to signal event order and provide some sense of closure when writing a narrative. (I)</li> <li>▪ Edit and revise written work with assistance from both adults and peers. (R)</li> <li>▪ Use appropriate technology to produce and publish written work. (I)</li> <li>▪ Write appropriate responses to text. (I)</li> </ul>	

<ul style="list-style-type: none"> <li>▪ Write on a daily basis. (R)</li> </ul>	
<b>Month(s): October</b>	<b>Unit Plan 5: Speaking and Listening</b> <b>Students present appropriately informal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>Stage 1 – Desired Results</b>	
<b>PA Core Content &amp; Practice Standards:</b> <ul style="list-style-type: none"> <li>▪ <b>CC.1.5.1.A:</b> Participate in collaborative conversations with peers and adults in small and larger groups.</li> <li>▪ <b>CC.1.5.1.C:</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li> <li>▪ <b>CC.1.5.1.E:</b> Produce complete sentences when appropriate to task and situation.</li> <li>▪ <b>CC.1.5.1.F:</b> Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings.</li> </ul>	
<b>Understanding(s):</b> <i>Students will understand . . .</i> <ol style="list-style-type: none"> <li>1. the importance of being a good listener in different situations.</li> <li>2. during read aloud we listen with a purpose (i.e. to comprehend the passage in order to ask questions).</li> <li>3. good communicators speak in complete sentences.</li> <li>4. to effectively express yourself orally, you need to use descriptions that provide relevant details, expressing ideas, and feelings clearly.</li> <li>5. drawings and visual displays can aid in comprehension when presenting to a group.</li> <li>6. using proper grammar when speaking leaves a positive impression on the audience.</li> </ol>	<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>▪ What does a good listener do?</li> <li>▪ What does good speaker do?</li> </ul>
<b>Learning Objectives: (I - Introduced; R - Review; P - Proficient)</b> <i>Students will know and be able to...</i> <ul style="list-style-type: none"> <li>▪ Participate in collaborative conversations with peers and adults in small and larger groups.(R)</li> <li>▪ Understand a text that is read aloud and ask appropriate questions.(R)</li> <li>▪ Understand both formal and informal speech and ask appropriate questions.(R)</li> <li>▪ Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.(I)</li> <li>▪ Convey ideas using complete sentences.(P)</li> <li>▪ Use drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings.(P)</li> <li>▪ Demonstrate correct grammar.(P)</li> </ul>	
<b>Month(s): November</b>	<b>Unit Plan 1: Foundational Skills</b> <b>Students Gain a Working Knowledge of Concepts of Print, Alphabetic Principle, and Other Basic Conventions</b>

## Stage 1 – Desired Results

### PA Core Content & Practice Standards:

- **CC.1.1.1.B: Demonstrate understanding of the organization and basic features of print.**
- **CC.1.1.1.C: Demonstrate the understanding of spoken words, syllables, and sounds (phonemes).**
- **CC.1.1.1.D: Know and apply grade level phonics and word analysis skills in decoding words.**
- **CC.1.1.1.E: Read with accuracy and fluency to support comprehension.**

### Understanding(s):

*Students will understand . . .*

1. a sentence has specific characteristics.
2. how to identify words that rhyme.
3. the word plural means two or more.
4. nouns can be plural.
5. nouns can show possession/ownership.
6. nouns showing ownership/possession need an apostrophe.
7. how to form contractions.
8. the apostrophe is a placeholder for the missing letters in the contraction.
9. suffixes are added to the ends of words.
10. -s, -ed, and -ing are suffixes.
11. one syllable words consist of consonants and one vowel sound.
12. consonant digraphs two letters and make one sound.
13. consonant blends have two or three sounds that blend together when they are pronounced.
14. two words can be put together to make a compound word.
15. there is a process to use when putting words in alphabetical order.
16. words consist of phonemes which can be broken into syllables.
17. what each vowel sound makes.
18. how to break words into phonemes.
19. you can substitute one phoneme for another to make new one syllable words.
20. looking for common patterns in one syllable words can help when decoding.
21. setting a purpose when reading increases comprehension.
22. the text being read needs to make sense.
23. meaning, structure, and visual cues help when reading text.
24. good readers use appropriate rhythm, rate, meter, and pronunciation when they read.
25. the context of a sentence can help to decode and make meaning of an unknown word.

### Essential Question(s):

- Are you becoming an independent reader?
- Do you understand what you are reading?
- How do words work?
- What do good readers do when they get stuck on a word?
- Why are punctuation marks used?
- How does good reading sound?
- What does a good sentence look like?

**Learning Objectives: (I - Introduced; R - Review; P - Proficient)**

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

- Identify the distinguishing features of a sentence CC.1.1.1.B.a. (R)
- Identify rhyming word families, oral rhymes, and written rhymes in stories and poems.(R)
- Identify words, syllables, and phonemes. (R)
- Identify and separate compound words into two words. (R)
- Place words in alphabetical order by the first and second letter. (R)
- Identify possessives, contractions, and plurals. (I)
- Identify word endings (-s, -ed, -ing) (I)
- Identify short vowel sounds in single syllable words. (P) CC.1.1.1.C.a
- Produce single syllable words, including consonant blends and digraphs. (I) CC.1.1.1.C.c
- Isolate and pronounce initial and final sounds (phonemes) in spoken single-syllable words. (P)
- Add or substitute individual sounds (phonemes) in one-syllable words to make new words. CC.1.1.1.C.e (P)
- Decode one-syllable words with common patterns CC.1.1.1.D.b (P)
- Read grade-level words with inflectional endings CC.1.1.1.D.c. (R)
- Read on-level text with purpose and understanding.CC.1.1.1.E.a (P)
- Use meaning, structure, and visual cues to read text. (R)
- Fluency aids in comprehension: good readers use appropriate rhythm, rate, meter, and pronunciation. (P)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary CC.1.1.1.E.c(R)

**Month(s): November**

**Unit Plan 2: Reading Informational Text**  
**Students read, understand, and respond to information text- with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

**Stage 1 – Desired Results**

**PA Core Content & Practice Standards:**

- **CC.1.2.1.B: Ask and answer questions about key details in text.**
- **CC.1.2.1.G: Use the illustrations and details in a text to describe its key ideas.**
- **CC.1.2.1.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.**

**Understanding(s):**

***Students will understand . . .***

1. how to answer questions in order to demonstrate their understanding of a text.
2. a passage has a main idea and supporting details.
3. supporting details reinforce the main idea.
4. how to identify main ideas in a text.
5. choosing the correct vocabulary when speaking and writing help to convey a message.
6. that illustrations, maps, photographs, and the words in a text convey meaning.
7. there are specific benchmarks to demonstrate reading proficiency at the 1st grade level.

**Essential Question(s):**

- What is the author saying?
- Do I understand and make connections when I read?
- What do good readers do?
- How do the text features help me to understand?
- How can question words help me to understand the text? (who, what, when, where, why, how)
- How can pictures help me to understand the text?
- Do I correctly use vocabulary to show my understanding?

	<ul style="list-style-type: none"> <li>▪ Can I read and understand the text by myself?</li> </ul>
<p><b>Learning Objectives: (I - Introduced, R - Review; P - Proficient)</b>  <b>Students will know and be able to...</b></p> <ul style="list-style-type: none"> <li>▪ Answer questions to demonstrate their understanding of a text. (P)</li> <li>▪ Determine the main idea of a text and be able to support the main idea with details. (R)</li> <li>▪ Use vocabulary appropriately in conversation and writing. (R)</li> <li>▪ Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of a text (who, what, when, where, why, how) (R)</li> <li>▪ Demonstrate proficiency in reading grade-level text. (P)</li> </ul>	
<p><b>Month(s): November</b></p>	<p><b>Unit Plan 3: Reading Literature</b>  <b>Students read and respond to works of literature – with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Core Content &amp; Practice Standards:</b></p> <ul style="list-style-type: none"> <li>▪ <b>CC.1.3.1.A: Retell stories, including key details, and demonstrate understanding of their central message or lesson.</b></li> <li>▪ <b>CC.1.3.1.B: Ask and answer questions about key details in text.</b></li> <li>▪ <b>CC.1.3.1.D: Identify who is telling the story at various points in a text.</b></li> <li>▪ <b>CC.1.3.1.G: Use illustrations and details in a story to describe characters, settings, or events.</b></li> <li>▪ <b>CC.1.3.1.K: Read and comprehend literature on grade-level, reading independently and proficiently.</b></li> </ul>	
<p><b>Understanding(s):</b>  <b>Students will understand . . .</b></p> <ol style="list-style-type: none"> <li>1. the process for retelling the events in a story.</li> <li>2. a story consists of characters, setting, a problem and a solution (conflict)</li> <li>3. a story has a title, and an author.</li> <li>4. they can drawing illustrations to represent story elements.</li> <li>5. there are key details within a text that help to develop the story.</li> <li>6. creating and responding to questions about key details in a text helps to aid with comprehension.</li> <li>7. using vocabulary and ideas from the story when speaking and writing demonstrates comprehension.</li> <li>8. it is necessary to monitor their reading, asking themselves, “Does it sound right?” in order to make meaning of what they are reading.</li> <li>9. there are specific benchmarks to demonstrate reading proficiency at the first grade level.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ Are you becoming an independent reader?</li> <li>▪ Do you understand what you are reading?</li> <li>▪ How do words work?</li> <li>▪ What do good readers do when they get stuck on a word?</li> <li>▪ Why are punctuation marks used?</li> <li>▪ How does good reading sound?</li> <li>▪ What does a good sentence look like?</li> </ul>
<p><b>Learning Objectives: (I - Introduced, R - Review; P - Proficient)</b></p>	

<p><b>Students will know and be able to...</b></p> <ul style="list-style-type: none"> <li>▪ Retell events in a story. (P)</li> <li>▪ Respond to questions about key details in text. (R)</li> <li>▪ Identify story elements such as title, author, illustrator, characters, setting, problem and solution using illustrations and details. (R)</li> <li>▪ Use vocabulary and ideas from the story in conversation and written responses. (I)</li> <li>▪ Read and comprehend grade-level literature independently and proficiently. (P)</li> </ul>	
<p><b>Month(s): November</b></p>	<p><b>Unit Plan 4: Writing</b></p> <p><b>Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content.</b></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Core Content &amp; Practice Standards:</b></p> <ul style="list-style-type: none"> <li>▪ <b>CC.1.4.1.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b></li> <li>▪ <b>CC.1.4.1.K: Use a variety of words and phrases.</b></li> <li>▪ <b>CC.1.4.1.X: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</b></li> </ul>	
<p><b>Understanding(s):</b> <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> <li>1. when writing, it is important to apply the rules of grammar, capitalization, punctuation, and spelling correctly.</li> <li>2. Using a variety of words and phrases makes writing more interesting.</li> <li>3. a narrative consists of a person or an event and includes thoughts and feelings.</li> <li>4. a narrative is told in a sequence using sequence words such as first, next, then, and finally, which makes text easy to follow.</li> <li>5. the process for editing and revising a piece of writing.</li> <li>6. there are a variety of ways to produce and publish written work.</li> <li>7. how to write appropriate responses to text.</li> <li>8. writing occurs on a daily basis.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ What does a good sentence look like?</li> <li>▪ What does good writing look like?</li> <li>▪ Do you understand what you are writing?</li> <li>▪ What is your purpose for writing and who is your audience?</li> <li>▪ Why are conventions important?</li> <li>▪ Are you becoming an independent writer?</li> </ul>
<p><b>Learning Objectives: (I - Introduced, R - Review; P - Proficient)</b> <i>Students will know and be able to...</i></p> <ul style="list-style-type: none"> <li>▪ Use correct grammar, capitalization, punctuation, and spelling. (R)</li> <li>▪ Use a variety of words and phrases. (R)</li> <li>▪ Establish who and what a narrative will be about and write a corresponding narrative using thoughts and feelings. (R)</li> <li>▪ Recount two or more appropriately sequenced events using temporal words (first, next, then, finally) to signal event order and provide some sense of closure when writing a narrative. (R)</li> <li>▪ Edit and revise written work with assistance from both adults and peers. (R)</li> <li>▪ Use appropriate technology to produce and publish written work. (R)</li> <li>▪ Write appropriate responses to text. (R)</li> <li>▪ Write on a daily basis. (P)</li> </ul>	

<p><b>Month(s): November</b></p>	<p><b>Unit Plan 5: Speaking and Listening</b>  <b>Students present appropriately informal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Core Content &amp; Practice Standards:</b></p> <ul style="list-style-type: none"> <li>▪ <b>CC.1.5.1.A: Participate in collaborative conversations with peers and adults in small and larger groups.</b></li> <li>▪ <b>CC.1.5.1.C: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</b></li> <li>▪ <b>CC.1.5.1.E: Produce complete sentences when appropriate to task and situation.</b></li> <li>▪ <b>CC.1.5.1.F: Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings.</b></li> <li>▪ <b>CC.1.5.1.G: Demonstrate command of the conventions of standard English when speaking based on Grade 1 level and content.</b></li> </ul>	
<p><b>Understanding(s):</b>  <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> <li>1. the importance of being a good listener in different situations.</li> <li>2. during read aloud we listen with a purpose (i.e. to comprehend the passage in order to ask questions.)</li> <li>3. good communicators speak in complete sentences.</li> <li>4. to effectively express yourself orally, you need to use descriptions that provide relevant details, expressing ideas, and feelings clearly.</li> <li>5. drawings and visual displays can aid in comprehension when presenting to a group.</li> <li>6. using proper grammar when speaking leaves a positive impression on the audience.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ What does a good listener do?</li> <li>▪ What does good speaker do?</li> </ul>
<p><b>Learning Objectives: (I - Introduced, R - Review; P - Proficient)</b>  <i>Students will know and be able to...</i></p> <ul style="list-style-type: none"> <li>▪ Participate in collaborative conversations with peers and adults in small and larger groups. (P)</li> <li>▪ Understand a text that is read aloud and ask appropriate questions. (R)</li> <li>▪ Understand both formal and informal speech and ask appropriate questions. (R)</li> <li>▪ Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. (R)</li> <li>▪ Convey ideas using complete sentences. (P)</li> <li>▪ Use drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings. (P)</li> <li>▪ Demonstrate correct grammar. (P)</li> </ul>	
<p><b>Month(s): December</b></p>	<p><b>Unit Plan 1: Foundational Skills</b>  <b>Students Gain a Working Knowledge of Concepts of Print, Alphabetic Principle, and Other Basic Conventions</b></p>

## Stage 1 – Desired Results

### PA Core Content & Practice Standards: (I - Introduce; R - Review; P - Proficient)

- CC.1.1.1.B: Demonstrate understanding of the organization and basic features of print.
- CC.1.1.1.C: Demonstrate the understanding of spoken words, syllables, and sounds (phonemes).
- CC.1.1.1.D: Know and apply grade level phonics and word analysis skills in decoding words.
- CC.1.1.1.E: Read with accuracy and fluency to support comprehension.

#### Understanding(s):

*Students will understand . . .*

1. a sentence has specific characteristics.
2. how to identify words that rhyme and that rhyming words have the same ending sound.
3. words consist of phonemes which can be broken into syllables.
4. what each short vowel sounds like.
5. how to break words into phonemes.
6. you can substitute one phoneme for another to make new one syllable words.
7. looking for common patterns in one syllable words can help when decoding.
8. compound words can be separated to make individual words.
9. there is a process to use when putting words in alphabetical order.
10. the apostrophe is the place holder for the omitted letters in a contraction.
11. contractions are formed by removing some of the letters from the second word and adding an apostrophe as a place holder.
12. a singular noun means one person, place or thing
13. a noun is a person, place, or thing
14. a plural noun means two or more
15. plural nouns usually end with -s.
16. a verb shows action.
17. -s, -ed, and -ing are suffixes.
18. sometimes when two letters are together the first one is silent (i.e. -kn, -wr, -gn)
19. medial phonemes can be pronounced in isolation.
20. setting a purpose when reading increases comprehension.
21. the text being read needs to make sense.
22. meaning, structure, and visual cues help when reading text.
23. good readers use appropriate rhythm, rate, and pronunciation when they read.
24. the context of a sentence can help to decode and make meaning of an unknown word.

#### Essential Question(s):

- Are you becoming an independent reader?
- Do you understand what you are reading?
- How do words work?
- What do good readers do when they get stuck on a word?
- Why are punctuation marks used?
- How does good reading sound?
- What does a good sentence look like?

**Learning Objectives: (I - Introduced, R - Review; P - Proficient)**

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

- Identify the distinguishing features of a sentence CC.1.1.1.B.a. (R)
- Identify rhyming word families, oral rhymes, and written rhymes in stories and poems. (R)
- Identify words, syllables, and phonemes. (R)
- Identify and separate compound words into two words. (R)
- Place words in alphabetical order by the first and second letter. (R)
- Identify possessives, contractions, and plurals. (R)
- Write contractions and corresponding word pairs. (I)
- Differentiate between singular and plural nouns. (I)
- Identify nouns and verbs. (I)
- Identify word endings (-s, -ed, -ing) (R)
- Identify silent letters. (-kn, -wr, -gn) (I)
- Identify short vowel sounds in single syllable words. CC.1.1.1.C.a (P)
- Produce single syllable words, including consonant blends and digraphs. (R) CC.1.1.1.C.c
- Isolate and pronounce initial and final sounds (phonemes) in spoken single-syllable words. (P) CC.1.1.1.C.d
- Isolate and pronounce medial sounds (phonemes) in spoken single-syllable words. (I)
- Add or substitute individual sounds (phonemes) in one-syllable words to make new words. CC.1.1.1.D.b(P)
- Decode one-syllable words with common patterns. CC.1.1.1.D.b (P)
- Read grade-level words with inflectional endings CC.1.1.1.D.d. (R)
- Read on-level text with purpose and understanding CC.1.1.1.E.a. (P)
- Use meaning, structure, and visual cues to read text. (R)
- Fluency aids in comprehension: good readers use appropriate rhythm, rate, meter, and pronunciation. (P)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary CC.1.1.1.E.c (R)

**Month(s): December**

**Unit Plan 2: Reading Informational Text**  
**Students read, understand, and respond to information text- with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

**Stage 1 – Desired Results**

**PA Core Content & Practice Standards:**

- **CC.1.2.1.B: Ask and answer questions about key details in text.**
- **CC.1.2.1.F: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.**
- **CC.1.2.1.G: Use the illustrations and details in a text to describe its key ideas.**
- **CC.1.2.1.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.**

**Understanding(s):**

***Students will understand . . .***

1. how to answer question to demonstrate understanding of text.
2. a passage has a main idea and supporting details.
3. supporting details reinforce the main idea.
4. how to identify main ideas in a text.

**Essential Questions:**

- What is the author saying?
- Do I understand and make connections when I read?
- What do good readers do?
- How do the text features help me to understand?

<ol style="list-style-type: none"> <li>5. choosing the correct vocabulary when speaking and writing help to convey a message.</li> <li>6. looking at the text features provides more information about the text, which in turn adds to the meaning of the passage.</li> <li>7. that illustrations, maps, photographs, and the words in a text convey meaning.</li> <li>8. there are specific benchmarks to demonstrate reading proficiency at the first grade level.</li> </ol>	<ul style="list-style-type: none"> <li>▪ How can question words help me to understand the text? (who, what, when, where, why, how)</li> <li>▪ How can pictures help me to understand the text?</li> <li>▪ Do I correctly use vocabulary to show my understanding?</li> <li>▪ Can I read and understand the text by myself?</li> </ul>
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<p><b>Learning Objectives: (I - Introduced, R - Review; P - Proficient)</b>  <b>Students will know and be able to...</b></p> <ul style="list-style-type: none"> <li>▪ Answer questions to demonstrate their understanding of a text. (P)</li> <li>▪ Determine the main idea of a text and be able to support the main idea with details. (R)</li> <li>▪ Use vocabulary appropriately in conversation and writing. (R)</li> <li>▪ Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of a text (who, what, when, where, why, how) (R)</li> <li>▪ Demonstrate proficiency in reading grade-level text. (P)</li> </ul>	
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<p><b>Month(s): December</b></p>	<p><b>Unit Plan 3: Reading Literature</b>  <b>Students read and respond to works of literature – with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b></p>
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**Stage 1 – Desired Results**

<p><b>PA Core Content &amp; Practice Standards:</b></p> <ul style="list-style-type: none"> <li>▪ <b>CC.1.3.1.A: Retell stories, including key details, and demonstrate understanding of their central message or lesson</b></li> <li>▪ <b>CC.1.3.1.B: Ask and answer questions about key details in text.</b></li> <li>▪ <b>CC.1.3.1.C: Describe characters, settings, and major events in a story, using key details.</b></li> <li>▪ <b>CC.1.3.1.D: Identify who is telling the story at various points in a text.</b></li> <li>▪ <b>CC.1.3.1.F: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</b></li> <li>▪ <b>CC.1.3.1.G: Use illustrations and details in a story to describe characters, settings, or events.</b></li> <li>▪ <b>CC.1.3.1.K: Read and comprehend literature on grade-level, reading independently and proficiently.</b></li> </ul>	
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<p><b>Understanding(s):</b>  <b>Students will understand . . .</b></p> <ol style="list-style-type: none"> <li>1. the process for retelling the events in a story.</li> <li>2. a story consists of characters, setting, a problem and a solution (conflict).</li> <li>3. a story has a title, and an author.</li> <li>4. they can use illustrations to represent story elements.</li> <li>5. there are key details within a text that help to develop the story.</li> <li>6. creating and responding to questions about key details in a text helps to aid with comprehension.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ Are you becoming an independent reader?</li> <li>▪ Do you understand what you are reading?</li> <li>▪ How do words work?</li> <li>▪ What do good readers do when they get stuck on a word?</li> <li>▪ Why are punctuation marks used?</li> <li>▪ How does good reading sound?</li> <li>▪ What does a good sentence look like?</li> </ul>
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<ol style="list-style-type: none"> <li>7. using vocabulary and ideas from the story when speaking and writing demonstrates comprehension.</li> <li>8. it is necessary to monitor their reading, asking themselves, "Does it sound right?" in order to make meaning of what they are reading.</li> <li>9. there are specific benchmarks to demonstrate reading proficiency at the first grade level.</li> </ol>	
<p><b>Learning Objectives: (I - Introduced, R - Review; P - Proficient)</b>  <b>Students will know and be able to...</b></p> <ul style="list-style-type: none"> <li>▪ Retell events in a story. (P)</li> <li>▪ Respond to questions about key details in text. (R)</li> <li>▪ Identify story elements such as title, author, illustrator, characters, setting, problem and solution using illustrations and details. (R)</li> <li>▪ Use vocabulary and ideas from the story in conversation and written responses. (R)</li> <li>▪ Read and comprehend grade-level literature independently and proficiently. (P)</li> </ul>	
<p><b>Month(s): December</b></p>	<p><b>Unit Plan 4: Writing</b>  <b>Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content.</b></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Core Content &amp; Practice Standards:</b></p> <ul style="list-style-type: none"> <li>▪ <b>CC.1.4.1.B: Identify and write about one specific topic.</b></li> <li>▪ <b>CC.1.4.1.X: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</b></li> </ul>	
<p><b>Understanding(s):</b>  <b>Students will understand . . .</b></p> <ol style="list-style-type: none"> <li>1. information needs to be organized when writing.</li> <li>2. informational writing is organized in a way that gives the reader a sense of closure.</li> <li>3. writers choose vocabulary that helps to convey meaning.</li> <li>4. when writing, it is important to apply the rules of grammar, capitalization, punctuation, and spelling correctly.</li> <li>5. Using a variety of words and phrases makes writing more interesting.</li> <li>6. a narrative consists of a person or an event and includes thoughts and feelings.</li> <li>7. a narrative is told in a sequence using sequence words such as first, next, then, and finally, which makes text easy to follow.</li> <li>8. the process for editing and revising a piece of writing.</li> <li>9. there are a variety of ways to produce and publish written work.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ What does a good sentence look like?</li> <li>▪ What does good writing look like?</li> <li>▪ Do you understand what you are writing?</li> <li>▪ What is your purpose for writing and who is your audience?</li> <li>▪ Why are conventions important?</li> <li>▪ Are you becoming an independent writer?</li> </ul>

<p>10. how to write appropriate responses to text. 11. writing occurs on a daily basis.</p>	
<p><b>Learning Objectives: (I - Introduced, R - Review; P - Proficient)</b> <b>Students will know and be able to...</b></p> <ul style="list-style-type: none"> <li>▪ Organize information and provide some sense of closure. (I)</li> <li>▪ Use appropriate vocabulary. (R)</li> <li>▪ Use correct grammar, capitalization, punctuation, and spelling. (R)</li> <li>▪ Use a variety of words and phrases. (R)</li> <li>▪ Establish who and what a narrative will be about and write a corresponding narrative using thoughts and feelings. (R)</li> <li>▪ Recount two or more appropriately sequenced events using temporal words (first, next, then, finally) to signal event order and provide some sense of closure when writing a narrative. (R)</li> <li>▪ Edit and revise written work with assistance from both adults and peers. (R)</li> <li>▪ Use appropriate technology to produce and publish written work. (R)</li> <li>▪ Write appropriate responses to text. (R)</li> <li>▪ Write on a daily basis. (P)</li> </ul>	
<p><b>Month(s): December</b></p>	<p><b>Unit Plan 5: Speaking and Listening</b> <b>Students present appropriately informal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Core Content &amp; Practice Standards:</b></p> <ul style="list-style-type: none"> <li>▪ <b>CC.1.5.1.A: Participate in collaborative conversations with peers and adults in small and larger groups.</b></li> <li>▪ <b>CC.1.5.1.C: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</b></li> <li>▪ <b>CC.1.5.1.E: Produce complete sentences when appropriate to task and situation.</b></li> <li>▪ <b>CC.1.5.1.F: Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings.</b></li> <li>▪ <b>CC.1.5.1.G: Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.</b></li> </ul>	
<p><b>Understanding(s):</b> <b>Students will understand . . .</b></p> <ol style="list-style-type: none"> <li>1. the importance of being a good listener in different situations.</li> <li>2. during read aloud we listen with a purpose (i.e. to comprehend the passage in order to ask questions).</li> <li>3. good communicators speak in complete sentences.</li> <li>4. to effectively express yourself orally, you need to use descriptions that provide relevant details, expressing ideas, and feelings clearly.</li> <li>5. drawings and visual displays can aid in comprehension when presenting to a group.</li> <li>6. using proper grammar when speaking leaves a positive impression on the audience.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ What does a good listener do?</li> <li>▪ What does good speaker do?</li> </ul>

**Learning Objectives: (I - Introduced, R - Review; P - Proficient)**

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

- Participate in collaborative conversations with peers and adults in small and larger groups. (P)
- Understand a text that is read aloud and ask appropriate questions. (R)
- Understand both formal and informal speech and ask appropriate questions. (R)
- Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. (R)
- Convey ideas using complete sentences. (P)
- Use drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings. (P)
- Demonstrate correct grammar. (P)

**Month(s):** January

**Unit Plan 1: Foundational Skills**

**Students Gain a Working Knowledge of Concepts of Print, Alphabetic Principle, and Other Basic Conventions**

**Stage 1 – Desired Results**

**PA Core Content & Practice Standards:**

- **CC.1.1.1.E: Demonstrate understanding of the organization and basic features of print.**
- **CC.1.1.1.C: Demonstrate the understanding of spoken words, syllables, and sounds (phonemes).**
- **CC.1.1.1.D: Know and apply grade level phonics and word analysis skills in decoding words.**
- **CC.1.1.1.E: Read with accuracy and fluency to support comprehension.**

**Understanding(s):**

***Students will understand . . .***

1. a sentence has specific characteristics.
2. how to identify words that rhyme and words that rhyme have the same ending sound.
3. compound words can be separated to make individual words.
4. vowels will be either short or long depending on the patterns of the vowels and consonants within a word.
5. vowels have different sounds depending on their location in a word.
6. some words have more than one syllable.
7. words can be broken into syllables and read.
8. not all words follow a decodable pattern.
9. words consist of phonemes which can be broken into syllables.
10. what each short vowel sounds like.
11. how to break words into phonemes.
12. you can substitute one phoneme for another to make new one syllable words.
13. a consonant digraph consists of two consonants, but you hear one sound.
14. when a vowel is teamed with another vowel it usually says the name of the first vowel.

**Essential Question(s):**

- Are you becoming an independent reader?
- Do you understand what you are reading?
- How do words work?
- What do good readers do when they get stuck on a word?
- Why are punctuation marks used?
- How does good reading sound?
- What does a good sentence look like?

15. when there is a vowel, consonant, /e/ pattern, the first vowel says its name.
16. looking for common patterns in one syllable words can help when decoding.
17. the apostrophe is the place holder for the omitted letters in a contraction.
18. contractions are formed by removing some of the letters from the second word and adding an apostrophe as a place holder.
19. a singular noun means one person, place or thing.
20. a noun is a person, place, or thing.
21. a plural noun means two or more.
22. plural nouns usually end with -s.
23. a verb shows action.
24. -s, -ed, and -ing are suffixes.
25. it is necessary to read irregularly spelled words on sight.
26. medial phonemes can be pronounced in isolation.
27. setting a purpose when reading increases comprehension.
28. the text being read needs to make sense.
29. good readers use appropriate rhythm, rate, meter, and pronunciation when they read.
30. the context of a sentence can help to decode and make meaning of an unknown word.

**Learning Objectives: (I - Introduced, R - Review; P - Proficient)**

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

- Identify the distinguishing features of a sentence. (R)
- Identify rhyming word families, oral rhymes, and written rhymes in stories and poems. (R)
- Identify words, syllables, and phonemes. (R)
- Identify and separate compound words into two words. (R)
- Place words in alphabetical order by the first and second letter. (R)
- Identify possessives, contractions, and plurals. (R)
- Write contractions and corresponding word pairs. (R)
- Differentiate between singular and plural nouns. (R)
- Identify nouns and verbs. (R)
- Distinguish long from short vowel sounds in single syllable words. (I)
- Produce single syllable words, including consonant blends and digraphs. (R)
- Identify initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (P)
- Add or substitute individual sounds (phonemes) in one-syllable words to make new words. (P)
- Identify common consonant digraphs, final e, and common vowel teams. (I)
- Decode one-syllable words with common patterns. (P)
- Decode two-syllable words with common patterns. (I)
- Read grade-level words. (P)
- Read grade-appropriate irregularly-spelled words. (I)
- Read on-level text with purpose and understanding. (P)
- Fluency aids in comprehension: good readers use appropriate rhythm, rate, meter, and pronunciation. (P)

<ul style="list-style-type: none"> <li>▪ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (R)</li> </ul>	
<b>Month(s): January</b>	<b>Unit Plan 2: Reading Informational Text</b> <b>Students read, understand, and respond to information text- with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
<b>Stage 1 – Desired Results</b>	
<b>PA Core Content &amp; Practice Standards:</b> <ul style="list-style-type: none"> <li>▪ <b>CC.1.2.1.A: Identify the main idea and retell key details of text.</b></li> <li>▪ <b>CC.1.2.1.B: Ask and answer questions about key details in text.</b></li> <li>▪ <b>CC.1.2.1.F: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</b></li> <li>▪ <b>CC.1.2.1.G: Use the illustrations and details in a text to describe its key ideas.</b></li> <li>▪ <b>CC.1.2.1.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</b></li> <li>▪ <b>CC.1.2.1.J: Use words and phrases acquired through conversations, reading and being read to, and respond and responding to text including words that signal connections and relationships between words and phrases.</b></li> </ul>	
<b>Understanding(s):</b> <i>Students will understand . . .</i> <ol style="list-style-type: none"> <li>1. how to answer questions to demonstrate understanding of text.</li> <li>2. a passage has a main idea and supporting details.</li> <li>3. supporting details reinforce the main idea.</li> <li>4. how to identify main ideas in a text.</li> <li>5. choosing the correct vocabulary when speaking and writing help to convey a message.</li> <li>6. there are specific benchmarks to demonstrate reading proficiency at the 1st grade level.</li> <li>7. using text features helps locate information in the text.</li> <li>8. that illustrations, maps, photographs, and the words in a text convey meaning.</li> <li>9. search tools help to locate information when researching a topic.</li> <li>10. compare means the same or similar; contrast means different.</li> <li>11. how to determine the most important points in the text.</li> <li>12. a word or phrase can have more than one meaning.</li> <li>13. there are specific benchmarks to demonstrate reading proficiency at the first grade level.</li> <li>14. when an author writes he gives reasons to support his ideas.</li> </ol>	<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>▪ What is the author saying?</li> <li>▪ Do I understand and make connections when I read?</li> <li>▪ What do good readers do?</li> <li>▪ How do the text features help me to understand?</li> <li>▪ How can question words help me to understand the text? (who, what, when, where, why, how)</li> <li>▪ How can pictures help me to understand the text?</li> <li>▪ Do I correctly use vocabulary to show my understanding?</li> <li>▪ Can I read and understand the text by myself?</li> </ul>

**Learning Objectives: (I - Introduced, R - Review; P - Proficient)**

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

- Answer questions to demonstrate their understanding of a text. (P)
- Determine the main idea of a text and be able to support the main idea with details. (P)
- Use vocabulary appropriately in conversation and writing. (R)
- Use text features and search tools to locate information relevant to a given topic. (I)
- Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of a text (who, what, when, where, why, how) (R)
- Compare and contrast the most important points in two texts on the same topic.(I)
- Understand multiple meaning words and phrases in grade-level text.(I)
- Demonstrate proficiency in reading grade-level text. (P)
- Identify the reasons the author gives to support points in a text. (I)

**Month(s): January**

**Unit Plan 3: Reading Literature**

**Students read and respond to works of literature – with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

**Stage 1 – Desired Results**

**PA Core Content & Practice Standards:**

- **CC.1.3.1.A: Retell stories, including key details, and demonstrate understanding of their central message or lesson**
- **CC.1.3.1.B: Ask and answer questions about key details in text.**
- **CC.1.3.1.C: Describe characters, settings, and major events in a story, using key details.**
- **CC.1.3.1.D: Identify who is telling the story at various points in a text.**
- **CC.1.3.1.F: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.**
- **CC.1.3.1.G: Use illustrations and details in a story to describe characters, settings, or events.**
- **CC.1.3.1.K: Read and comprehend literature on grade-level, reading independently and proficiently.**

**Understanding(s):**

***Students will understand . . .***

1. the process for retelling the events in a story.
2. a story consists of characters, setting, a problem and a solution (conflict).
3. a story has a title, and an author.
4. some books have illustrations that help to tell the story.
5. there are key details within a text that help to develop the story.
6. creating and responding to questions about key details in a text helps to aid with comprehension.
7. how to compare and contrast two texts and make connections between them.
8. using vocabulary and ideas from the story when speaking and writing demonstrates comprehension.
9. it is necessary to monitor their reading, asking themselves, “Does it sound right?”

**Essential Question(s):**

- Are you becoming an independent reader?
- Do you understand what you are reading?
- How do words work?
- What do good readers do when they get stuck on a word?
- Why are punctuation marks used?
- How does good reading sound?
- What does a good sentence look like?

<p>in order to make meaning of what they are reading.</p> <p>10. there are specific benchmarks to demonstrate reading proficiency at the first grade level.</p>	
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<p><b>Learning Objectives: (I - Introduced, R - Review; P - Proficient)</b>  <b>Students will know and be able to...</b></p> <ul style="list-style-type: none"> <li>▪ Retell events in a story.(P)</li> <li>▪ Respond to questions about key details in text. (R)</li> <li>▪ Identify story elements such as title, author, illustrator, characters, setting, problem and solution using illustrations and details. (R)</li> <li>▪ Compare and contrast and make connections between texts. (I)</li> <li>▪ Use vocabulary and ideas from the story in conversation and written responses. (R)</li> <li>▪ Read and comprehend grade-level literature independently and proficiently. (P)</li> </ul>	
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<p><b>Month(s): January</b></p>	<p><b>Unit Plan 4: Writing</b>  <b>Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content.</b></p>
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**Stage 1 – Desired Results**

<p><b>PA Core Content &amp; Practice Standards:</b></p> <ul style="list-style-type: none"> <li>▪ <b>CC.1.4.1.B: Identify and write about one specific topic.</b></li> <li>▪ <b>CC.1.4.1.C: Develop the topic with two or more facts.</b></li> <li>▪ <b>CC.1.4.1.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b></li> <li>▪ <b>CC.1.4.1.K: Use a variety of words and phrases.</b></li> <li>▪ <b>CC.1.4.1.M: Write narratives to develop real or imagined experiences or events.</b></li> <li>▪ <b>CC1.4.1.N: Establish who and what a narrative will be about.</b></li> <li>▪ <b>CC.1.4.1.O: Include thoughts and feelings to describe experiences and events when writing a narrative.</b></li> <li>▪ <b>CC.1.4.1.P: Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure when writing a narrative.</b></li> <li>▪ <b>CC.1.4.1.X: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</b></li> <li>▪ <b>CC.1.4.1.E: Choose words and phrases for effect.</b></li> </ul>	
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<p><b>Understanding(s):</b>  <b>Students will understand . . .</b></p> <ol style="list-style-type: none"> <li>1. a narrative is written about a topic or an event.</li> <li>2. a narrative has a beginning, middle, and end.</li> <li>3. writers choose vocabulary that helps to convey meaning.</li> <li>4. when writing, it is important to apply the rules of grammar, capitalization, punctuation, and spelling correctly.</li> <li>5. Using a variety of words and phrases makes writing more interesting.</li> <li>6. a narrative consists of a person or an event and includes thoughts and feelings.</li> <li>7. a narrative is told in a sequence using sequence words such as first, next, then,</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ What does a good sentence look like?</li> <li>▪ What does good writing look like?</li> <li>▪ Do you understand what you are writing?</li> <li>▪ What is your purpose for writing and who is your audience?</li> <li>▪ Why are conventions important?</li> <li>▪ Are you becoming an independent writer?</li> </ul>
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<p>and finally, which makes text easy to follow.</p> <p>8. the process for editing and revising a piece of writing.</p> <p>9. there are a variety of ways to produce and publish written work.</p> <p>10. how to write appropriate responses to text.</p> <p>11. writing occurs on a daily basis.</p>	
<p><b>Learning Objectives: (I - Introduced, R - Review; P - Proficient)</b>  <b>Students will know and be able to...</b></p> <ul style="list-style-type: none"> <li>▪ Choose a topic and write a narrative piece. (P)</li> <li>▪ Organize information and provide some sense of closure. (P)</li> <li>▪ Use appropriate vocabulary. (R)</li> <li>▪ Use correct grammar, capitalization, punctuation, and spelling.(P)</li> <li>▪ Use a variety of words and phrases. (P)</li> <li>▪ Establish who and what a narrative will be about and write a corresponding narrative using thoughts and feelings.(P)</li> <li>▪ Recount two or more appropriately sequenced events using temporal words (first, next, then, finally) to signal event order and provide some sense of closure when writing a narrative. (P)</li> <li>▪ Edit and revise written work with assistance from both adults and peers. (R)</li> <li>▪ Use appropriate technology to produce and publish written work. (R)</li> <li>▪ Write appropriate responses to text. (R)</li> <li>▪ Write on a daily basis. (P)</li> </ul>	
<p><b>Month(s):</b> January</p>	<p><b>Unit Plan 5: Speaking and Listening</b>  <b>Students present appropriately informal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Core Content &amp; Practice Standards:</b></p> <ul style="list-style-type: none"> <li>▪ <b>CC.1.5.1.A: Participate in collaborative conversations with peers and adults in small and larger groups.</b></li> <li>▪ <b>CC.1.5.1.C: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</b></li> <li>▪ <b>CC.1.5.1.E: Produce complete sentences when appropriate to task and situation.</b></li> <li>▪ <b>CC.1.5.1.F: Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings.</b></li> <li>▪ <b>CC.1.5.1.G: Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.</b></li> <li>▪ <b>CC.1.5.1.B: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification in something is not understood.</b></li> </ul>	
<p><b>Understanding(s):</b>  <b>Students will understand . . .</b></p> <ol style="list-style-type: none"> <li>1. the importance of being a good listener in different situations.</li> <li>2. during read aloud we listen with a purpose (i.e. to comprehend the passage in order to ask questions).</li> <li>3. good communicators speak in complete sentences.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ What does a good listener do?</li> <li>▪ What does good speaker do?</li> </ul>

<ol style="list-style-type: none"> <li>4. to effectively express yourself orally, you need to use descriptions that provide relevant details, expressing ideas, and feelings clearly.</li> <li>5. drawings and visual displays can aid in comprehension when presenting to a group.</li> <li>6. using proper grammar when speaking leaves a positive impression on the audience.</li> </ol>	
<p><b>Learning Objectives: (I - Introduced, R - Review; P - Proficient)</b>  <b>Students will know and be able to...</b></p> <ul style="list-style-type: none"> <li>▪ Participate in collaborative conversations with peers and adults in small and larger groups. (P)</li> <li>▪ Understand a text that is read aloud and ask appropriate questions.(P)</li> <li>▪ Understand both formal and informal speech and ask appropriate questions.(P)</li> <li>▪ Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. (R)</li> <li>▪ Convey ideas using complete sentences.(P)</li> <li>▪ Use drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings.(P)</li> <li>▪ Demonstrate correct grammar.(P)</li> </ul>	
<p><b>Month(s): February</b></p>	<p><b>Unit Plan 1: Foundational Skills</b>  <b>Students Gain a Working Knowledge of Concepts of Print, Alphabetic Principle, and Other Basic Conventions</b></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Core Content &amp; Practice Standards:</b></p> <ul style="list-style-type: none"> <li>▪ <b>CC.1.1.1.B: Demonstrate understanding of the organization and basic features of print.</b></li> <li>▪ <b>CC.1.1.1.C: Demonstrate the understanding of spoken words, syllables, and sounds (phonemes).</b></li> <li>▪ <b>CC.1.1.1.D: Know and apply grade level phonics and word analysis skills in decoding words.</b></li> <li>▪ <b>CC.1.1.1.E: Read with accuracy and fluency to support comprehension.</b></li> </ul>	
<p><b>Understanding(s):</b>  <b>Students will understand . . .</b></p> <ol style="list-style-type: none"> <li>1. a sentence has specific characteristics.</li> <li>2. how to identify words that rhyme and that words that rhyme have the same ending sound.</li> <li>3. compound words can be separated to make individual words.</li> <li>4. there is a process to follow when putting words in alphabetical order.</li> <li>5. vowels will be either short or long depending on the patterns of the vowels and consonants within a word.</li> <li>6. vowels have different sounds depending on their location in a word.</li> <li>7. some words have more than one syllable.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ Are you becoming an independent reader?</li> <li>▪ Do you understand what you are reading?</li> <li>▪ How do words work?</li> <li>▪ What do good readers do when they get stuck on a word?</li> <li>▪ Why are punctuation marks used?</li> <li>▪ How does good reading sound?</li> <li>▪ What does a good sentence look like?</li> </ul>

<ol style="list-style-type: none"> <li>8. words can be broken into syllables and read.</li> <li>9. not all words follow a decodable pattern.</li> <li>10. words consist of phonemes which can be broken into syllables.</li> <li>11. what each short vowel sounds like.</li> <li>12. how to break words into phonemes.</li> <li>13. you can substitute one phoneme for another to make new one syllable words.</li> <li>14. looking for common patterns in one syllable words can help when decoding.</li> <li>15. a consonant digraph consists of two consonants, but makes one sound.</li> <li>16. when a vowel is teamed with another vowel, it usually says the name of the first vowel.</li> <li>17. when there is a vowel, consonant, /e/ pattern, the first vowel says its name.</li> <li>18. the apostrophe is the place holder for the omitted letters in a contraction.</li> <li>19. contractions are formed by removing some of the letters from the second word and adding an apostrophe as a place holder.</li> <li>20. a singular noun means one person, place or thing.</li> <li>21. a noun is a person, place, or thing.</li> <li>22. a plural noun means two or more.</li> <li>23. plural nouns usually end with -s.</li> <li>24. a verb shows action.</li> <li>25. -s, -ed, and -ing are suffixes.</li> <li>26. it is necessary to read irregularly spelled words on sight.</li> <li>27. medial phonemes can be pronounced in isolation.</li> <li>28. setting a purpose when reading increases comprehension.</li> <li>29. the text being read needs to make sense.</li> <li>30. good readers use appropriate rhythm, rate, meter, and pronunciation when they read.</li> <li>31. the context of a sentence can help to decode and make meaning of an unknown word.</li> </ol>	
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**Learning Objectives: (I - Introduced, R - Review; P - Proficient)**

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

- Identify the distinguishing features of a sentence.(R)
- Identify rhyming word families, oral rhymes, and written rhymes in stories and poems. (R)
- Identify words, syllables, and phonemes. (R)
- Identify and separate compound words into two words. (R)
- Place words in alphabetical order by the first, second and third letter. (I/R)
- Identify possessives, contractions, and plurals. (R)
- Write contractions and corresponding word pairs. (R)
- Differentiate between singular and plural nouns. (R)
- Identify nouns and verbs. (R)

<ul style="list-style-type: none"> <li>▪ Distinguish long from short vowel sounds in single syllable words. (R)</li> <li>▪ Produce single syllable words, including consonant blends and digraphs. (R)</li> <li>▪ Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (P)</li> <li>▪ Add or substitute individual sounds (phonemes) in one-syllable words to make new words. (P)</li> <li>▪ Identify common consonant digraphs, final e, and common vowel teams. (R)</li> <li>▪ Decode one-syllable words with common patterns. (P)</li> <li>▪ Decode two-syllable words with common patterns. (R)</li> <li>▪ Read grade-level words. (P)</li> <li>▪ Read grade-appropriate irregularly-spelled words. (R)</li> <li>▪ Read on-level text with purpose and understanding. (P)</li> <li>▪ Fluency aids in comprehension: good readers use appropriate rhythm, rate, meter, and pronunciation. (P)</li> <li>▪ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (R)</li> </ul>	
<b>Month(s): February</b>	<b>Unit Plan 2: Reading Informational Text</b> <b>Students read, understand, and respond to information text- with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
<b>Stage 1 – Desired Results</b>	
<b>PA Core Content &amp; Practice Standards:</b> <ul style="list-style-type: none"> <li>▪ <b>CC.1.2.1.A: Identify the main idea and retell key details of text.</b></li> <li>▪ <b>CC.1.2.1.B: Ask and answer questions about key details in text.</b></li> <li>▪ <b>CC.1.2.1.G: Use the illustrations and details in a text to describe its key ideas.</b></li> <li>▪ <b>CC.1.2.1.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</b></li> </ul>	
<b>Understanding(s):</b> <i>Students will understand . . .</i> <ol style="list-style-type: none"> <li>1. how to answer question to demonstrate understanding of the text.</li> <li>2. a passage has a main idea and supporting details.</li> <li>3. supporting details reinforce the main idea.</li> <li>4. how to identify main ideas in a text.</li> <li>5. choosing the correct vocabulary when speaking and writing help to convey a message.</li> <li>6. there are specific benchmarks to demonstrate reading proficiency at the 1st grade level.</li> <li>7. using text features helps locate information in the text.</li> <li>8. that illustrations, maps, photographs, and the words in a text convey meaning.</li> <li>9. search tools help to locate information when researching a topic.</li> <li>10. compare means the same or similar; contrast means different.</li> </ol>	<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>▪ What is the author saying?</li> <li>▪ Do I understand and make connections when I read?</li> <li>▪ What do good readers do?</li> <li>▪ How do the text features help me to understand?</li> <li>▪ How can question words help me to understand the text? (who, what, when, where, why, how)</li> <li>▪ How can pictures help me to understand the text?</li> <li>▪ Do I correctly use vocabulary to show my understanding?</li> <li>▪ Can I read and understand the text by myself?</li> </ul>

<p>11. how to determine the most important points in the text.</p> <p>12. a word or phrase can have more than one meaning.</p> <p>13. there are specific benchmarks to demonstrate reading proficiency at the first grade level.</p> <p>14. when an author writes he gives reasons to support his ideas.</p>	
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<p><b>Learning Objectives: (I - Introduced, R - Review; P - Proficient)</b>  <b>Students will know and be able to...</b></p> <ul style="list-style-type: none"> <li>▪ Answer questions to demonstrate their understanding of a text. (P)</li> <li>▪ Determine the main idea of a text and be able to support the main idea with details. (P)</li> <li>▪ Use vocabulary appropriately in conversation and writing. (P)</li> <li>▪ Use text features and search tools to locate information relevant to a given topic.(R)</li> <li>▪ Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of a text (who, what, when, where, why, how) (R)</li> <li>▪ Compare and contrast the most important points in two texts on the same topic. (R)</li> <li>▪ Understand multiple meaning words and phrases in grade-level text. (R)</li> <li>▪ Demonstrate proficiency in reading grade-level text. (P)</li> <li>▪ Identify the reasons the author gives to support points in a text. (I)</li> </ul>	
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<p><b>Month(s): February</b></p>	<p><b>Unit Plan 3: Reading Literature</b>  <b>Students read and respond to works of literature – with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b></p>
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**Stage 1 – Desired Results**

<p><b>PA Core Content &amp; Practice Standards:</b></p> <ul style="list-style-type: none"> <li>▪ <b>CC.1.3.1.A: Retell stories, including key details, and demonstrate understanding of their central message or lesson.</b></li> <li>▪ <b>CC.1.3.1.B: Ask and answer questions about key details in text.</b></li> <li>▪ <b>CC.1.3.1.C: Describe characters, settings, and major events in a story, using key details.</b></li> <li>▪ <b>CC.1.3.1.D: Identify who is telling the story at various points in a text.</b></li> <li>▪ <b>CC.1.3.1.F: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</b></li> <li>▪ <b>CC.1.3.1.G: Use illustrations and details in a story to describe characters, settings, or events.</b></li> <li>▪ <b>CC.1.3.1.K: Read and comprehend literature on grade-level, reading independently and proficiently.</b></li> </ul>	
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<p><b>Understanding(s):</b>  <b>Students will understand . . .</b></p> <ol style="list-style-type: none"> <li>1. the process for retelling the events in a story.</li> <li>2. a story consists of characters, setting, a problem and a solution (conflict).</li> <li>3. a story has a title, and an author.</li> <li>4. there are key details within a text that help to develop the story.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ Are you becoming an independent reader?</li> <li>▪ Do you understand what you are reading?</li> <li>▪ How do words work?</li> <li>▪ What do good readers do when they get stuck on a word?</li> <li>▪ Why are punctuation marks used?</li> <li>▪ How does good reading sound?</li> </ul>
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<ol style="list-style-type: none"> <li>5. creating and responding to questions about key details in a text helps to aid with comprehension.</li> <li>6. how to compare and contrast two texts and make connections between them.</li> <li>7. using vocabulary and ideas from the story when speaking and writing demonstrates comprehension.</li> <li>8. it is necessary to monitor their reading, asking themselves, "Does it sound right?" in order to make meaning of what they are reading.</li> <li>9. there are specific benchmarks to demonstrate reading proficiency at the first grade level.</li> </ol>	<ul style="list-style-type: none"> <li>▪ What does a good sentence look like?</li> </ul>
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<p><b>Learning Objectives: (I - Introduced, R - Review; P - Proficient)</b>  <i>Students will know and be able to...</i></p> <ul style="list-style-type: none"> <li>▪ Retell events in a story. (P)</li> <li>▪ Respond to questions about key details in text. (P)</li> <li>▪ Identify story elements such as title, author, illustrator, characters, setting, problem and solution using illustrations and details. (R)</li> <li>▪ Compare and contrast and make connections between texts. (R)</li> <li>▪ Use vocabulary and ideas from the story in conversation and written responses. (R)</li> <li>▪ Read and comprehend grade-level literature independently and proficiently. (P)</li> </ul>	
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<p><b>Month(s): February</b></p>	<p><b>Unit Plan 4: Writing</b>  <b>Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content.</b></p>
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**Stage 1 – Desired Results**

<p><b>PA Core Content &amp; Practice Standards:</b></p> <ul style="list-style-type: none"> <li>▪ <b>CC.1.4.1.A: Write informative/explanatory texts to examine a topic and convey ideas and information.</b></li> <li>▪ <b>CC.1.4.1.B: Identify and write about one specific topic.</b></li> <li>▪ <b>CC.1.4.1.C: Develop the topic with two or more facts.</b></li> <li>▪ <b>CC.1.4.1.D: Group information and provide some sense of closure.</b></li> <li>▪ <b>CC.1.4.1.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b></li> <li>▪ <b>CC.1.4.1.K: Use a variety of words and phrases.</b></li> <li>▪ <b>CC.1.4.1.X: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</b></li> </ul>	
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<p><b>Understanding(s):</b>  <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> <li>1. using facts when writing reinforces what is being said.</li> <li>2. informational writing is organized in a way that gives the reader a sense of closure.</li> <li>3. writers choose vocabulary that helps to convey meaning.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ What does a good sentence look like?</li> <li>▪ What does good writing look like?</li> <li>▪ Do you understand what you are writing?</li> <li>▪ What is your purpose for writing and who is your audience?</li> <li>▪ Why are conventions important?</li> <li>▪ Are you becoming an independent writer?</li> </ul>
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<ol style="list-style-type: none"> <li>4. when writing, it is important to apply the rules of grammar, capitalization, punctuation, and spelling correctly.</li> <li>5. using a variety of words and phrases makes writing more interesting.</li> <li>6. the process for editing and revising a piece of writing.</li> <li>7. there are a variety of ways to produce and publish written work.</li> <li>8. how to write appropriate responses to text.</li> <li>9. writing occurs on a daily basis.</li> </ol>	
<p><b>Learning Objectives: (I - Introduced, R - Review; P - Proficient)</b>  <b>Students will know and be able to...</b></p> <ul style="list-style-type: none"> <li>▪ Choose a topic and write with two or more facts to convey the information. (P)</li> <li>▪ Organize information and provide some sense of closure.(P)</li> <li>▪ Use appropriate vocabulary.(P)</li> <li>▪ Use correct grammar, capitalization, punctuation, and spelling.(P)</li> <li>▪ Use a variety of words and phrases.(P)</li> <li>▪ Edit and revise written work with assistance from both adults and peers. (R)</li> <li>▪ Use appropriate technology to produce and publish written work. (R)</li> <li>▪ Write appropriate responses to text. (P)</li> <li>▪ Write on a daily basis.(P)</li> </ul>	
<p><b>Month(s): February</b></p>	<p><b>Unit Plan 5: Speaking and Listening</b>  <b>Students present appropriately informal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Core Content &amp; Practice Standards:</b></p> <ul style="list-style-type: none"> <li>▪ <b>CC.1.5.1.A: Participate in collaborative conversations with peers and adults in small and larger groups.</b></li> <li>▪ <b>CC.1.5.1.C: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</b></li> <li>▪ <b>CC.1.5.1.E: Produce complete sentences when appropriate to task and situation.</b></li> <li>▪ <b>CC.1.5.1.F: Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings.</b></li> <li>▪ <b>CC.1.5.1.G: Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.</b></li> </ul>	
<p><b>Understanding(s):</b>  <b>Students will understand . . .</b></p> <ol style="list-style-type: none"> <li>1. the importance of being a good listener in different situations.</li> <li>2. during read aloud we listen with a purpose (i.e. to comprehend the passage in order to ask questions).</li> <li>3. good communicators speak in complete sentences.</li> <li>4. to effectively express yourself orally, you need to use descriptions that provide relevant details, expressing ideas, and feelings clearly.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ What does a good listener do?</li> <li>▪ What does good speaker do?</li> </ul>

<p>5. drawings and visual displays can aid in comprehension when presenting to a group.</p> <p>6. using proper grammar when speaking leaves a positive impression on the audience.</p>	
<p><b>Learning Objectives: (I - Introduced, R - Review; P - Proficient)</b>  <b>Students will know and be able to...</b></p> <ul style="list-style-type: none"> <li>▪ Participate in collaborative conversations with peers and adults in small and larger groups. (P)</li> <li>▪ Understand a text that is read aloud and ask appropriate questions. (P)</li> <li>▪ Understand both formal and informal speech and ask appropriate questions. (P)</li> <li>▪ Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. (R)</li> <li>▪ Convey ideas using complete sentences. (P)</li> <li>▪ Use drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings. (P)</li> <li>▪ Demonstrate correct grammar. (P)</li> </ul>	
<p><b>Month(s): March</b></p>	<p><b>Unit Plan 1: Foundational Skills</b>  <b>Students Gain a Working Knowledge of Concepts of Print, Alphabetic Principle, and Other Basic Conventions</b></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Core Content &amp; Practice Standards:</b></p> <ul style="list-style-type: none"> <li>▪ <b>CC.1.1.1.B: Demonstrate understanding of the organization and basic features of print.</b></li> <li>▪ <b>CC.1.1.1.C: Demonstrate the understanding of spoken words, syllables, and sounds (phonemes).</b></li> <li>▪ <b>CC.1.1.1.D: Know and apply grade level phonics and word analysis skills in decoding words.</b></li> <li>▪ <b>CC.1.1.1.E: Read with accuracy and fluency to support comprehension.</b></li> </ul>	
<p><b>Understanding(s):</b>  <b>Students will understand . . .</b></p> <ol style="list-style-type: none"> <li>1. a sentence has specific characteristics.</li> <li>2. words that rhyme have the same ending sound.</li> <li>3. compound words can be separated to make individual words.</li> <li>4. vowels will be either short or long depending on the patterns of the vowels and consonants within a word.</li> <li>5. vowels have different sounds depending on their location in a word.</li> <li>6. vowels sometimes have irregular sounds depending on the surrounding vowels and consonants (-oi, -oy, -aw, -ou, -igh).</li> <li>7. the -r controls the vowel when it is to the right of the vowel (-ir, -er, -or, -ur, -ar).</li> <li>8. some words have more than one syllable.</li> <li>9. words can be broken into syllables and read.</li> <li>10. not all words follow a decodable pattern.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ Are you becoming an independent reader?</li> <li>▪ Do you understand what you are reading?</li> <li>▪ How do words work?</li> <li>▪ What do good readers do when they get stuck on a word?</li> <li>▪ Why are punctuation marks used?</li> <li>▪ How does good reading sound?</li> <li>▪ What does a good sentence look like?</li> </ul>

11. words consist of phonemes which can be broken into syllables.
12. how to break words into phonemes.
13. you can substitute one phoneme for another to make new one syllable words.
14. a consonant digraph consists of two consonants, but makes one sound.
15. when a vowel is teamed with another vowel, it usually says the name of the first vowel.
16. when there is a vowel, consonant, /e/ pattern, the first vowel says its name.
17. looking for common patterns in one syllable words can help when decoding.
18. the apostrophe is the place holder for the omitted letters in a contraction.
19. contractions are formed by removing some of the letters from the second word and adding an apostrophe as a place holder.
20. a singular noun means one person, place or thing.
21. a noun is a person, place, or thing.
22. a plural noun means two or more.
23. plural nouns usually end with -s.
24. a verb shows action.
25. it is necessary to read irregularly spelled words on sight.
26. setting a purpose when reading increases comprehension.
27. the text being read needs to make sense.
28. good readers use appropriate rhythm, rate, meter, and pronunciation when they read.
29. the context of a sentence can help to decode and make meaning of an unknown word.

**Learning Objectives: (I - Introduced, R - Review; P - Proficient)**

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

- Recognize the distinguishing features of a sentence. (P)
- Identify rhyming word families, oral rhymes, and written rhymes in stories and poems. (P)
- Identify words, syllables, and phonemes. (P)
- Identify and separate compound words into two words. (R)
- Place words in alphabetical order by the first, second and third letter. (R)
- Identify possessives, contractions, and plurals. (R)
- Write contractions and corresponding word pairs. (R)
- Differentiate between singular and plural nouns. (R)
- Identify nouns and verbs. (R)
- Recognize multiple-meaning words. (R)
- Distinguish long from short vowel sounds in single syllable words. (R)
- Identify irregular vowel patterns. (-oi, -oy, -aw, -ou, -igh) (I)
- Identify r-controlled vowels. (-ir, -er, -or, -ur, -ar) (I)
- Produce single syllable words, including consonant blends and digraphs. (R)
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (P)

- Add or substitute individual sounds (phonemes) in one-syllable words to make new words. (P)
- Identify common consonant digraphs, final e, and common vowel teams. (R)
- Decode one-syllable words with common patterns. (P)
- Decode two-syllable words with common patterns. (R)
- Read grade-appropriate irregularly-spelled words. (R)
- Read on-level text with purpose and understanding. (P)
- Fluency aids in comprehension: good readers use appropriate rhythm, rate, meter, and pronunciation. (P)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (R)

<b>Month(s): March</b>	<b>Unit Plan 2: Reading Informational Text</b> <b>Students read, understand, and respond to information text- with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
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**Stage 1 – Desired Results**

- PA Core Content & Practice Standards:**
- **CC.1.2.1.A: Identify the main idea and retell key details of text.**
  - **CC.1.2.1.B: Ask and answer questions about key details in text.**
  - **CC.1.2.1.F: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.**
  - **CC.1.2.1.G: Use the illustrations and details in a text to describe its key ideas.**
  - **CC.1.2.1.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.**

<p><b>Understanding(s):</b> <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> <li>1. how to answer questions to demonstrate understanding of text.</li> <li>2. a passage has a main idea and supporting details.</li> <li>3. supporting details reinforce the main idea.</li> <li>4. how to identify main ideas in a text.</li> <li>5. choosing the correct vocabulary when speaking and writing help to convey a message.</li> <li>6. using text features helps locate information in the text.</li> <li>7. that illustrations, maps, photographs, and the words in a text convey meaning.</li> <li>8. search tools help to locate information when researching a topic.</li> <li>9. compare means the same or similar; contrast means different.</li> <li>10. how to determine the most important points in the text.</li> <li>11. a word or phrase can have more than one meaning.</li> <li>12. when an author writes he gives reasons to support his ideas.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ What is the author saying?</li> <li>▪ Do I understand and make connections when I read?</li> <li>▪ What do good readers do?</li> <li>▪ How do the text features help me to understand?</li> <li>▪ How can question words help me to understand the text? (who, what, when, where, why, how)</li> <li>▪ How can pictures help me to understand the text?</li> <li>▪ Do I correctly use vocabulary to show my understanding?</li> <li>▪ Can I read and understand the text by myself?</li> </ul>
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<p>13. there are specific benchmarks to demonstrate reading proficiency at the first grade level.</p>	
<p><b>Learning Objectives: (I - Introduced, R - Review; P - Proficient)</b>  <b>Students will know and be able to...</b></p> <ul style="list-style-type: none"> <li>▪ Answer questions to demonstrate their understanding of a text. (P)</li> <li>▪ Determine the main idea of a text and be able to support the main idea with details.(P)</li> <li>▪ Use vocabulary appropriately in conversation and writing.(P)</li> <li>▪ Use text features and search tools to locate information relevant to a given topic. (R)</li> <li>▪ Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of a text (who, what, when, where, why, how) (R)</li> <li>▪ Compare and contrast the most important points in two texts on the same topic. (R)</li> <li>▪ Understand multiple meaning words and phrases in grade-level text. (R)</li> <li>▪ Demonstrate proficiency in reading grade-level text.(P)</li> <li>▪ Identify the reasons the author gives to support points in a text.(R)</li> </ul>	
<p><b>Month(s): March</b></p>	<p><b>Unit Plan 3: Reading Literature</b>  <b>Students read and respond to works of literature – with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Core Content &amp; Practice Standards:</b></p> <ul style="list-style-type: none"> <li>▪ <b>CC.1.3.1.A: Retell stories, including key details, and demonstrate understanding of their central message or lesson.</b></li> <li>▪ <b>CC.1.3.1.B: Ask and answer questions about key details in text.</b></li> <li>▪ <b>CC.1.3.1.C: Describe characters, settings, and major events in a story, using key details.</b></li> <li>▪ <b>CC.1.3.1.D: Identify who is telling the story at various points in a text.</b></li> <li>▪ <b>CC.1.3.1.F: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</b></li> <li>▪ <b>CC.1.3.1.G: Use illustrations and details in a story to describe characters, settings, or events.</b></li> <li>▪ <b>CC.1.3.1.H: Compare and contrast the adventures and experiences of characters in stories.</b></li> <li>▪ <b>CC.1.3.1.K: Read and comprehend literature on grade-level, reading independently and proficiently.</b></li> </ul>	
<p><b>Understanding(s):</b>  <b>Students will understand . . .</b></p> <ol style="list-style-type: none"> <li>1. the process for retelling the events in a story.</li> <li>2. a story consists of characters, setting, a problem and a solution (conflict).</li> <li>3. some books have illustrations that help to tell the story.</li> <li>4. there are key details within a text that help to develop the story.</li> <li>5. creating and responding to questions about key details in a text helps to aid with comprehension.</li> <li>6. how to compare and contrast two texts and make connections between them.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ Are you becoming an independent reader?</li> <li>▪ Do you understand what you are reading?</li> <li>▪ How do words work?</li> <li>▪ What do good readers do when they get stuck on a word?</li> <li>▪ Why are punctuation marks used?</li> <li>▪ How does good reading sound?</li> <li>▪ What does a good sentence look like?</li> </ul>

<ol style="list-style-type: none"> <li>7. using vocabulary and ideas from the story when speaking and writing demonstrates comprehension.</li> <li>8. it is necessary to monitor their reading, asking themselves, "Does it sound right?" in order to make meaning of what they are reading.</li> <li>9. there are specific benchmarks to demonstrate reading proficiency at the first grade level.</li> </ol>	
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<p><b>Learning Objectives: (I - Introduced, R - Review; P - Proficient)</b>  <b>Students will know and be able to...</b></p> <ul style="list-style-type: none"> <li>▪ Retell events in a story. (P)</li> <li>▪ Respond to questions about key details in text. (P)</li> <li>▪ Identify story elements such as title, author, illustrator, characters, setting, problem and solution using illustrations and details. (P)</li> <li>▪ Compare and contrast and make connections between texts.(P)</li> <li>▪ Use vocabulary and ideas from the story in conversation and written responses. (P)</li> <li>▪ Read and comprehend grade-level literature independently and proficiently.(P)</li> </ul>	
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<p><b>Month(s): March</b></p>	<p><b>Unit Plan 4: Writing</b>  <b>Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content.</b></p>
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**Stage 1 – Desired Results**

<p><b>PA Core Content &amp; Practice Standards:</b></p> <ul style="list-style-type: none"> <li>▪ <b>CC.1.4.1.B: Write informational/explanatory texts to examine a topic and convey ideas and information.</b></li> <li>▪ <b>CC.1.4.1.B: Identify and write about one specific topic.</b></li> <li>▪ <b>CC.1.4.1.C: Develop the topic with two or more facts.</b></li> <li>▪ <b>CC.1.4.1.D: Group information and provide some sense of closure.</b></li> <li>▪ <b>CC.1.4.1.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b></li> <li>▪ <b>CC.1.4.1.K: Use a variety of words and phrases.</b></li> <li>▪ <b>CC.1.4.1.V: Participate in individual or shared research and writing projects.</b></li> <li>▪ <b>CC.1.4.1.X: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</b></li> </ul>	
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<p><b>Understanding(s):</b>  <b>Students will understand . . .</b></p> <ol style="list-style-type: none"> <li>1. using facts when writing reinforces what is being said.</li> <li>2. how to research a topic.</li> <li>3. writers choose vocabulary that helps to convey meaning.</li> <li>4. when writing, it is important to apply the rules of grammar, capitalization, punctuation, and spelling correctly.</li> <li>5. using a variety of words and phrases makes writing more interesting.</li> <li>6. the process for editing and revising a piece of writing.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ What does a good sentence look like?</li> <li>▪ What does good writing look like?</li> <li>▪ Do you understand what you are writing?</li> <li>▪ What is your purpose for writing and who is your audience?</li> <li>▪ Why are conventions important?</li> <li>▪ Are you becoming an independent writer?</li> </ul>
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<p>7. there are a variety of ways to produce and publish written work.</p> <p>8. how to write appropriate responses to text.</p> <p>9. writing occurs on a daily basis.</p>	
<p><b>Learning Objectives: (I - Introduced, R - Review; P - Proficient)</b>  <b>Students will know and be able to...</b></p> <ul style="list-style-type: none"> <li>▪ Choose a topic and write with two or more facts to convey the information.(P)</li> <li>▪ Organize information and provide some sense of closure.(P)</li> <li>▪ Use appropriate vocabulary.(P)</li> <li>▪ Use correct grammar, capitalization, punctuation, and spelling.(P)</li> <li>▪ Use a variety of words and phrases. (P)</li> <li>▪ Edit and revise written work with assistance from both adults and peers. (R)</li> <li>▪ Use appropriate technology to produce and publish written work. (R)</li> <li>▪ Participate in individual or shared research and writing projects. (I)</li> <li>▪ Write appropriate responses to text. (P)</li> <li>▪ Write on a daily basis. (P)</li> </ul>	
<p><b>Month(s):</b> March</p>	<p><b>Unit Plan 5: Speaking and Listening</b>  <b>Students present appropriately informal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Core Content &amp; Practice Standards:</b></p> <ul style="list-style-type: none"> <li>▪ <b>CC.1.5.1.A: Participate in collaborative conversations with peers and adults in small and larger groups.</b></li> <li>▪ <b>CC.1.5.1.C: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</b></li> <li>▪ <b>CC.1.5.1.E: Produce complete sentences when appropriate to task and situation.</b></li> <li>▪ <b>CC.1.5.1.F: Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings.</b></li> <li>▪ <b>CC.1.5.1.G: Demonstrate command of the conventions of standard English when speaking based on Grade 1 level and content.</b></li> </ul>	
<p><b>Understanding(s):</b>  <b>Students will understand . . .</b></p> <ol style="list-style-type: none"> <li>1. the importance of being a good listener in different situations.</li> <li>2. during read aloud we listen with a purpose (i.e. to comprehend the passage in order to ask questions).</li> <li>3. good communicators speak in complete sentences.</li> <li>4. to effectively express yourself orally, you need to use descriptions that provide relevant details, expressing ideas, and feelings clearly.</li> <li>5. drawings and visual displays can aid in comprehension when presenting to a group.</li> <li>6. using proper grammar when speaking leaves a positive impression on the audience.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ What does a good listener do?</li> <li>▪ What does good speaker do?</li> </ul>

**Learning Objectives: (I - Introduced, R - Review; P - Proficient)**

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

- Participate in collaborative conversations with peers and adults in small and larger groups.(P)
- Understand a text that is read aloud and ask appropriate questions.(P)
- Understand both formal and informal speech and ask appropriate questions.(P)
- Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.(R)
- Convey ideas using complete sentences.(P)
- Use drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings.(P)
- Demonstrate correct grammar.(P)

**Month(s): April**

**Unit Plan 1: Foundational Skills**

**Students Gain a Working Knowledge of Concepts of Print, Alphabetic Principle, and Other Basic Conventions**

**Stage 1 – Desired Results**

**PA Core Content & Practice Standards:**

- **CC.1.1.1.B: Demonstrate understanding of the organization and basic features of print.**
- **CC.1.1.1.C: Demonstrate the understanding of spoken words, syllables, and sounds (phonemes).**
- **CC.1.1.1.D: Know and apply grade level phonics and word analysis skills in decoding words.**
- **CC.1.1.1.E: Read with accuracy and fluency to support comprehension.**

**Understanding(s):**

***Students will understand . . .***

1. a sentence has specific characteristics.
2. words that rhyme have the same ending sound.
3. compound words can be separated to make individual words.
4. there is a process to follow when putting words in alphabetical order.
5. vowels will be either short or long depending on the patterns of the vowels and consonants within a word.
6. vowels have different sounds depending on their location in a word.
7. vowels sometimes have irregular sounds depending on the surrounding vowels and consonants (-oi, -oy, -aw, -ou, -igh).
8. the -r controls the vowel when it is to the right of the vowel (-ir, -er, -or, -ur, -ar).
9. some words have more than one syllable.
10. words can be broken into syllables and read.
11. not all words follow a decodable pattern.
12. words consist of phonemes which can be broken into syllables.
13. how to break words into phonemes.
14. you can substitute one phoneme for another to make new one syllable words.

**Essential Question(s):**

- Are you becoming an independent reader?
- Do you understand what you are reading?
- How do words work?
- What do good readers do when they get stuck on a word?
- Why are punctuation marks used?
- How does good reading sound?
- What does a good sentence look like?

<ol style="list-style-type: none"> <li>15. looking for common patterns in one syllable words can help when decoding.</li> <li>16. the apostrophe is the place holder for the omitted letters in a contraction.</li> <li>17. contractions are formed by removing some of the letters from the second word and adding an apostrophe as a place holder.</li> <li>18. a singular noun means one person, place or thing.</li> <li>19. a noun is a person, place, or thing.</li> <li>20. a plural noun means two or more.</li> <li>21. plural nouns usually end with -s.</li> <li>22. a verb shows action.</li> <li>23. it is necessary to read irregularly spelled words on sight.</li> <li>24. setting a purpose when reading increases comprehension.</li> <li>25. the text being read needs to make sense.</li> <li>26. meaning, structure, and visual cues help when reading text.</li> <li>27. good readers use appropriate rhythm, rate, meter, and pronunciation when they read.</li> <li>28. the context of a sentence can help to decode and make meaning of an unknown word</li> </ol>	
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**Learning Objectives: (I - Introduced, R - Review; P - Proficient)**

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

- Recognize the distinguishing features of a sentence.(P)
- Identify rhyming word families, oral rhymes, and written rhymes in stories and poems.(P)
- Identify words, syllables, and phonemes.(P)
- Identify and separate compound words into two words.(P)
- Place words in alphabetical order by the first, second and third letter.(R)
- Identify possessives, contractions, and plurals. (R)
- Write contractions and corresponding word pairs.(R)
- Differentiate between singular and plural nouns.(P)
- Identify nouns and verbs.(P)
- Recognize multiple-meaning words.(R)
- Distinguish long from short vowel sounds in single syllable words. (P)
- Identify irregular vowel patterns. (-oi, -oy, -aw, -ou, -igh) (R)
- Identify r-controlled vowels. (-ir, -er, -or, -ur, -ar) (R)
- Produce single syllable words, including consonant blends and digraphs. (P)
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (P)
- Add or substitute individual sounds (phonemes) in one-syllable words to make new words.(P)
- Identify common consonant digraphs, final e, and common vowel teams. (P)
- Decode one-syllable words with common patterns. (P)
- Decode two-syllable words with common patterns. (P)
- Read grade-appropriate irregularly-spelled words.(R)
- Read on-level text with purpose and understanding.(P)

<ul style="list-style-type: none"> <li>▪ Fluency aids in comprehension: good readers use appropriate rhythm, rate, meter, and pronunciation.(P)</li> <li>▪ Use context to confirm or self-correct word recognition and understanding, rereading as necessary.(R)</li> </ul>	
<b>Month(s): April</b>	<b>Unit Plan 2: Reading Informational Text</b> <b>Students read, understand, and respond to information text- with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>
<b>Stage 1 – Desired Results</b>	
<b>PA Core Content &amp; Practice Standards:</b> <ul style="list-style-type: none"> <li>▪ <b>CC.1.2.1.A: Identify the main idea and retell key details of text.</b></li> <li>▪ <b>CC.1.2.1.B: Ask and answer questions about key details in text.</b></li> <li>▪ <b>CC.1.2.1.E: Use various text features and search tools to locate key facts or information in a text.</b></li> <li>▪ <b>CC.1.2.1.F: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</b></li> <li>▪ <b>CC.1.2.1.G: Use the illustrations and details in a text to describe its key ideas.</b></li> <li>▪ <b>CC.1.2.1.I: Identify basic similarities and differences between two texts on the same topic.</b></li> <li>▪ <b>CC.1.2.1.K: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content.</b></li> <li>▪ <b>CC.1.2.1.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</b></li> </ul>	
<b>Understanding(s):</b> <i>Students will understand . . .</i> <ol style="list-style-type: none"> <li>1. how to answer questions to demonstrate understanding of text.</li> <li>2. a passage has a main idea and supporting details.</li> <li>3. supporting details reinforce the main idea.</li> <li>4. how to identify main ideas in a text.</li> <li>5. choosing the correct vocabulary when speaking and writing help to convey a message.</li> <li>6. using text features helps locate information in the text.</li> <li>7. search tools help to locate information when researching a topic.</li> <li>8. compare means the same or similar; contrast means different.</li> <li>9. how to determine the most important points in the text.</li> <li>10. a word or phrase can have more than one meaning.</li> <li>11. when an author writes he gives reasons to support his ideas.</li> <li>12. there are specific benchmarks to demonstrate reading proficiency at the first grade level.</li> </ol>	<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>▪ What is the author saying?</li> <li>▪ Do I understand and make connections when I read?</li> <li>▪ What do good readers do?</li> <li>▪ How do the text features help me to understand?</li> <li>▪ How can question words help me to understand the text? (who, what, when, where, why, how)</li> <li>▪ How can pictures help me to understand the text?</li> <li>▪ Do I correctly use vocabulary to show my understanding?</li> <li>▪ Can I read and understand the text by myself?</li> </ul>
<b>Learning Objectives: (I - Introduced, R - Review; P - Proficient)</b>	

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

- Answer questions to demonstrate their understanding of a text.(P)
- Determine the main idea of a text and be able to support the main idea with details.(P)
- Use vocabulary appropriately in conversation and writing.(P)
- Use text features and search tools to locate information relevant to a given topic.(P)
- Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of a text (who, what, when, where, why, how)(P)
- Compare and contrast the most important points in two texts on the same topic.(P)
- Understand multiple meaning words and phrases in grade-level text.(P)
- Demonstrate proficiency in reading grade-level text.(P)
- Identify the reasons the author gives to support points in a text. (R)

**Month(s): April**

**Unit Plan 3: Reading Literature**

**Students read and respond to works of literature – with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

**Stage 1 – Desired Results**

**PA Core Content & Practice Standards:**

- **CC.1.3.1.A: Retell stories, including key details, and demonstrate understanding of their central message or lesson**
- **CC.1.3.1.B: Ask and answer questions about key details in text.**
- **CC.1.3.1.C: Describe characters, settings, and major events in a story, using key details.**
- **CC.1.3.1.D: Identify who is telling the story at various points in a text.**
- **CC.1.3.1.F: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.**
- **CC.1.3.1.G: Use illustrations and details in a story to describe characters, settings, or events.**
- **CC.1.3.1.H: Compare and contrast the adventures and experiences of characters in stories.**
- **CC.1.3.1.K: Read and comprehend literature on grade-level, reading independently and proficiently.**

**Understanding(s):**

**Students will understand . . .**

1. how to retell the events in a story.
2. a story consists of characters, setting, a problem and a solution (conflict).
3. a story has a title, and an author.
4. some books have illustrations that help to tell the story.
5. there are key details within a text that help to develop the story.
6. creating and responding to questions about key details in a text helps to aid with comprehension.
7. when a character in the story is telling the story, it is written in first person point of view.
8. first person pronouns: I, we, us, our
9. when a narrator tells the story, it is written in third person point of view.
10. third person pronouns: he, she, his, her, they, their

**Essential Question(s):**

- Are you becoming an independent reader?
- Do you understand what you are reading?
- How do words work?
- What do good readers do when they get stuck on a word?
- Why are punctuation marks used?
- How does good reading sound?
- What does a good sentence look like?

<ol style="list-style-type: none"> <li>11. how to compare and contrast two texts and make connections between them.</li> <li>12. signal words that indicate a character's feelings.</li> <li>13. the five senses and how an author uses them when writing.</li> <li>14. how to identify words or phrases that suggest a character's feelings or appeals to the senses.</li> <li>15. words or phrases can have more than one meaning.</li> <li>16. using vocabulary and ideas from the story when speaking and writing demonstrates comprehension.</li> <li>17. it is necessary to monitor their reading, asking themselves, "Does it sound right?" in order to make meaning of what they are reading.</li> <li>18. there are specific benchmarks to demonstrate reading proficiency at the first grade level.</li> </ol>	
<p><b>Learning Objectives: (I - Introduced, R - Review; P - Proficient)</b>  <b>Students will know and be able to...</b></p> <ul style="list-style-type: none"> <li>▪ Retell events in a story. (P)</li> <li>▪ Respond to questions about key details in text.(P)</li> <li>▪ Identify story elements such as title, author, illustrator, characters, setting, problem and solution using illustrations and details.(P)</li> <li>▪ Interpret the point of view throughout the story.(I)</li> <li>▪ Compare and contrast and make connections between texts.(P)</li> <li>▪ Cite evidence from a variety of texts that suggests feelings or appeal to the senses.(I)</li> <li>▪ Determine the meaning of unknown and multiple meaning words and phrases based on grade level reading and content. (R)</li> <li>▪ Use vocabulary and ideas from the story in conversation and written responses.(P)</li> <li>▪ Read and comprehend grade-level literature independently and proficiently.(P)</li> </ul>	
<p><b>Month(s): April</b></p>	<p><b>Unit Plan 4: Writing</b>  <b>Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content.</b></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Core Content &amp; Practice Standards:</b></p> <ul style="list-style-type: none"> <li>▪ <b>CC.1.4.1.G: Write opinion pieces on familiar topics.</b></li> <li>▪ <b>CC.1.4.1.I: Support the opinion with reasons related to the opinion.</b></li> <li>▪ <b>CC.1.4.1.J: Create an organizational structure that includes reasons and provides some sense of closure.</b></li> <li>▪ <b>CC.1.4.1.L: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b></li> <li>▪ <b>CC.1.4.1.K: Use a variety of words and phrases.</b></li> <li>▪ <b>CC.1.4.1.V: Participate in individual or shared research and writing projects.</b></li> <li>▪ <b>CC.1.4.1.X: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</b></li> </ul>	

<p><b>Understanding(s):</b> <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> <li>1. an opinion is what you think or how you feel about a topic.</li> <li>2. you need to use details to support your opinion.</li> <li>3. using facts when writing reinforces what is being said.</li> <li>4. how to research a topic.</li> <li>5. writers choose vocabulary that helps to convey meaning.</li> <li>6. when writing, it is important to apply the rules of grammar, capitalization, punctuation, and spelling correctly.</li> <li>7. using a variety of words and phrases makes writing more interesting.</li> <li>8. the process for editing and revising a piece of writing.</li> <li>9. there are a variety of ways to produce and publish written work.</li> <li>10. how to write appropriate responses to text.</li> <li>11. writing occurs on a daily basis.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ What does a good sentence look like?</li> <li>▪ What does good writing look like?</li> <li>▪ Do you understand what you are writing?</li> <li>▪ What is your purpose for writing and who is your audience?</li> <li>▪ Why are conventions important?</li> <li>▪ Are you becoming an independent writer?</li> </ul>
<p><b>Learning Objectives: (I - Introduced, R - Review; P - Proficient)</b> <i>Students will know and be able to...</i></p> <ul style="list-style-type: none"> <li>▪ Organize information and provide some sense of closure.(P)</li> <li>▪ Use appropriate vocabulary.(P)</li> <li>▪ Use correct grammar, capitalization, punctuation, and spelling.(P)</li> <li>▪ Write opinion pieces with supporting details on familiar topics using an organizational structure that includes reasons and provides some sense of closure.(R)</li> <li>▪ Use a variety of words and phrases.(P)</li> <li>▪ Edit and revise written work with assistance from both adults and peers. (R)</li> <li>▪ Use appropriate technology to produce and publish written work. (R)</li> </ul>	
<p><b>Month(s): April</b></p>	<p><b>Unit Plan 5: Speaking and Listening</b> <b>Students present appropriately informal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Core Content &amp; Practice Standards:</b></p> <ul style="list-style-type: none"> <li>▪ <b>CC.1.5.1.A: Participate in collaborative conversations with peers and adults in small and larger groups.</b></li> <li>▪ <b>CC.1.5.1.C: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</b></li> <li>▪ <b>CC.1.5.1.D: Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.</b></li> <li>▪ <b>CC.1.5.1.E: Produce complete sentences when appropriate to task and situation.</b></li> <li>▪ <b>CC.1.5.1.F: Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings.</b></li> <li>▪ <b>CC.1.5.1.G: Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.</b></li> </ul>	

<p><b>Understanding(s):</b> <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> <li>1. the importance of being a good listener in different situations.</li> <li>2. during read aloud we listen with a purpose (i.e. to comprehend the passage in order to ask questions).</li> <li>3. good communicators speak in complete sentences.</li> <li>4. to effectively express yourself orally, you need to use descriptions that provide relevant details, expressing ideas, and feelings clearly.</li> <li>5. drawings and visual displays can aid in comprehension when presenting to a group.</li> <li>6. using proper grammar when speaking leaves a positive impression on the audience.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ What does a good listener do?</li> <li>▪ What does good speaker do?</li> </ul>
<p><b>Learning Objectives: (I - Introduced, R - Review; P - Proficient)</b> <i>Students will know and be able to...</i></p> <ul style="list-style-type: none"> <li>▪ Participate in collaborative conversations with peers and adults in small and larger groups.(P)</li> <li>▪ Understand a text that is read aloud and ask appropriate questions.(P)</li> <li>▪ Understand both formal and informal speech and ask appropriate questions.(P)</li> <li>▪ Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.(P)</li> <li>▪ Convey ideas using complete sentences.(P)</li> <li>▪ Use drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings.(P)</li> <li>▪ Demonstrate correct grammar.(P)</li> </ul>	
<p><b>Month(s):</b> May</p>	<p><b>Unit Plan 1: Foundational Skills</b> <b>Students Gain a Working Knowledge of Concepts of Print, Alphabetic Principle, and Other Basic Conventions</b></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Core Content &amp; Practice Standards:</b></p> <ul style="list-style-type: none"> <li>▪ <b>CC.1.1.1.B: Demonstrate understanding of the organization and basic features of print.</b></li> <li>▪ <b>CC.1.1.1.C: Demonstrate the understanding of spoken words, syllables, and sounds (phonemes).</b></li> <li>▪ <b>CC.1.1.1.D: Know and apply grade level phonics and word analysis skills in decoding words.</b></li> <li>▪ <b>CC.1.1.1.E: Read with accuracy and fluency to support comprehension.</b></li> </ul>	
<p><b>Understanding(s):</b> <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> <li>1. a sentence has specific characteristics.</li> <li>2. vowels will be either short or long depending on the patterns of the vowels and consonants within a word.</li> <li>3. compound words can be separated to make individual words.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ Are you becoming an independent reader?</li> <li>▪ Do you understand what you are reading?</li> <li>▪ How do words work?</li> <li>▪ What do good readers do when they get stuck on a word?</li> </ul>

<ol style="list-style-type: none"> <li>4. there is an order to follow when putting words in alphabetical order.</li> <li>5. vowels have different sounds depending on their location in a word.</li> <li>6. some words have more than one syllable.</li> <li>7. words can be broken into syllables and read.</li> <li>8. not all words follow a decodable pattern.</li> <li>9. words consist of phonemes which can be broken into syllables.</li> <li>10. what each short vowel sounds like.</li> <li>11. how to break words into phonemes.</li> <li>12. you can substitute one phoneme for another to make new one syllable words.</li> <li>13. looking for common patterns in one syllable words can help when decoding.</li> <li>14. the apostrophe is the place holder for the omitted letters in a contraction.</li> <li>15. contractions are formed by removing some of the letters from the second word and adding an apostrophe as a place holder.</li> <li>16. a singular noun means one person, place or thing.</li> <li>17. a noun is a person, place, or thing.</li> <li>18. a plural noun means two or more.</li> <li>19. plural nouns usually end with -s.</li> <li>20. a verb shows action.</li> <li>21. -s, -ed, and -ing are suffixes.</li> <li>22. it is necessary to read irregularly spelled words on sight.</li> <li>23. medial phonemes can be pronounced in isolation.</li> <li>24. setting a purpose when reading increases comprehension.</li> <li>25. the text being read needs to make sense.</li> <li>26. good readers use appropriate rhythm, rate, meter, and pronunciation when they read.</li> </ol>	<ul style="list-style-type: none"> <li>▪ Why are punctuation marks used?</li> <li>▪ How does good reading sound?</li> <li>▪ What does a good sentence look like?</li> </ul>
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**Learning Objectives: (I - Introduced, R - Review; P - Proficient)**  
***Students will know and be able to...***

- Recognize the distinguishing features of a sentence. (P)
- Identify words, syllables, and phonemes.(P)
- Identify and separate compound words into two words.(P)
- Place words in alphabetical order by the first, second and third letter.(R)
- Identify possessives, contractions, and plurals. (R)
- Write contractions and corresponding word pairs.(R)
- Differentiate between singular and plural nouns.(P)
- Identify nouns and verbs.(P)
- Recognize multiple-meaning words.(P)
- Distinguish long from short vowel sounds in single syllable words. (P)
- Identify irregular vowel patterns. (-oi, -oy, -aw, -ou, -igh) (R)
- Identify r-controlled vowels. (-ir, -er, -or, -ur, -ar)(R)
- Produce single syllable words, including consonant blends and digraphs. (P)

- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (P)
- Add or substitute individual sounds (phonemes) in one-syllable words to make new words.(P)
- Identify common consonant digraphs, final e, and common vowel teams.(P)
- Decode one-syllable words with common patterns. (P)
- Decode two-syllable words with common patterns.(P)
- Read grade-appropriate irregularly-spelled words. (R)
- Read on-level text with purpose and understanding.(P)
- Fluency aids in comprehension: good readers use appropriate rhythm, rate, meter, and pronunciation.(P)

**Month(s): May**

**Unit Plan 2: Reading Informational Text**  
**Students read, understand, and respond to information text- with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

**Stage 1 – Desired Results**

**PA Core Content & Practice Standards:**

- **CC.1.2.1.A: Identify the main idea and retell key details of text.**
- **CC.1.2.1.B: Ask and answer questions about key details in text.**
- **CC.1.2.1.C: Describe the connections between two individual events, ideas, or pieces of information in a text.**
- **CC.1.2.1.E: Use various text features and search tools to locate key facts or information in a text.**
- **CC.1.2.1.F: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.**
- **CC.1.2.1.G: Use the illustrations and details in a text to describe its key ideas.**
- **CC.1.2.1.I: Identify basic similarities and differences between two texts on the same topic.**
- **CC.1.2.1.K: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content.**
- **CC.1.2.1.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.**
- **CC.1.2.1.H: Identify the reasons the author gives to support points in a text.**

<p><b>Understanding(s):</b> <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> <li>1. how to answer questions to demonstrate understanding of text.</li> <li>2. a passage has a main idea and supporting details.</li> <li>3. supporting details reinforce the main idea.</li> <li>4. how to identify main ideas in a text.</li> <li>5. choosing the correct vocabulary when speaking and writing help to convey a message.</li> <li>6. there are specific benchmarks to demonstrate reading proficiency at the 1st grade level.</li> <li>7. using text features helps locate information in the text.</li> <li>8. that illustrations, maps, photographs, and the words in a text convey meaning.</li> <li>9. search tools help to locate information when researching a topic.</li> <li>10. compare means the same or similar; contrast means different.</li> <li>11. how to determine the most important points in the text.</li> <li>12. a word or phrase can have more than one meaning.</li> <li>13. there are specific benchmarks to demonstrate reading proficiency at the first grade level.</li> <li>14. when an author writes he gives reasons to support his ideas.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ What is the author saying?</li> <li>▪ Do I understand and make connections when I read?</li> <li>▪ What do good readers do?</li> <li>▪ How do the text features help me to understand?</li> <li>▪ How can question words help me to understand the text? (who, what, when, where, why, how)</li> <li>▪ How can pictures help me to understand the text?</li> <li>▪ Do I correctly use vocabulary to show my understanding?</li> <li>▪ Can I read and understand the text by myself?</li> </ul>
<p><b>Learning Objectives: (I - Introduced, R - Review; P - Proficient)</b> <i>Students will know and be able to...</i></p> <ul style="list-style-type: none"> <li>▪ Answer questions to demonstrate their understanding of a text.(P)</li> <li>▪ Determine the main idea of a text and be able to support the main idea with details.(P)</li> <li>▪ Use vocabulary appropriately in conversation and writing.(P)</li> <li>▪ Use text features and search tools to locate information relevant to a given topic.(P)</li> <li>▪ Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of a text (who, what, when, where, why, how)(P)</li> <li>▪ Compare and contrast the most important points in two texts on the same topic.(P)</li> <li>▪ Understand multiple meaning words and phrases in grade-level text.(P)</li> <li>▪ Demonstrate proficiency in reading grade-level text.(P)</li> <li>▪ Identify the reasons the author gives to support points in a text. (P)</li> </ul>	
<p><b>Month(s):</b> May</p>	<p><b>Unit Plan 3: Reading Literature</b> <b>Students read and respond to works of literature – with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b></p>
<p style="text-align: center;"><b>Stage 1 – Desired Results</b></p>	

**PA Core Content & Practice Standards:**

- **CC.1.3.1.A: Retell stories, including key details, and demonstrate understanding of their central message or lesson.**
- **CC.1.3.1.B: Ask and answer questions about key details in text.**
- **CC.1.3.1.C: Describe characters, settings, and major events in a story, using key details.**
- **CC.1.3.1.D: Identify who is telling the story at various points in a text.**
- **CC.1.3.1.F: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.**
- **CC.1.3.1.G: Use illustrations and details in a story to describe characters, settings, or events.**
- **CC.1.3.1.H: Compare and contrast the adventures and experiences of characters in stories.**
- **CC.1.3.1.I: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content**
- **CC.1.3.1.K: Read and comprehend literature on grade-level, reading independently and proficiently.**
- **CC.1.3.1.E: Explain the major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.**
- **CC.1.3.1.J: Use words and phrases acquired through conversations, reading and being read to, and respond and responding to text including words that signal connections and relationships between words and phrases.**

**Understanding(s):**

*Students will understand . . .*

1. how to retell the events in a story.
2. a story consists of characters, setting, a problem and a solution (conflict).
3. some books have illustrations that help to tell the story.
4. there are key details within a text that help to develop the story.
5. creating and responding to questions about key details in a text helps to aid with comprehension.
6. when a character in the story is telling the story, it is written in first person point of view.
7. first person pronouns: I, we, us, our
8. when a narrator tells the story, it is written in third person point of view.
9. third person pronouns: he, she, his, her, they, their
10. how to compare and contrast two texts and make connections between them.
11. signal words that indicate a character's feelings.
12. the five senses and how an author uses them when writing.
13. how to identify words or phrases that suggest a character's feelings or appeals to the senses.
14. words or phrases can have more than one meaning.
15. using vocabulary and ideas from the story when speaking and writing demonstrates comprehension.

**Essential Question(s):**

- Are you becoming an independent reader?
- Do you understand what you are reading?
- How do words work?
- What do good readers do when they get stuck on a word?
- Why are punctuation marks used?
- How does good reading sound?
- What does a good sentence look like?

<p>16. it is necessary to monitor their reading, asking themselves, “Does it sound right?” in order to make meaning of what they are reading.</p> <p>17. there are specific benchmarks to demonstrate reading proficiency at the first grade level.</p>	
<p><b>Learning Objectives: (I - Introduced, R - Review; P - Proficient)</b>  <b>Students will know and be able to...</b></p> <ul style="list-style-type: none"> <li>▪ Retell events in a story.(P)</li> <li>▪ Respond to questions about key details in text.(P)</li> <li>▪ Identify story elements such as title, author, illustrator, characters, setting, problem and solution using illustrations and details.(P)</li> <li>▪ Interpret the point of view throughout the story.(R)</li> <li>▪ Compare and contrast and make connections between texts.(P)</li> <li>▪ Cite evidence from a variety of texts that suggests feelings or appeal to the senses.(R)</li> <li>▪ Determine the meaning of unknown and multiple meaning words and phrases based on grade level reading and content.(R)</li> <li>▪ Use vocabulary and ideas from the story in conversation and written responses.(P)</li> <li>▪ Read and comprehend grade-level literature independently and proficiently.(P)</li> </ul>	
<p><b>Month(s): May</b></p>	<p><b>Unit Plan 4: Writing</b>  <b>Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content.</b></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Core Content &amp; Practice Standards:</b></p> <ul style="list-style-type: none"> <li>▪ <b>CC.1.4.1.G: Write opinion pieces on familiar topics.</b></li> <li>▪ <b>CC.1.4.1.H: Support an opinion by choosing among given topics.</b></li> <li>▪ <b>CC.1.4.1.I: Support the opinion with reasons related to the opinion.</b></li> <li>▪ <b>CC.1.4.1.J: Create an organizational structure that includes reasons and provides some sense of closure.</b></li> <li>▪ <b>CC.1.4.1.K: Use a variety of words and phrases.</b></li> <li>▪ <b>CC.1.4.1.L: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b></li> <li>▪ <b>CC.1.4.1.V: Participate in individual or shared research and writing projects.</b></li> <li>▪ <b>CC.1.4.1.X: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</b></li> <li>▪ <b>CC.1.4.1.T: With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.</b></li> <li>▪ <b>CC.1.4.1.U: With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.</b></li> <li>▪ <b>CC.1.4.1.W: With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</b></li> </ul>	
<p><b>Understanding(s):</b>  <b>Students will understand . . .</b></p> <ol style="list-style-type: none"> <li>1. an opinion is what you think or how you feel about a topic.</li> <li>2. you need to use details to support your opinion.</li> <li>3. using facts when writing reinforces what is being said.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ What does a good sentence look like?</li> <li>▪ What does good writing look like?</li> <li>▪ Do you understand what you are writing?</li> <li>▪ What is your purpose for writing and who is your audience?</li> <li>▪ Why are conventions important?</li> </ul>

<ol style="list-style-type: none"> <li>4. how to research a topic.</li> <li>5. writers choose vocabulary that helps to convey meaning.</li> <li>6. when writing, it is important to apply the rules of grammar, capitalization, punctuation, and spelling correctly.</li> <li>7. using a variety of words and phrases makes writing more interesting.</li> <li>8. the process for editing and revising a piece of writing.</li> <li>9. there are a variety of ways to produce and publish written work.</li> <li>10. how to write appropriate responses to text.</li> <li>11. writing occurs on a daily basis.</li> </ol>	<ul style="list-style-type: none"> <li>▪ Are you becoming an independent writer?</li> </ul>
<p><b>Learning Objectives: (I - Introduced, R - Review; P - Proficient)</b>  <b>Students will know and be able to...</b></p> <ul style="list-style-type: none"> <li>▪ Organize information and provide some sense of closure.(P)</li> <li>▪ Use appropriate vocabulary.(P)</li> <li>▪ Use correct grammar, capitalization, punctuation, and spelling.(P)</li> <li>▪ Write opinion pieces with supporting details on familiar topics using an organizational structure that includes reasons and provides some sense of closure.(R)</li> <li>▪ Use a variety of words and phrases.(P)</li> <li>▪ Edit and revise written work with assistance from both adults and peers.(R)</li> <li>▪ Use appropriate technology to produce and publish written work.(R)</li> <li>▪ Participate in individual or shared research and writing projects.(P)</li> <li>▪ Write appropriate responses to text.(P)</li> <li>▪ Write on a daily basis.(P)</li> </ul>	
<p><b>Month(s): May</b></p>	<p><b>Unit Plan 5: Speaking and Listening</b>  <b>Students present appropriately informal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Core Content &amp; Practice Standards:</b></p> <ul style="list-style-type: none"> <li>▪ <b>CC.1.5.1.A: Participate in collaborative conversations with peers and adults in small and larger groups.</b></li> <li>▪ <b>CC.1.5.1.C: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</b></li> <li>▪ <b>CC.1.5.1.D: Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.</b></li> <li>▪ <b>CC.1.5.1.E: Produce complete sentences when appropriate to task and situation.</b></li> <li>▪ <b>CC.1.5.1.F: Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings.</b></li> <li>▪ <b>CC.1.5.1.G: Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.</b></li> </ul>	
<p><b>Understanding(s):</b>  <b>Students will understand . . .</b></p> <ol style="list-style-type: none"> <li>1. the importance of being a good listener in different situations.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ What does a good listener do?</li> <li>▪ What does good speaker do?</li> </ul>

<ol style="list-style-type: none"> <li>2. during read aloud we listen with a purpose (i.e. to comprehend the passage in order to ask questions).</li> <li>3. good communicators speak in complete sentences.</li> <li>4. to effectively express yourself orally, you need to use descriptions that provide relevant details, expressing ideas, and feelings clearly.</li> <li>5. drawings and visual displays can aid in comprehension when presenting to a group.</li> <li>6. using proper grammar when speaking leaves a positive impression on the audience.</li> </ol>	
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<p><b>Learning Objectives: (I - Introduced, R - Review; P - Proficient)</b>  <b><i>Students will know and be able to...</i></b></p> <ul style="list-style-type: none"> <li>▪ Participate in collaborative conversations with peers and adults in small and larger groups.(P)</li> <li>▪ Understand a text that is read aloud and ask appropriate questions. (P)</li> <li>▪ Understand both formal and informal speech and ask appropriate questions. (P)</li> <li>▪ Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. (P)</li> <li>▪ Convey ideas using complete sentences. (P)</li> <li>▪ Use drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings. (P)</li> <li>▪ Demonstrate correct grammar. (P)</li> </ul>
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