

Springfield School District - Integrated Elementary Curriculum

Grade-1 Unit-1

Essential Question - *What does it mean to be a good citizen in your community?*

	<p>Reading Focus: CC.1.1: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</p> <p>CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence</p>	<p>Writing Focus: CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>CC.1.4.1.T Writing Process - 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.</p> <p>CC.1.4.1.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Content Area Focus: Classroom responsibility & community</p> <p>5. Civics and Government</p> <p>5.1 Principles and Documents of Government</p> <p>5.2 Rights and Responsibilities of Citizenship</p> <p>5.3 How Government Works</p> <p>5.4 How International Relationships Work</p>
<p>1</p> <p>9/8 - 9/11</p>	<p>Instructional Focus: Stories teach us lessons about ourselves and our community.</p> <p>Standards/Student Objectives:</p> <p>CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>Resources/Lessons:</p> <p>Shared Reading Lesson Focus:</p> <p>~Retelling beginning/middle/end</p> <p>~Identify the central message</p> <p><u>First Day Jitters and/or The Kissing Hand</u></p> <p><u>Recess Queen and/or King of the Playground</u></p> <p><u>Leo the Late Bloomer</u></p> <p><u>Ish</u></p> <p><u>Elmer</u></p> <p>Fundations: Orientation (TM-62-65)</p>	<p>Instructional Focus: We can share and write our own stories about ourselves and our community.</p> <p>Standards/Student Objectives:</p> <p>CC.1.4.1.X Write routinely over extended time frames and shorter time frames (5-10 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <p>Resources/Lessons:</p> <p>Writing Lesson Focus:</p> <p>~Write in response to text - identify the central message of the story - Collaborative conversation and writing (shared and guided) in response to shared reading of RC beginning of the year texts.</p> <p><u>First Day Jitters and/or The Kissing Hand</u></p> <p><u>Recess Queen and/or King of the Playground</u></p> <p><u>Ish</u></p> <p><u>Elmer</u></p> <p>~Write in response to text - Hopes and Dreams</p> <p><u>Leo the Late Bloomer</u></p>	<p>Instructional Focus: We are competent, caring, contributing citizens of our community.</p> <p>Standards/Student Objectives:</p> <p>5.1.1.B Explain the importance of rules in the classroom.</p> <p>Resources/Lessons:</p> <p><u>Recess Queen and/or King of the Playground</u></p> <p><u>Harold and the Purple Crayon (Guided Discovery)</u></p> <p><u>Olivia</u></p> <p><u>When Sophie Gets Angry...</u></p> <p>Responsive Classroom - Morning Meeting, Guided Discovery, Logical Consequences</p>

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Essential Question - *What does it mean to be a good citizen in your community?*

	Reading: <i>Foundational skills & Literature</i>	Writing: <i>Community, Process, & Narrative</i>	Content: <i>Classroom responsibility & community</i>
2 9/14 - 9/18	<p>Instructional Focus: <i>Stories teach us lessons about ourselves and our community.</i></p> <p>Standards/Student Objectives:</p> <p>CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>Resources/Lessons:</p> <p>Shared Reading Lesson Focus: ~Retelling beginning/middle/end ~Identify the central message <u>Leo the Late Bloomer</u> <u>Suggested - Growth Mindset - Teacher's Choice text?(2)</u> <u>Jabari Jumps</u> by Gaia Cornwall <u>I Am Enough</u> by Grace Byers</p> <p>Fundations: Orientation (TM-62-65)</p>	<p>Instructional Focus: <i>We can share and write our own stories about ourselves and our community.</i></p> <p>Standards/Student Objectives:</p> <p>CC.1.4.1.X Write routinely over extended time frames and shorter time frames (5-10 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <p>Resources/Lessons:</p> <p>Writing Lesson Focus: ~Write in response to text - Hopes and Dreams, Growth Mindset Goals</p> <p>Write in response - Leo the Late Bloomer</p> <p>Collaborative conversation and writing (shared and guided) in response to shared reading of Growth Mindset texts.</p> <p>Start introducing Editing Checklists (WBD): Complete sentences (noun & verb) Correct punctuation at the end of each sentence Correct capitalization (Beginning of sentence & proper nouns)</p>	<p>Instructional Focus: <i>We are competent, caring, contributing citizens of our community.</i></p> <p>Standards/Student Objectives:</p> <p>5.1.1.B Explain the importance of rules in the classroom.</p> <p>Resources/Lessons:</p> <p><u>MWI Chapter 1 - Jump Start Activity, Sing About It, Big Question Activity</u> <u>MWI Chapter 1-Lesson 1-Acting as Good Citizens</u></p> <p>Responsive Classroom - Morning Meeting, Guided Discovery, Logical Consequences</p>

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	Reading: <i>Foundational skills & Literature</i>	Writing: <i>Community, Process, & Narrative</i>	Content: <i>Classroom responsibility & community</i>
3 9/21 - 9/25	<p>Instructional Focus: <i>Stories teach us lessons about ourselves and our community.</i></p> <p>Standards/Student Objectives: CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words. CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson. CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.</p> <p>Resources/Lessons:</p> <p>Shared Reading Lesson Focus: ~Retelling beginning/middle/end ~Identify the central message ~Identify characters, setting, and major events Chrysanthemum ~Write in response to text - identify the central message of the story</p> <p>Fundations: Unit 1 Week 1 (TM-66-101)</p>	<p>Instructional Focus: <i>We can share and write our own stories about ourselves and our community.</i></p> <p>Standards/Student Objectives: CC.1.4.1.W With guidance and support, recall information from experiences (shared reading) or gather information from provided sources to respond to text through writing and drawing (*write in response to text). CC.1.4.1.X Write routinely over extended time frames and shorter time frames (5-10 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <p>Resources/Lessons:</p> <p>Writing Lesson Focus: <i>Writing Process and Six Traits</i> Introduce Writing By Design - Writing Process and Six Traits - WBD lessons 1-3</p> <p>Start using Editing Checklists: Complete sentences (noun & verb) Correct punctuation at the end of each sentence Correct capitalization (Beginning of sentence & proper nouns)</p> <p>Grammar: BAW - Lesson 1 - Complete Sentences</p>	<p>Instructional Focus: <i>We are competent, caring, contributing citizens of our community.</i></p> <p>Standards/Student Objectives: 5.1.1.A Explain the purposes of rules in the classroom and school community. 5.1.1.B Explain the importance of rules in the classroom.</p> <p>Resources/Lessons:</p> <p>MWI Chapter 1-Literacy Skills - Distinguish Fact from Fiction MWI Chapter 1-Lesson 2-Rights and Responsibilities</p> <p>Responsive Classroom - Morning Meeting, Guided Discovery, Logical Consequences</p>

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	Reading: <i>Foundational skills & Literature</i>	Writing: <i>Community, Process, & Narrative</i>	Content: <i>Classroom responsibility & community</i>
4 9/28 - 10/2	<p>Instructional Focus: <i>Stories teach us lessons about ourselves and our community.</i></p> <p>Standards/Student Objectives: CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words. CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson. CC.1.3.1.C Describe characters, settings, and major events in a story, using key details. CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events.</p> <p>Resources/Lessons:</p> <p>Shared Reading Lesson Focus: ~Identify the central message ~Identify and describe characters, setting, and major events</p> <p>Continue with books by Kevin Henkes - Teacher's choice - <u>Wembley Worried</u>, <u>Chester's Way</u>, <u>Lilly's Purple Plastic Purse</u>, <u>Owen</u> ~Write in response to text - identify the central message of the story</p> <p>Fundations: Unit 1 Week 2 (TM-66-101)</p>	<p>Instructional Focus: <i>We can share and write our own stories about ourselves and our community.</i></p> <p>Standards/Student Objectives: CC.1.4.1.W With guidance and support, recall information from experiences (shared reading) or gather information from provided sources to respond to text through writing and drawing (*write in response to text). CC.1.4.1.X Write routinely over extended time frames and shorter time frames (5-10 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <p>Resources/Lessons: Writing Lesson Focus: Writing Process and Six Traits Introduce Writing By Design - Writing Process and Six Traits - WBD lessons 4-6</p> <p>Start using Editing Checklists: Complete sentences (noun & verb) Correct punctuation at the end of each sentence Correct capitalization (Beginning of sentence & proper nouns)</p> <p>Grammar Skills: BAW - Lesson 2 - Singular Nouns</p>	<p>Instructional Focus: <i>We are competent, caring, contributing citizens of our community.</i></p> <p>Standards/Student Objectives: 5.1.1.A Explain the purposes of rules in the classroom and school community. 5.1.1.B Explain the importance of rules in the classroom. 5.1.1.E Describe students' responsibilities in the school and community.</p> <p>Resources/Lessons: <u>My World Interactive (MWI)</u> MWI Chapter 1-Lesson 3-Following Rules and Laws MWI Chapter 1 - Critical Thinking Skills - Solve a Problem</p> <p>Responsive Classroom - Morning Meeting, Guided Discovery, Logical Consequences</p>

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	Reading: <i>Foundational skills & Literature</i>	Writing: <i>Community, Process, & Narrative</i>	Content: <i>Classroom responsibility & community</i>
5 10/5 - 10/9	<p>Instructional Focus: <i>Stories teach us lessons about ourselves and our community.</i></p> <p>Standards/Student Objectives: CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words. CC.1.3.1.C Describe characters, settings, and major events in a story, using key details. CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events. CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>Resources/Lessons: The Most Magnificent Thing The Most Magnificent Thing Activity</p> <p>~Write in response to text - identify the central message of the story</p> <p>Foundations: Unit 1 Week 3 (TM-66-101)</p>	<p>Instructional Focus: <i>We can share and write our own stories about ourselves and our community.</i></p> <p>Standards/Student Objectives: CC.1.4.1.W With guidance and support, recall information from experiences (shared reading) or gather information from provided sources to respond to text through writing and drawing (*write in response to text). CC.1.4.1.X Write routinely over extended time frames and shorter time frames (5-10 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <p>Resources/Lessons: WBD - Personal Narrative Lessons 1-3 Using Editing Checklists: add nouns - singular and plural</p> <p>Grammar Skills: BAW - Lesson 3 - Plural Nouns</p>	<p>Instructional Focus: <i>We are competent, caring, contributing citizens of our community.</i></p> <p>Standards/Student Objectives: 5.1.1.B Explain the importance of rules in the classroom. 5.2.1.D Explain responsible school behavior. 5.3.1.F Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action.</p> <p>Resources/Lessons: My World Interactive (MWI) MWI Chapter 1-Lesson 4 My Leaders</p> <p>Responsive Classroom - Morning Meeting, Guided Discovery, Logical Consequences</p>

Springfield School District - Integrated Elementary Curriculum

Grade-1 Unit-1 (9/3/19-10/18/19)

Essential Question - *What does it mean to be a good citizen in your community?*

	Reading: <i>Foundational skills & Literature</i>	Writing: <i>Community, Process, & Narrative</i>	Content: <i>Classroom responsibility & community</i>
<p>6</p> <p>10/12 - 10/16</p>	<p>Instructional Focus: <i>Stories teach us lessons about ourselves and our community.</i></p> <p>Standards/Student Objectives: CC.1.1.1.E Read with accuracy and fluency to support comprehension. CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson. CC.1.3.1.C Describe characters, settings, and major events in a story, using key details. CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>Resources/Lessons: The Most Magnificent Thing The Most Magnificent Thing Activity</p> <p>~Write in response to text - identify the central message of the story</p> <p>Foundations: Unit 2 Week 1 (TM-102-127)</p>	<p>Instructional Focus: <i>We can share and write our own stories about ourselves and our community.</i></p> <p>Standards/Student Objectives: CC.1.4.1.W With guidance and support, recall information from experiences (shared reading) or gather information from provided sources to respond to text through writing and drawing (*write in response to text). CC.1.4.1.X Write routinely over extended time frames and shorter time frames (5-10 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <p>Resources/Lessons: WBD - Personal Narrative Lessons 4-6 Using Editing Checklists: add nouns - singular and plural</p> <p>Grammar Skills: BAW - Lesson 4 - Verbs</p>	<p>Instructional Focus: <i>We are competent, caring, contributing citizens of our community.</i></p> <p>Standards/Student Objectives: 5.2.1.C Identify school projects / activities that support leadership and public service. 5.2.1.D Explain responsible school behavior. 5.3.1.F Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action. 5.3.1.D Identify positions of authority in the classroom community 5.4.1.A Identify ways to avoid conflict 5.4.1.B describe how classrooms can work together 5.4.1.E Explain how a classroom community reaches compromise</p> <p>Resources/Lessons: MWI Chapter 1-Lesson 5 My Government</p> <p>Responsive Classroom - Morning Meeting, Guided Discovery, Logical Consequences</p>

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<p>7</p> <p>10/19 - 10/23</p>	<p>Instructional Focus: <i>Stories teach us lessons about ourselves and our community.</i></p> <p>Standards/Student Objectives: CC.1.1.1.E Read with accuracy and fluency to support comprehension. 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 a text. CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.</p> <p>Resources/Lessons:</p> <p><u>The Empty Pot</u> - Lesson A Part 1</p> <p>Foundations: Unit 1 Week 1 (TM-66-101)</p>	<p>Instructional Focus: <i>We can share and write our own stories about ourselves and our community.</i></p> <p>Standards/Student Objectives: CC.1.4.1.W With guidance and support, recall information from experiences (shared reading) or gather information from provided sources to respond to text through writing and drawing (*write in response to text). CC.1.4.1.X Write routinely over extended time frames and shorter time frames (5-10 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <p>Resources/Lessons:</p> <p>WBD - Personal Narrative Lessons 6-8 Using Editing Checklists: add nouns - singular and plural</p> <p>Grammar Skills: BAW - Lesson 5 - Using Nouns and Verbs in Sentences</p>	<p>Instructional Focus: <i>We are competent, caring, contributing citizens of our community.</i></p> <p>Standards/Student Objectives: 5.2.1.D Explain responsible school behavior. 5.3.1.F Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action. 5.2.1.C Identify school projects / activities that support leadership and public service. 5.3.1.D Identify positions of authority in the classroom community</p> <p>Resources/Lessons:</p> <p><u>My World Interactive (MWI)</u></p> <p>MWI Chapter 1 - Citizenship - Abraham Lincoln: Honest Abe</p>

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Grade-1 Unit-1

Essential Question - *What does it mean to be a good citizen in your community?*

	Reading: Foundational skills & Literature	Writing: Community, Process, & Narrative	Content: Classroom responsibility & community
8 10/26 - 10/30	<p>Instructional Focus: <i>Stories teach us lessons about ourselves and our community.</i></p> <p>Standards/Student Objectives: CC.1.1.1.E Read with accuracy and fluency to support comprehension. 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 a text. CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.</p> <p>Resources/Lessons: The Empty Pot - Lesson A Part 2</p> <p>Foundations:</p>	<p>Instructional Focus: <i>We can share and write our own stories about ourselves and our community.</i></p> <p>Standards/Student Objectives: CC.1.4.1.W With guidance and support, recall information from experiences (shared reading) or gather information from provided sources to respond to text through writing and drawing (*write in response to text). CC.1.4.1.X Write routinely over extended time frames and shorter time frames (5-10 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <p>Resources/Lessons: WBD - Personal Narrative Lessons 9, 10, Assessment Using Editing Checklists: add nouns - singular and plural</p> <p>Grammar Skills: BAW - Lesson 6 Review</p>	<p>Instructional Focus: <i>We are competent, caring, contributing citizens of our community.</i></p> <p>Standards/Student Objectives: 5.2.1.D Explain responsible school behavior. 5.3.1.F Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action. 5.2.1.C Identify school projects / activities that support leadership and public service. 5.3.1.D Identify positions of authority in the classroom community</p> <p>Resources/Lessons: My World Interactive (MWI) MWI - Chapter 1 Assessment</p>

Springfield School District - Integrated Elementary Curriculum

Grade-1 Unit-2

Essential Question - *What is my place in my community and my country?*

	<p>Reading Focus: CC.1.1: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</p> <p>CC.1.2 Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, and making connections among ideas and between texts with a focus on textual evidence.</p> <p>CC.1.3: Reading Literature: <i>Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence</i></p>	<p>Writing Focus: CC.1.4: Writing: <i>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</i></p> <p>CC.1.4.2.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.1.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Content:</p> <p>7.Geography</p> <p>7.1 Basic Geographic Literacy</p> <p>7.2 Physical Characteristics of Places and Regions</p> <p>7.4 Interactions between People and the Environment</p> <p>8. History</p> <p>8.1 Historical Analysis</p> <p>8.2 Pennsylvania History</p> <p>8.3 United States History</p> <p>8.4 World History</p>
<p>1</p> <p>11/3 - 11/6</p>	<p>Instructional Focus: <i>We can learn about ourselves and the world around us through reading.</i></p> <p>Standards/Student Objectives:</p> <p>CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CC.1.2.1.A Identify the main idea and retell key details of text.</p> <p>Resources/Lessons:</p> <p><i>Everywhere, Wonder</i> by Matthew Swanson ~Write in response to text - identify the central message of the story</p> <p>Wilson Lessons: Unit 3, Week 1</p>	<p>Instructional Focus: <i>We can share and write about ourselves, our community and what we learn from reading.</i></p> <p>Standards/Student Objectives:</p> <p>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</p> <p>CC.1.4.1.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question. (write in response to text) CC.1.4.1.X Write routinely over extended time frames and shorter time frames (5-10 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Resources/Lessons:</p> <p>WBD - Summary of a Narrative Text Lessons 1-3 Using Editing Checklists: add nouns - singular and plural</p> <p>Grammar Skills: BAW L-7 Declarative + Interrogative Sentences</p>	<p>Instructional Focus: <i>We can learn, read, and write about the world around us.</i></p> <p>Standards/Student Objectives:</p> <p>7.1.1.A Identify geographic tools</p> <p>7.1.1.B Describe places in geographic reference in physical features</p> <p>7.2.1.A Identify physical characteristics in the community and region</p> <p>7.2.1.B Identify the basic physical processes that affect the physical characteristics of places.</p> <p>7.4.1.A Describe how lakes, rivers, and streams impact people.</p> <p>Resources/Lessons:</p> <p>MWI - Maps and Globes - Map and Graph Skills Handbook MWI Chapter 2-Lesson 1 Our Community</p>

Grade-1 Unit-2		Essential Question - <i>What is my place in my community, my country, and the world?</i>	
	<p>Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.3: Reading Literature</u> <u>CC.1.2 Reading Informational Text</u></p>	<p>Writing Focus: <u>CC.1.4: Writing: Students write for different purposes and audiences.</u> <u>CC.1.4.2.M Write narratives</u></p>	<p>Content: <i>Geography, Culture, Traditions, Holidays</i></p>
<p>2</p> <p>11/9 - 11/13</p>	<p>Instructional Focus: <i>We can learn about people in our community through reading informational text.</i></p> <p>Standards/Student Objectives: <u>CC.1.3.1 Reading Literature</u> <u>CC.1.3.1.A</u> Retell stories, including key details, and demonstrate understanding of their central message or lesson. <u>CC.1.3.1.B</u> Ask and answer questions about key details in a text. <u>CC.1.2.1 Reading Informational Text</u> <u>CC.1.2.1.B</u> Ask and answer questions about key details in a text <u>CC.1.2.1.G</u> Use the illustrations and details in a text to describe its key ideas.</p> <p>Resources/Lessons:</p> <p><u>Everywhere, Wonder</u> by Matthew Swanson ~Write in response to text - identify the central message of the story</p> <p>Wilson Lessons: Unit 3, Week 2</p>	<p>Instructional Focus: <i>We can share and write about ourselves, our community, and what we learn from reading.</i></p> <p>Standards/Student Objectives: <u>CC.1.4.1.M</u> Write narratives to develop real or imagined experiences or events. <u>CC.1.4.1.Q</u> Use a variety of words and phrases. <u>CC.1.4.1.T</u> 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 <u>CC.1.4.1.W</u> With guidance and support, recall information from experiences or gather information from provided sources to answer a question. (write in response to text) <u>CC.1.4.1.X</u> Write routinely over extended time frames and shorter time frames (5-10 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Resources/Lessons:</p> <p>WBD - Summary of a Narrative Text Lessons 4-5 Continue using and expanding WBD Editing Checklists</p> <p>Grammar Skills: BAW L-8 Common and Proper Nouns</p>	<p>Instructional Focus: <i>We can learn, read, and write about the world around us.</i></p> <p>Standards/Student Objectives: <u>7.1.1.A</u> Identify geographic tools <u>7.1.1.B</u> Describe places in geographic reference in physical features <u>7.2.1.A</u> Identify physical characteristics in the community and region <u>7.2.1.B</u> Identify the basic physical processes that affect the physical characteristics of places. <u>7.4.1.A</u> Describe how lakes, rivers, and streams impact people.</p> <p>Resources/Lessons:</p> <p>MWI Chapter 2-Lesson 2 Finding Places</p>

Grade-1 Unit-2		Essential Question - <i>What is my place in my community, my country, and the world?</i>	
	<p>Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.3: Reading Literature</u></p>	<p>Writing Focus: <u>CC.1.4: Writing: Students write for different purposes and audiences.</u> <u>CC.1.4.2.M Write narratives</u></p>	<p>Content: <i>Geography, Culture, Traditions, Holidays</i></p>
<p>3 11/16 - 11/20</p>	<p>Instructional Focus: <i>We can learn about people in our community through reading informational text.</i></p> <p>Standards/Student Objectives: <u>CC.1.3.1 Reading Literature</u> <u>CC.1.3.1.A</u> Retell stories, including key details, and demonstrate understanding of their central message or lesson. <u>CC.1.3.1.C</u> Describe characters, settings, and major events in a story, using key details. <u>CC.1.3.1.D</u> Identify who is telling the story at various points in a text. <u>CC.1.2.1 Reading Informational Text</u> <u>CC.1.2.1.A</u> Identify the main idea and retell key details of text. <u>CC.1.2.1.B</u> Ask and answer questions about key details in a text <u>CC.1.2.1.G</u> Use the illustrations and details in a text to describe its key ideas.</p> <p>Resources/Lessons: Me on the Map</p> <p>Wilson Lessons: Unit 3 review and test</p>	<p>Instructional Focus: <i>We can share and write about ourselves, our community and what we learn from reading.</i></p> <p>Standards/Student Objectives: <u>C.1.4.1.M</u> Write narratives to develop real or imagined experiences or events. <u>CC.1.4.1.Q</u> Use a variety of words and phrases. <u>CC.1.4.1.T</u> 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 <u>CC.1.4.1.W</u> With guidance and support, recall information from experiences or gather information from provided sources to answer a question. (write in response to text) <u>CC.1.4.1.X</u> Write routinely over extended time frames and shorter time frames (5-10 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Resources/Lessons: WBD - Summary of a Narrative Text Lessons 6-7 Continue using and expanding WBD Editing Checklists</p> <p>Grammar Skills: BAW Lesson 9 Present-tense and Past-tense Verbs</p>	<p>Instructional Focus: <i>We can learn, read, and write about the world around us.</i></p> <p>Standards/Student Objectives: <u>7.1.1.A</u> Identify geographic tools <u>7.1.1.B</u> Describe places in geographic reference in physical features <u>7.2.1.A</u> Identify physical characteristics in the community and region <u>7.2.1.B</u> Identify the basic physical processes that affect the physical characteristics of places. <u>7.4.1.A</u> Describe how lakes, rivers, and streams impact people.</p> <p>Resources/Lessons: My World Interactive (MWI) CH 2 Geography of the Community Lesson 3 Maps and Models</p>

Grade-1 Unit-2		Essential Question - <i>What is my place in my community, my country, and the world?</i>	
	<p>Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.3: Reading Literature</u></p>	<p>Writing Focus: <u>CC.1.4: Writing: Students write for different purposes and audiences.</u> <u>CC.1.4.2.M Write narratives</u></p>	<p>Content: <i>Geography, Culture, Traditions, Holidays, History</i></p>
<p>4</p> <p>11/30 - 12/4</p>	<p>Instructional Focus: <i>We can learn about people in our community through reading informational text.</i></p> <p>Standards/Student Objectives: <u>CC.1.3.1 Reading Literature</u> <u>CC.1.3.1.A</u> Retell stories, including key details, and demonstrate understanding of their central message or lesson. <u>CC.1.3.1.C</u> Describe characters, settings, and major events in a story, using key details. <u>CC.1.3.1.D</u> Identify who is telling the story at various points in a text. <u>CC.1.2.1 Reading Informational Text</u> <u>CC.1.2.1.A</u> Identify the main idea and retell key details of text. <u>CC.1.2.1.B</u> Ask and answer questions about key details in a text <u>CC.1.2.1.G</u> Use the illustrations and details in a text to describe its key ideas.</p> <p>Resources/Lessons: Lost (HM Anthology - Treasures)</p> <p>Wilson Lessons: Unit 4, Week 1</p>	<p>Instructional Focus: <i>We can share and write about ourselves, our community and what we learn from reading.</i></p> <p>Standards/Student Objectives: <u>C.1.4.1.M</u> Write narratives to develop real or imagined experiences or events. <u>CC.1.4.1.Q</u> Use a variety of words and phrases. <u>CC.1.4.1.T</u> 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 <u>CC.1.4.1.W</u> With guidance and support, recall information from experiences or gather information from provided sources to answer a question. (write in response to text) <u>CC.1.4.1.X</u> Write routinely over extended time frames and shorter time frames (5-10 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Resources/Lessons: WBD - Summary of a Narrative Text Lessons 8-9 Continue using and expanding WBD Editing Checklists</p> <p>Grammar Skills: BAW L-10 Future Tense Verbs</p>	<p>Instructional Focus: <i>We can learn, read, and write about the world around us.</i></p> <p>Standards/Student Objectives: <u>7.1.1.A</u> Identify geographic tools <u>7.1.1.B</u> Describe places in geographic reference in physical features <u>7.2.1.A</u> Identify physical characteristics in the community and region <u>7.2.1.B</u> Identify the basic physical processes that affect the physical characteristics of places. <u>7.4.1.A</u> Describe how lakes, rivers, and streams impact people. <u>8.2.1.B</u> Identify symbols, slogans, or mottos that are representative of the state.</p> <p>Resources/Lessons: <u>My World Interactive (MWI)</u> <u>MWI Chapter 2-Critical Thinking Skills - Ask and Answer Questions</u></p> <p>CH 2 Geography of the Community Lesson 4 Continents and Oceans</p>

Grade-1 Unit-2		Essential Question - <i>What is my place in my community, my country, and the world?</i>	
	<p>Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.3: Reading Literature</u></p>	<p>Writing Focus: <u>CC.1.4: Writing: Students write for different purposes and audiences.</u> <u>CC.1.4.2.M Write narratives</u></p>	<p>Content: <u>Geography, Culture, Traditions, Holidays, History</u></p>
<p>5</p> <p>12/7 - 12/11</p>	<p>Instructional Focus: <i>We can learn about people in our community through reading informational text.</i></p> <p>Standards/Student Objectives: <u>CC.1.2.1 Reading Informational Text</u> <u>CC.1.2.1.A</u> Identify the main idea and retell key details of text. <u>CC.1.2.1.B</u> Ask and answer questions about key details in a text <u>CC.1.2.1.G</u> Use the illustrations and details in a text to describe its key ideas.</p> <p>Resources/Lessons:</p> <p><u>Pennsylvania</u> by M. J. York</p> <p>Wilson Lessons: Unit 4, Week 2</p>	<p>Instructional Focus: <i>We can share and write about ourselves, our community and what we learn from reading.</i></p> <p>Standards/Student Objectives: <u>CC.1.4.1.T</u> 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 <u>CC.1.4.1.W</u> With guidance and support, recall information from experiences (shared reading) or gather information from provided sources to respond to text through writing and drawing (*write in response to text). <u>CC.1.4.1.X</u> Write routinely over extended time frames and shorter time frames (10-15 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <p>Resources/Lessons:</p> <p>WBD - Summary of a Narrative Text Assessment Continue using and expanding WBD Editing Checklists</p> <p>Grammar Skills: BAW L-11 Exclamatory Sentences</p>	<p>Instructional Focus: <i>People/citizens who contribute to our community make our lives better.</i></p> <p>Standards/Student Objectives: <u>8.2.1.A</u> Identify groups of people who contribute to a community <u>8.2.1.C</u> Identify holiday and cultural celebrations in a community and why they are celebrated <u>8.4.1.A</u> Explain why cultures celebrate <u>8.4.1.C</u> Identify holidays and ceremonies of selected world cultures</p> <p>Resources/Lessons: <u>My World Interactive (MWI)</u> <u>CH 2 Geography of the Community</u> <u>Lesson 5 My State</u> <i>Or another resource about the state of Pennsylvania to use for informational text instruction</i></p>

Grade-1 Unit-2		Essential Question - <i>What is my place in my community, my country, and the world?</i>	
	<p>Reading Focus: <i>CC.1.1: Foundational Skills</i> <i>CC.1.3: Reading Literature</i></p>	<p>Writing Focus: <i>CC.1.4: Writing: Students write for different purposes and audiences.</i> <i>CC.1.4.2.M Write narratives</i></p>	<p>Content: <i>Geography, Culture, Traditions, Holidays, History</i></p>
<p>6</p> <p>12/14 - 12/18</p>	<p>Instructional Focus: <i>We can learn about different places and cultures through reading..</i></p> <p>Standards/Student Objectives: <i>CC.1.2.1 Reading Informational Text</i> 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 a text CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas.</p> <p>Resources/Lessons: Holidays Around the World Chinese New Year Chinese New Year Lesson Plan Diwali (NF), Diwali (F) Diwali Lesson Plan Hanukkah Hanukkah Lesson Plan Christmas Christmas Lesson Plan Kwanzaa Kwanzaa Lesson Plan Peace on Earth Holidays Passport</p> <p>Wilson Lessons: Unit 5, Week 1</p>	<p>Instructional Focus: <i>We can share and write about ourselves, our community and what we learn from reading.</i></p> <p>Standards/Student Objectives: C.1.4.1.M Write narratives to develop real or imagined experiences or events. CC.1.4.1.Q Use a variety of words and phrases. 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 CC.1.4.1.W With guidance and support, recall information from experiences (shared reading) or gather information from provided sources to respond to text through writing and drawing (*write in response to text). CC.1.4.1.X Write routinely over extended time frames and shorter time frames (10-15 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <p>Resources/Lessons: Holidays Around the World <u>Writing in response to reading - writing about culture, customs, traditions, celebrations and shared cultural experiences.</u> Holidays Passport</p> <p>Grammar Skills: BAW Lesson 12 - Review</p>	<p>Instructional Focus: <i>Different places, cultures, customs, and traditions, contribute to our community and make our lives better.</i></p> <p>Standards/Student Objectives: 8.2.1.A Identify groups of people who contribute to a community 8.2.1.C Identify holiday and cultural celebrations in a community and why they are celebrated 8.4.1.A Explain why cultures celebrate 8.4.1.C Identify holidays and ceremonies of selected world cultures</p> <p>Resources/Lessons: MWI Chapter 2 Assessment MWI Chapter 2 Quest pt 2 - Wrap and Share</p>

Grade-1 Unit-2		Essential Question - <i>What is my place in my community, my country, and the world?</i>	
	<p>Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.3: Reading Literature</u></p>	<p>Writing Focus: <u>CC.1.4: Writing: Students write for different purposes and audiences.</u></p>	<p>Content: <u>Geography, Culture, Traditions, Holidays, History</u></p>
<p>7</p> <p>12/21 - 12/23</p>	<p>Instructional Focus: <i>We can learn about different places and cultures through reading..</i></p> <p>Standards/Student Objectives:</p> <p><u>CC.1.3.1 Reading Literature</u></p> <p><u>CC.1.3.1.A</u> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><u>CC.1.2.1 Reading Informational Text</u></p> <p><u>CC.1.2.1.A</u> Identify the main idea and retell key details of text.</p> <p>Resources/Lessons:</p> <p>Holidays Around the World</p> <p>Chinese New Year</p> <p>Chinese New Year Lesson Plan</p> <p>Diwali (NF), Diwali (F)</p> <p>Diwali Lesson Plan</p> <p>Hanukkah</p> <p>Hanukkah Lesson Plan</p> <p>Christmas</p> <p>Christmas Lesson Plan</p> <p>Kwanzaa</p> <p>Kwanzaa Lesson Plan</p> <p>Peace on Earth</p> <p>Holidays</p> <p>Passport</p> <p>Wilson Lessons</p>	<p>Instructional Focus: <i>We can share and write about ourselves, our community and what we learn from reading.</i></p> <p>Standards/Student Objectives:</p> <p><u>CC.1.4.1.W</u> With guidance and support, recall information from experiences (shared reading) or gather information from provided sources to respond to text through writing and drawing (*write in response to text).</p> <p><u>CC.1.4.1.X</u> Write routinely over extended time frames and shorter time frames (10-15 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <p>Resources/Lessons:</p> <p><u>Writing in response to reading - writing about culture, customs, traditions, celebrations and shared cultural experiences.</u></p> <p>Holidays Around the World*</p> <p>Chinese New Year</p> <p>Chinese New Year Lesson Plan</p> <p>Diwali (NF)</p> <p>Diwali (F)</p> <p>Diwali Lesson Plan</p> <p>Hanukkah</p> <p>Hanukkah Lesson Plan</p> <p>Christmas</p> <p>Christmas Lesson Plan</p> <p>Kwanzaa</p> <p>Kwanzaa Lesson Plan</p> <p>Peace on Earth</p> <p>Holidays</p> <p>Passport</p> <p>Grammar Skills:</p> <p>BAW Lesson 12 - Review</p>	<p>Instructional Focus: <i>Different places, cultures, customs, and traditions, contribute to our community and make our lives better.</i></p> <p>Standards/Student Objectives:</p> <p><u>8.2.1.A</u> Identify groups of people who contribute to a community</p> <p><u>8.2.1.C</u> Identify holiday and cultural celebrations in a community and why they are celebrated</p> <p><u>8.4.1.A</u> Explain why cultures celebrate</p> <p><u>8.4.1.C</u> Identify holidays and ceremonies of selected world cultures</p> <p>Resources/Lessons:</p> <p>Holidays Around the World</p> <p>Chinese New Year</p> <p>Chinese New Year Lesson Plan</p> <p>Diwali (NF)</p> <p>Diwali (F)</p> <p>Diwali Lesson Plan</p> <p>Hanukkah</p> <p>Hanukkah Lesson Plan</p> <p>Christmas</p> <p>Christmas Lesson Plan</p> <p>Kwanzaa</p> <p>Kwanzaa Lesson Plan</p> <p>Peace on Earth</p> <p>Holidays</p> <p>Passport</p>
Last week before Winter Holiday Break			

Grade-1 Unit-2		Essential Question - <i>What is my place in my community, my country, and the world?</i>	
	<p>Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.3: Reading Literature</u></p>	<p>Writing Focus: <u>CC.1.4: Writing: Students write for different purposes and audiences.</u></p>	<p>Content: <i>Geography, Culture, Traditions, Holidays</i></p>
<p>8</p> <p>1/4 - 1/8</p>	<p>Instructional Focus: <i>We can learn about different places and cultures through reading..</i></p> <p>Standards/Student Objectives: <u>CC.1.3.1 Reading Literature</u> 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.G Use illustrations and details in a story to describe characters, setting, or events. <u>CC.1.3.1 Literature & CC.1.2.1 Informational Text</u> CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. <u>CC.1.2.1 Reading Informational Text</u> 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 a text</p> <p>Resources/Lessons: <u>Shante Keys and the New Year's Peas</u> by Gail Piernas-Davenport</p> <p>Wilson Lessons Unit 6, Weeks 1-2 review and catch up</p>	<p>Instructional Focus: <i>We can share and write about ourselves, our community and what we learn from reading.</i></p> <p>Standards/Student Objectives: CC.1.4.1.M Write narratives to develop real or imagined experiences or events. 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 CC.1.4.1.W With guidance and support, recall information from experiences (shared reading) or gather information from provided sources to respond to text through writing and drawing (*write in response to text). CC.1.4.1.X Write routinely over extended time frames and shorter time frames (15-20 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <p>Resources/Lessons: WBD - Summary of an Informative Text Lessons 1-3 Continue using and expanding WBD Editing Checklists</p> <p>Grammar Skills: BAW Review Lesson 9 Present-tense and Past-tense verbs Lesson 10 Future-tense verbs Lesson 11 Exclamatory Sentences</p>	<p>Instructional Focus: <i>Different places, cultures, customs, and traditions, contribute to our community and make our lives better.</i></p> <p>Standards/Student Objectives: 8.1.1.A Demonstrate an understanding of chronology. 8.1.1.C Identify sources of historical information. 8.3.1.A Identify Americans who played a significant role in American history. 8.3.1.B Identify American landmarks and their significance.</p> <p>Resources/Lessons: <u>My World Interactive (MWI)</u> CH 3 Symbols and Traditions of the United States MWI Chapter 3 - Intro and Quest pt1 Lesson 1 We Are Americans</p>

Grade-1 Unit-2		Essential Question - <i>What is my place in my community, my country, and the world?</i>	
	Reading Focus: <i>CC.1.1: Foundational Skills</i> <i>CC.1.3: Reading Literature</i>	Writing Focus: <i>CC.1.4: Writing: Students write for different purposes and audiences.</i>	Content: <i>Geography, Culture, Traditions, Holidays</i>
<p>9</p> <p>1/11 - 1/15</p>	<p>Instructional Focus: <i>We can learn about different places and cultures through reading..</i></p> <p>Standards/Student Objectives:</p> <p>CC.1.3.1 Literature & CC.1.2.1 Informational Text CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.</p> <p>CC.1.2.1 Reading Informational Text 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 a text</p> <p>Resources/Lessons: <u>Scholastic News MLK</u> <u>Sometimes People March by Tessa Allen</u></p> <p>Wilson Lessons Unit 6, Week 2</p>	<p>Instructional Focus: <i>We can share and write about ourselves, our community and what we learn from reading.</i></p> <p>Standards/Student Objectives:</p> <p>CC.1.4.1.W With guidance and support, recall information from experiences (shared reading) or gather information from provided sources to respond to text through writing and drawing (*write in response to text).</p> <p>CC.1.4.1.X Write routinely over extended time frames and shorter time frames (15-20 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <p>Resources/Lessons:</p> <p>WBD - Summary of an Informative Text Lessons 4-5 Continue using and expanding WBD Editing Checklists</p> <p>Grammar Skills: BAW L-13 Imperative Sentences</p>	<p>Instructional Focus: <i>Different places, cultures, customs, and traditions, contribute to our community and make our lives better.</i></p> <p>Standards/Student Objectives:</p> <p>8.1.1.A Demonstrate an understanding of chronology. 8.1.1.C Identify sources of historical information. 8.3.1.A Identify Americans who played a significant role in American history. 8.3.1.B Identify American landmarks and their significance.</p> <p>Resources/Lessons:</p> <p><u>My World Interactive (MWI)</u> <u>CH 3 Symbols and Traditions of the United States</u> MWI Chapter 3-Lesson 2 - American Symbols MWI Chapter 3 Literacy Skills - Cause and Effect</p>

Grade-1 Unit-2		Essential Question - <i>What is my place in my community, my country, and the world?</i>	
	<p>Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.3: Reading Literature</u></p>	<p>Writing Focus: <u>CC.1.4: Writing: Students write for different purposes and audiences.</u></p>	<p>Content: <u>Geography, Culture, Traditions, Holidays</u></p>
<p>10</p> <p>1/19 - 1/22</p>	<p>Instructional Focus: <i>We can learn about different places and cultures through reading..</i></p> <p>Standards/Student Objectives: <u>CC.1.3.1 Reading Literature</u> 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. <u>CC.1.3.1 Literature & CC.1.2.1 Informational Text</u> CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. <u>CC.1.2.1 Reading Informational Text</u> 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 a text</p> <p>Resources/Lessons: <u>MLK Jr. Scholastic or other text</u> <u>Sometimes People March by Tessa Allen</u></p> <p>Wilson Lessons Unit 6 Week 3</p>	<p>Instructional Focus: <i>We can share and write about ourselves, our community and what we learn from reading.</i></p> <p>Standards/Student Objectives: C.1.4.1.M Write narratives to develop real or imagined experiences or events. 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 CC.1.4.1.W With guidance and support, recall information from experiences (shared reading) or gather information from provided sources to respond to text through writing and drawing (*write in response to text). CC.1.4.1.X Write routinely over extended time frames and shorter time frames (15-20 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <p>Resources/Lessons: WBD - Summary of an Informative Text Lessons 4-5 Continue using and expanding WBD Editing Checklists</p> <p>Grammar Skills: BAW Lesson 14 Possessive Nouns</p>	<p>Instructional Focus: <i>Different places, cultures, customs, and traditions, contribute to our community and make our lives better.</i></p> <p>Standards/Student Objectives: 8.1.1.A Demonstrate an understanding of chronology. 8.1.1.C Identify sources of historical information. 8.3.1.A Identify Americans who played a significant role in American history. 8.3.1.B Identify American landmarks and their significance.</p> <p>Resources/Lessons: <u>My World Interactive (MWI)</u> <u>CH 3 Symbols and Traditions of the United States</u> MWI Chapter 3-Lesson 3 - American Documents MWI Chapter 3 - Lesson 4 American Songs</p>

Grade-1 Unit-2		Essential Question - <i>What is my place in my community, my country, and the world?</i>	
	<p>Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.3: Reading Literature</u></p>	<p>Writing Focus: <u>CC.1.4: Writing: Students write for different purposes and audiences.</u></p>	<p>Content: <i>Geography, Culture, Traditions, Holidays</i></p>
<p>11</p> <p>1/25 - 1/29</p>	<p>Instructional Focus: <i>We can learn about different places and cultures through reading..</i></p> <p>Standards/Student Objectives: <u>CC.1.3.1 Reading Literature</u> 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 a text. <u>CC.1.3.1 Literature & CC.1.2.1 Informational Text</u> CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. <u>CC.1.2.1 Reading Informational Text</u> 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 a text</p> <p>Resources/Lessons: <u>A True Story About Jackie Robinson (Testing the Ice)</u> by Sharon Robinson and Kadir Nelson</p> <p>Wilson Lessons Unit 7 Week 1</p>	<p>Instructional Focus: <i>We can share and write about ourselves, our community and what we learn from reading.</i></p> <p>Standards/Student Objectives: C.1.4.1.M Write narratives to develop real or imagined experiences or events. 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 CC.1.4.1.W With guidance and support, recall information from experiences (shared reading) or gather information from provided sources to respond to text through writing and drawing (*write in response to text). CC.1.4.1.X Write routinely over extended time frames and shorter time frames (15-20 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <p>Resources/Lessons: WBD - Summary of an Informative Text Lessons 8 Continue using and expanding WBD Editing Checklists</p> <p>Grammar Skills: BAW Lesson 15 Adjectives</p>	<p>Instructional Focus: <i>Different places, cultures, customs, and traditions, contribute to our community and make our lives better.</i></p> <p>Standards/Student Objectives: 8.1.1.A Demonstrate an understanding of chronology. 8.1.1.C Identify sources of historical information. 8.3.1.A Identify Americans who played a significant role in American history. 8.3.1.B Identify American landmarks and their significance.</p> <p>Resources/Lessons: <u>My World Interactive (MWI)</u> <u>CH 3 Symbols and Traditions of the United States</u> MWI Chapter 3 Lesson 5 American Heroes MWI Chapter 3 -Critical Thinking Skills</p>

Grade-1 Unit-2		Essential Question - <i>What is my place in my community, my country, and the world?</i>	
	<p>Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.3: Reading Literature</u></p>	<p>Writing Focus: <u>CC.1.4: Writing: Students write for different purposes and audiences.</u></p>	<p>Content: <i>Geography, Culture, Traditions, Holidays</i></p>
<p>12 2/1 - 2/5</p>	<p>Instructional Focus: <i>We can learn about different places and cultures through reading..</i></p> <p>Standards/Student Objectives: <u>CC.1.3.1 Reading Literature</u> 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 a text. <u>CC.1.3.1 Literature & CC.1.2.1 Informational Text</u> CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. <u>CC.1.2.1 Reading Informational Text</u> 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 a text</p> <p>Resources/Lessons: <u>Leveled readers from My World Interactive Chapter 3</u> Elizabeth Leads the Way Famous Women</p> <p>Wilson Lessons Unit 7 Week 2</p>	<p>Instructional Focus: <i>We can share and write about ourselves, our community and what we learn from reading.</i></p> <p>Standards/Student Objectives: C.1.4.1.M Write narratives to develop real or imagined experiences or events. 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 CC.1.4.1.W With guidance and support, recall information from experiences (shared reading) or gather information from provided sources to respond to text through writing and drawing (*write in response to text). CC.1.4.1.X Write routinely over extended time frames and shorter time frames (15-20 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <p>Resources/Lessons: WBD - Summary of an Informative Text Assessment Continue using and expanding WBD Editing Checklists</p> <p>Grammar Skills: BAW L-16 Articles A, And, The</p>	<p>Instructional Focus: <i>Different places, cultures, customs, and traditions, contribute to our community and make our lives better.</i></p> <p>Standards/Student Objectives: 8.1.1.A Demonstrate an understanding of chronology. 8.1.1.C Identify sources of historical information. 8.3.1.A Identify Americans who played a significant role in American history. 8.3.1.B Identify American landmarks and their significance.</p> <p>Resources/Lessons: <u>My World Interactive (MWI)</u> <u>CH 3 Symbols and Traditions of the United States</u> <u>MWI Chapter 3 - Lesson 6 Our National Holidays</u> <u>MWI Chapter 3 - Citizenship - Chapter 3 Assessment</u></p>

Springfield School District - Integrated Elementary Curriculum

Grade- 1 Unit-3

Essential Question - *What is my place in the world?*

	<p>Reading Focus: CC.1.1: Foundational Skills: CC.1.2 Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, and making connections among ideas and between texts with a focus on textual evidence.</p> <p>CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence</p>	<p>Writing Focus: 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.</p> <p>CC.1.4.2.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.1.G Write opinion pieces on familiar topics.</p>	
<p>1</p> <p>2/8 - 2/12</p>	<p>Instructional Focus: <i>We can learn about the world around us through reading both fiction and nonfiction texts.</i></p> <p>Standards/Student Objectives:</p> <p>CC.1.2.1.A Identify the main idea and retell key details of text.</p> <p>CC.1.2.1.B Ask and answer questions about key details in a text</p> <p>CC.1.2.1.E Use various text features and search tools to locate key facts or information in a text.</p> <p>CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas.</p> <p>Resources/Lessons: Mice and Beans - RA Lesson</p> <p>Wilson Lessons Unit 7 Week 3</p>	<p>Instructional Focus: <i>We can share and write about ourselves, the world around us and what we learn from reading.</i></p> <p>Standards/Student Objectives:</p> <p>CC.1.4.1.W With guidance and support, recall information from experiences (shared reading) or gather information from provided sources to respond to text through writing and drawing (*write in response to text).</p> <p>CC.1.4.1.X Write routinely over extended time frames and shorter time frames (15-20 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <p>Resources/Lessons: WBD - Informative: Description Lessons 1-4 Continue using and expanding WBD Editing Checklists</p> <p>Grammar Skills: BAW L-17 Prepositions</p>	<p>Content Area Focus:</p> <p>Instructional Focus:</p> <p>Standards/Student Objectives:</p> <p>Resources/Lessons: MWI Chapter 5-Lesson 1 What is Culture?</p>

Grade- 1 Unit-3		Essential Question - <i>What is my place in the world?</i>	
	Reading Focus: <i>CC.1.1: Foundational Skills</i> <i>CC.1.2 Reading Informational Text</i> <i>CC.1.3: Reading Literature</i>	Writing Focus: <i>CC.1.4.1.X Write routinely</i> <i>CC.1.4.2.M Write narratives</i> <i>CC.1.4.1.G Write opinion</i>	Content Area Focus:
<p>2</p> <p>2/15 - 2/19</p>	<p>Instructional Focus: <i>We can learn about the world around us through reading both fiction and nonfiction texts.</i></p> <p>Standards/Student Objectives:</p> <p>CC.1.2.1.A Identify the main idea and retell key details of text.</p> <p>CC.1.2.1.B Ask and answer questions about key details in a text</p> <p>CC.1.2.1.E Use various text features and search tools to locate key facts or information in a text.</p> <p>CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas.</p> <p>CC.1.3.1.A Retell stories (poems), including key details, and demonstrate understanding of their central message or lesson.</p> <p>CC.1.3.1.B Ask and answer questions about key details in a text(poems).</p> <p>CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>Resources/Lessons: The Polar Bear Son - RA Lesson</p> <p>Wilson Lessons Unit 8 Week 1</p>	<p>Instructional Focus: <i>We can share and write about ourselves, the world around us and what we learn from reading.</i></p> <p>Standards/Student Objectives:</p> <p>CC.1.4.1.M Write narratives (poems) to develop real or imagined experiences or events.</p> <p>CC.1.4.1.N Establish who and what the narrative will be about.</p> <p>CC.1.4.1.O Include thoughts and feelings to describe experiences and events.</p> <p>CC.1.4.1.Q Use a variety of words and phrases.</p> <p>CC.1.4.1.W With guidance and support, recall information from experiences (shared reading) or gather information from provided sources to respond to text through writing and drawing (*write in response to text).</p> <p>CC.1.4.1.X Write routinely over extended time frames and shorter time frames (15-20 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <p>Resources/Lessons: WBD - Informative: Description Lessons 5-8 Continue using and expanding WBD Editing Checklists</p> <p>Grammar Skills: BAW L-18 Review</p>	<p>Instructional Focus: Standards/Student Objectives:</p> <p>Resources/Lessons: MWI Chapter 5-Lesson 2 Customs, Traditions, and Celebrations</p>

Grade- 1 Unit-3		Essential Question - <i>What is my place in the world?</i>	
	Reading Focus: <i>CC.1.1: Foundational Skills</i> <i>CC.1.2 Reading Informational Text</i> <i>CC.1.3: Reading Literature</i>	Writing Focus: <i>CC.1.4.1.X Write routinely</i> <i>CC.1.4.2.M Write narratives</i> <i>CC.1.4.1.G Write opinion</i>	Content Area Focus:
<p>3</p> <p>2/23 - 2/26</p>	<p>Instructional Focus: <i>We can learn about the world around us through reading both fiction and nonfiction texts.</i></p> <p>Standards/Student Objectives:</p> <p>CC.1.2.1.A Identify the main idea and retell key details of text.</p> <p>CC.1.2.1.B Ask and answer questions about key details in a text</p> <p>CC.1.2.1.E Use various text features and search tools to locate key facts or information in a text.</p> <p>CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas.</p> <p>CC.1.3.1.A Retell stories (poems), including key details, and demonstrate understanding of their central message or lesson.</p> <p>CC.1.3.1.B Ask and answer questions about key details in a text(poems).</p> <p>CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>Resources/Lessons: <u>I am New Here by Anne Sibley O'Brien</u></p> <p>Wilson Lessons Unit 8 Week 2</p>	<p>Instructional Focus: <i>We can share and write about ourselves, the world around us and what we learn from reading.</i></p> <p>Standards/Student Objectives:</p> <p>CC.1.4.1.M Write narratives (poems) to develop real or imagined experiences or events.</p> <p>CC.1.4.1.N Establish who and what the narrative will be about.</p> <p>CC.1.4.1.O Include thoughts and feelings to describe experiences and events.</p> <p>CC.1.4.1.Q Use a variety of words and phrases.</p> <p>CC.1.4.1.W With guidance and support, recall information from experiences (shared reading) or gather information from provided sources to respond to text through writing and drawing (*write in response to text).</p> <p>CC.1.4.1.X Write routinely over extended time frames and shorter time frames (15-20 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <p>Resources/Lessons: WBD - Informative: Description Lessons 9 and Assessment Continue using and expanding WBD Editing Checklists</p> <p>Grammar Skills: BAW L-19 Pronouns</p>	<p>Instructional Focus: Standards/Student Objectives:</p> <p>Resources/Lessons: MWI Chapter 5 - Critical Thinking Skills Compare Points of View</p>

Grade- 1 Unit-3		Essential Question - <i>What is my place in the world?</i>	
	<p>Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.2 Reading Informational Text</u> <u>CC.1.3: Reading Literature</u></p>	<p>Writing Focus: <u>CC.1.4.1.X Write routinely</u> <u>CC.1.4.2.M Write narratives</u> <u>CC.1.4.1.G Write opinion</u></p>	<p>Content Area Focus:</p>
<p>4</p> <p>3/1 - 3/5</p>	<p>Instructional Focus: <i>We can learn about the world around us through reading both fiction and nonfiction texts.</i></p> <p>Standards/Student Objectives: <u>CC.1.2.1.A</u> Identify the main idea and retell key details of text. <u>CC.1.2.1.E</u> Use various text features and search tools to locate key facts or information in a text. <u>CC.1.2.1.F</u> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <u>CC.1.3.1.A</u> Retell stories (poems), including key details, and demonstrate understanding of their central message or lesson. <u>CC.1.3.1.B</u> Ask and answer questions about key details in a text(poems). <u>CC.1.3.1.F</u> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>Resources/Lessons:</p> <p>DR. SEUSS WEEK</p> <p>Wilson Lessons Unit 9 Week 1</p>	<p>Instructional Focus: <i>We can share and write about ourselves, the world around us and what we learn from reading.</i></p> <p>Standards/Student Objectives: <u>CC.1.4.1.M</u> Write narratives (poems) to develop real or imagined experiences or events. <u>CC.1.4.1.N</u> Establish who and what the narrative will be about. <u>CC.1.4.1.O</u> Include thoughts and feelings to describe experiences and events. <u>CC.1.4.1.Q</u> Use a variety of words and phrases. <u>CC.1.4.1.W</u> With guidance and support, recall information from experiences (shared reading) or gather information from provided sources to respond to text through writing and drawing (*write in response to text). <u>CC.1.4.1.X</u> Write routinely over extended time frames and shorter time frames (15-20 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <p>Resources/Lessons: WBD - Opinion of a Book Lessons 1-3 Continue using and expanding WBD Editing Checklists</p> <p>Grammar Skills: BAW Lesson 20 Using <i>I/Me</i> and <i>We/Us</i></p>	<p>Instructional Focus:</p> <p>Standards/Student Objectives:</p> <p>Resources/Lessons: MWI Chapter 5-Lesson 3 Shared Culture</p>

Grade- 1 Unit-3		Essential Question - <i>What is my place in the world?</i>	
	<p>Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.2 Reading Informational Text</u> <u>CC.1.3: Reading Literature</u></p>	<p>Writing Focus: <u>CC.1.4.1.X Write routinely</u> <u>CC.1.4.2.M Write narratives</u> <u>CC.1.4.1.G Write opinion</u></p>	<p>Content Area Focus:</p>
<p>5 3/8 - 3/12</p>	<p>Instructional Focus: <i>We can learn about the world around us through reading both fiction and nonfiction texts.</i></p> <p>Standards/Student Objectives: <u>CC.1.2.1.A</u> Identify the main idea and retell key details of text. <u>CC.1.2.1.E</u> Use various text features and search tools to locate key facts or information in a text. <u>CC.1.2.1.F</u> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <u>CC.1.3.1.A</u> Retell stories (poems), including key details, and demonstrate understanding of their central message or lesson. <u>CC.1.3.1.B</u> Ask and answer questions about key details in a text(poems). <u>CC.1.3.1.F</u> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>Resources/Lessons: <u>When the Shadbush Blooms</u> by Carla Messinger</p> <p>Wilson Lessons Unit 9 Week 2</p>	<p>Instructional Focus: <i>We can share and write about ourselves, the world around us and what we learn from reading.</i></p> <p>Standards/Student Objectives: <u>CC.1.4.1.M</u> Write narratives (poems) to develop real or imagined experiences or events. <u>CC.1.4.1.N</u> Establish who and what the narrative will be about. <u>CC.1.4.1.O</u> Include thoughts and feelings to describe experiences and events. <u>CC.1.4.1.Q</u> Use a variety of words and phrases. <u>CC.1.4.1.W</u> With guidance and support, recall information from experiences (shared reading) or gather information from provided sources to respond to text through writing and drawing (*write in response to text). <u>CC.1.4.1.X</u> Write routinely over extended time frames and shorter time frames (15-20 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <p>Resources/Lessons: WBD - Opinion of a Book Lessons 4-6 Continue using and expanding WBD Editing Checklists</p> <p>Grammar Skills: BAW Lesson 21 Using <i>He/Him</i> and <i>She/Her</i>BAW</p>	<p>Instructional Focus: Standards/Student Objectives:</p> <p>Resources/Lessons: MWI Chapter 5-Lesson 4 American Indians</p>

Grade- 1 Unit-3		Essential Question - <i>What is my place in the world?</i>	
	Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.2 Reading Informational Text</u> <u>CC.1.3: Reading Literature</u>	Writing Focus: <u>CC.1.4.1.X Write routinely</u> <u>CC.1.4.2.M Write narratives</u> <u>CC.1.4.1.G Write opinion</u>	Content Area Focus:
<p>6</p> <p>3/15 - 3/19</p> <p>Instructional Focus: <i>We can learn about the world around us through reading both fiction and nonfiction texts.</i></p> <p>Standards/Student Objectives: <u>CC.1.2.1.A</u> Identify the main idea and retell key details of text. <u>CC.1.2.1.E</u> Use various text features and search tools to locate key facts or information in a text. <u>CC.1.2.1.F</u> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <u>CC.1.3.1.A</u> Retell stories (poems), including key details, and demonstrate understanding of their central message or lesson. <u>CC.1.3.1.B</u> Ask and answer questions about key details in a text(poems). <u>CC.1.3.1.F</u> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>Resources/Lessons: <u>Someone New</u> by Anne Sibley O'Brien</p> <p>Wilson Lessons Unit 10 Week 1</p>	<p>Instructional Focus: <i>We can share and write about ourselves, the world around us and what we learn from reading.</i></p> <p>Standards/Student Objectives: <u>CC.1.4.1.G</u> Write opinion pieces on familiar topics. <u>CC.1.4.1.H</u> Form an opinion by choosing among given topics. <u>CC.1.4.1.I</u> Support the opinion with reasons related to the opinion. <u>CC.1.4.1.J</u> Create an organizational structure that includes reasons and provides some sense of closure. <u>CC.1.4.1.K</u> Use a variety of words and phrases. <u>CC.1.4.1.W</u> With guidance and support, recall information from experiences (shared reading) or gather information from provided sources to <u>respond to text</u> through writing and drawing (*write in response to text). <u>CC.1.4.1.X</u> Write routinely over extended time frames and shorter time frames (20-25 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <p>Resources/Lessons: WBD - Opinion of a Book Lessons 7-8 Continue using and expanding WBD Editing Checklists</p> <p>Grammar Skills Lesson 22 Using <i>They/Them</i> and <i>It</i></p>	<p>Instructional Focus: <i>W</i></p> <p>Standards/Student Objectives:</p> <p>Resources/Lessons: MWI Chapter 5-Lesson 5 Immigrants</p>	

Grade- 1 Unit-3		Essential Question - <i>What is my place in the world?</i>	
	Reading Focus: <i>CC.1.1: Foundational Skills</i> <i>CC.1.2 Reading Informational Text</i> <i>CC.1.3: Reading Literature</i>	Writing Focus: <i>CC.1.4.1.X Write routinely</i> <i>CC.1.4.2.M Write narratives</i> <i>CC.1.4.1.G Write opinion</i>	Content Area Focus:
<p>7</p> <p>3/22 - 3/26</p>	<p>Instructional Focus: <i>We can learn about the world around us through reading both fiction and nonfiction texts.</i></p> <p>Standards/Student Objectives:</p> <p>CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CC.1.3.1.B Ask and answer questions about key details in a text.</p> <p>CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.</p> <p>CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events.</p> <p>CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.</p> <p>Resources/Lessons: <u>Other Appropriate Folk Tales</u></p> <p>Wilson Lessons Unit 10 Week 3</p>	<p>Instructional Focus: <i>We can share and write about ourselves, the world around us and what we learn from reading.</i></p> <p>Standards/Student Objectives:</p> <p>CC.1.4.1.G Write opinion pieces on familiar topics.</p> <p>CC.1.4.1.H Form an opinion by choosing among given topics.</p> <p>CC.1.4.1.I Support the opinion with reasons related to the opinion.</p> <p>CC.1.4.1.J Create an organizational structure that includes reasons and provides some sense of closure.</p> <p>CC.1.4.1.K Use a variety of words and phrases.</p> <p>CC.1.4.1.W With guidance and support, recall information from experiences (shared reading) or gather information from provided sources to <u>respond to text</u> through writing and drawing (*write in response to text).</p> <p>CC.1.4.1.X Write routinely over extended time frames and shorter time frames (20-25 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <p>Resources/Lessons: WBD - Opinion of a Book Assessment Continue using and expanding WBD Editing Checklists</p> <p>Grammar Skills: BAW Lesson 23 Possessive Pronouns</p>	<p>Instructional Focus: Standards/Student Objectives:</p> <p>Resources/Lessons: MWI Chapter 5-Lesson 6 Stories in Our Culture MWI Chapter 5 Literacy Skill - Sequence</p>
<p><i>Last week before Spring Break</i></p>			

Springfield School District - Integrated Elementary Curriculum

Grade- 1 Unit- 4

Essential Question - *How and why do people make decisions and choices?*

	<p>Reading Focus: CC.1.1: Foundational Skills: CC.1.2 Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, and making connections among ideas and between texts with a focus on textual evidence.</p> <p>CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence</p>	<p>Writing Focus: CC.1.4.1.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CC.1.4.1.A Write informative/ explanatory texts to examine a topic and convey ideas and information.</p> <p>CC.1.4.1.G Write opinion pieces on familiar topics.</p>	<p>Content Area Focus: 3.3. Earth and Space Sciences Economics</p>
<p>1</p> <p>4/5 - 4/9</p>	<p>Instructional Focus: <i>We can learn about ourselves and other people in our community through reading both fiction and nonfiction texts.</i></p> <p>Standards/Student Objectives:</p> <p>CC.1.2.1.A Identify the main idea and retell key details of text.</p> <p>CC.1.2.1.B Ask and answer questions about key details in a text</p> <p>CC.1.2.1.C Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Resources/Lessons: Start Community Helper Unit Intro ABC of Jobs ABC of Jobs Lesson Plan</p> <p>Wilson Lessons Unit 10 Week 3</p>	<p>Instructional Focus: <i>We can write to share our thoughts and feelings and about what we learn about ourselves and our world.</i></p> <p>Standards/Student Objectives:</p> <p>CC.1.4.1.A Write informative/ explanatory texts to examine a topic and convey ideas and information.</p> <p>CC.1.4.1.B Identify and write about one specific topic.</p> <p>CC.1.4.1.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Resources/Lessons: WBD - Informative: How-to Book Lessons 1-3 Continue using and expanding WBD Editing Checklists</p> <p>Grammar Skills: BAW L-24 Using This/That, These/Those</p>	<p>Instructional Focus: <i>People/citizens who contribute to our community, make our lives better.</i></p> <p>Standards/Student Objectives:</p> <p>Resources/Lessons: My World Interactive (MWI) Chapter 6 Work in the Community MWI - Intro and Quest - Community Helper Project MWI Chapter 6-Lesson 1 Needs, Wants, and Choices</p>

Grade- 1 Unit- 4		Essential Question - <i>How and why do people make decisions and choices?</i>	
	<p>Reading Focus: CC.1.1: Foundational Skills: CC.1.2 Reading Informational Text: CC.1.3: Reading Literature:</p>	<p>Writing Focus: CC.1.4.1.X Write routinely CC.1.4.1.A Write informative/ explanatory CC.1.4.1.G Write opinion</p>	<p>Content Area Focus: 4.1 Ecology Community and Community Helpers</p>
<p>2</p> <p>4/12 - 4/16</p>	<p>Instructional Focus: <i>We can learn about ourselves and other people in our community through reading both fiction and nonfiction texts.</i></p> <p>Standards/Student Objectives: CC.1.2.1.B Ask and answer questions about key details in a text CC.1.2.1.C Describe the connection between two individuals, 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.G Use the illustrations and details in a text to describe its key ideas. CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.</p> <p>Resources/Lessons: Whose Hat is This? Whose Hat is This? - Lesson Plan Whose Tools Are These? Whose Tools Are These? - Lesson Plan</p> <p>Wilson Lessons Unit 11 Week 1</p>	<p>Instructional Focus: <i>We can write to share our thoughts and feelings and about what we learn about ourselves and our world.</i></p> <p>Standards/Student Objectives: CC.1.4.1.A Write informative/ explanatory texts to examine a topic and convey ideas and information. CC.1.4.1.B Identify and write about one specific topic. CC.1.4.1.C Develop the topic with two or more facts. CC.1.4.1.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Resources/Lessons: WBD - Informative: How-to Book Lessons 4, 5, and Assessment Continue using and expanding WBD Editing Checklists</p> <p>Community Helper Project - Parent Letter</p> <p>Grammar Skills: BAW Lesson 25 Using <i>Anyone/Everyone</i> and <i>Anything/Everything</i></p>	<p>Instructional Focus: <i>People/citizens who contribute to our community, make our lives better.</i></p> <p>Standards/Student Objectives:</p> <p>Resources/Lessons: My World Interactive (MWI) Chapter 6 Work in the Community MWI Chapter 6-Lesson 2- Goods and Services</p>

Grade- 1 Unit- 4

Essential Question - How and why do people make decisions and choices?

	<p>Reading Focus: CC.1.1: Foundational Skills: CC.1.2 Reading Informational Text: CC.1.3: Reading Literature:</p>	<p>Writing Focus: CC.1.4.1.X Write routinely CC.1.4.1.A Write informative/ explanatory CC.1.4.1.G Write opinion</p>	<p>Content Area Focus: 4.1 Ecology Community and Community Helpers</p>
<p>3 4/19 - 4/23</p>	<p>Instructional Focus: We can learn about ourselves and other people in our community through reading both fiction and nonfiction texts.</p> <p>Standards/Student Objectives: CC.1.2.1.B Ask and answer questions about key details in a text CC.1.2.1.C Describe the connection between two individuals, 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.G Use the illustrations and details in a text to describe its key ideas. CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.</p> <p>Resources/Lessons: Why Do We Work? Why Do We Work? - Lesson Plan Helpers in My Community Helpers in My Community Lesson Plan Helpers in my Community.pdf</p> <p>Wilson Lessons Unit 11 Week 2</p>	<p>Instructional Focus: We can write to share our thoughts and feelings and about what we learn about ourselves and our world.</p> <p>Standards/Student Objectives: CC.1.4.1.A Write informative/ explanatory texts to examine a topic and convey ideas and information. CC.1.4.1.B Identify and write about one specific topic. CC.1.4.1.C Develop the topic with two or more facts. CC.1.4.1.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Resources/Lessons: WBD - Informative: Description Lessons 1-4 again with Community Helper reports Community Helper reports Continue using and expanding WBD Editing Checklists</p> <p>Community Helper Webs My Community Helper Notes My Community Helper Report My Community Helper Picture</p> <p>Grammar Skills: BAW Lesson 26 Review</p>	<p>Instructional Focus: People/citizens who contribute to our community, make our lives better.</p> <p>Standards/Student Objectives:</p> <p>Resources/Lessons: My World Interactive (MWI) Chapter 6 Work in the Community MWI Chapter 6-Lesson 3 - Producers and Consumers</p>

Grade- 1 Unit- 4		Essential Question - <i>How and why do people make decisions and choices?</i>	
	<p>Reading Focus: CC.1.1: <i>Foundational Skills:</i> CC.1.2 <i>Reading Informational Text:</i> CC.1.3: <i>Reading Literature:</i></p>	<p>Writing Focus: CC.1.4.1.X <i>Write routinely</i> CC.1.4.1.A <i>Write informative/ explanatory</i> CC.1.4.1.G <i>Write opinion</i></p>	<p>Content Area Focus: 4.1 <i>Ecology</i> <i>Community and Community Helpers</i></p>
<p>4 4/26 - 4/30</p>	<p>Instructional Focus: <i>We can learn about ourselves and other people in our community through reading both fiction and nonfiction texts.</i></p> <p>Standards/Student Objectives: 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 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.G Use the illustrations and details in a text to describe its key ideas. CC.1.2.1.H Identify the reasons an author gives to support points in a text. CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.</p> <p>Resources/Lessons: Help book series Help book series lesson plan</p> <p>Wilson Lessons Unit 11 Week 3</p>	<p>Instructional Focus: <i>We can write to share our thoughts and feelings and about what we learn about ourselves and our world.</i></p> <p>Standards/Student Objectives: CC.1.4.1.A Write informative/ explanatory texts to examine a topic and convey ideas and information. CC.1.4.1.B Identify and write about one specific topic. CC.1.4.1.C Develop the topic with two or more facts. CC.1.4.1.D Group information and provide some sense of closure. CC.1.4.1.E Choose words and phrases for effect. CC.1.4.1.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Resources/Lessons: WBD - Informative: Description Lessons 5-8 again with Community Helper reports Community Helper reports Continue using and expanding WBD Editing Checklists</p> <p><u>Focus on Community Helper project</u></p> <p>Grammar Skills: BAW Lesson 27 Commas and Capital Letters in Dates</p>	<p>Instructional Focus: <i>People/citizens who contribute to our community, make our lives better.</i></p> <p>Standards/Student Objectives:</p> <p>Resources/Lessons: My World Interactive (MWI) Chapter 6 Work in the Community MWI Chapter 6-Lesson 4 - We Spend, Budget, and Save</p>

Grade- 1 Unit- 4		Essential Question - <i>How and why do people make decisions and choices?</i>	
	<p>Reading Focus: <u>CC.1.1: Foundational Skills:</u> <u>CC.1.2 Reading Informational Text:</u> <u>CC.1.3: Reading Literature:</u></p>	<p>Writing Focus: <u>CC.1.4.1.X Write routinely</u> <u>CC.1.4.1.A Write informative/ explanatory</u> <u>CC.1.4.1.G Write opinion</u></p>	<p>Content Area Focus: <u>4.1 Ecology</u> <u>Community and Community Helpers</u></p>
<p>5 5/3 - 5/7</p>	<p>Instructional Focus: <i>We can learn about ourselves and other people in our community through reading both fiction and nonfiction texts.</i></p> <p>Standards/Student Objectives: <u>CC.1.2.1.A</u> Identify the main idea and retell key details of text. <u>CC.1.2.1.B</u> Ask and answer questions about key details in a text <u>CC.1.2.1.E</u> Use various text features and search tools to locate key facts or information in a text. <u>CC.1.2.1.F</u> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <u>CC.1.2.1.G</u> Use the illustrations and details in a text to describe its key ideas. <u>CC.1.2.1.H</u> Identify the reasons an author gives to support points in a text. <u>CC.1.2.1.I</u> Identify basic similarities in and differences between two texts on the same topic.</p> <p>Resources/Lessons: A Day in the Life book series A Day in the Life book series lesson plan Show Me Community Helpers</p> <p>Wilson Lessons Unit 12 Week 1</p>	<p>Instructional Focus: <i>We can write to share our thoughts and feelings and about what we learn about ourselves and our world.</i></p> <p>Standards/Student Objectives: <u>CC.1.4.1.A Write informative/ explanatory texts to examine a topic and convey ideas and information.</u> <u>CC.1.4.1.B</u> Identify and write about one specific topic. <u>CC.1.4.1.C</u> Develop the topic with two or more facts. <u>CC.1.4.1.D</u> Group information and provide some sense of closure. <u>CC.1.4.1.E</u> Choose words and phrases for effect. <u>CC.1.4.1.F</u> Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling - Capitalize dates and names of people; use end punctuation; use commas in dates and words in series; spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</p> <p>Resources/Lessons: Continue using and expanding WBD Editing Checklists Community Helper reports</p> <p>Grammar Skills: BAW Lesson 28 Commas in a Series</p>	<p>Instructional Focus: <i>People/citizens who contribute to our community make our lives better.</i></p> <p>Standards/Student Objectives:</p> <p>Resources/Lessons: My World Interactive (MWI) Chapter 6 Work in the Community MWI Chapter 6-Lesson 5 - Specialized Work</p>

Grade- 1 Unit- 4

Essential Question - How and why do people make decisions and choices?

	<p>Reading Focus: <i>CC.1.1: Foundational Skills: CC.1.2 Reading Informational Text: CC.1.3: Reading Literature:</i></p>	<p>Writing Focus: <i>CC.1.4.1.X Write routinely CC.1.4.1.A Write informative/ explanatory CC.1.4.1.G Write opinion</i></p>	<p>Content Area Focus: <i>Community and Community Helpers</i></p>
<p>6 5/10 - 5/14</p>	<p>Instructional Focus: <i>We can learn about ourselves and other living things in our world through reading both fiction and nonfiction texts.</i></p> <p>Standards/Student Objectives:</p> <p>CC.1.2.1.A Identify the main idea and retell key details of text.</p> <p>CC.1.2.1.B Ask and answer questions about key details in a text</p> <p>CC.1.2.1.C Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.1.E Use various text features and search tools to locate key facts or information in a text.</p> <p>CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas.</p> <p>Resources/Lessons: Community Helpers Wrap and Share</p> <p>Wilson Lessons Unit 12 Week 2</p>	<p>Instructional Focus: <i>We can write about our thoughts and feelings and about what we learn about ourselves and our world.</i></p> <p>Standards/Student Objectives:</p> <p>CC.1.4.1.A Write informative/ explanatory texts to examine a topic and convey ideas and information.</p> <p>CC.1.4.1.B Identify and write about one specific topic.</p> <p>CC.1.4.1.C Develop the topic with two or more facts.</p> <p>CC.1.4.1.D Group information and provide some sense of closure.</p> <p>CC.1.4.1.E Choose words and phrases for effect.</p> <p>CC.1.4.1.F Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling - Capitalize dates and names of people; use end punctuation; use commas in dates and words in series; spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</p> <p>Resources/Lessons: <u>WBD - Opinion of a Topic Lessons 1-4</u> Continue using and expanding WBD Editing Checklists</p> <p>Grammar Skills: BAW Lesson 29 Conjunctions and Commas in Compound Sentences</p>	<p>Instructional Focus: <i>We can learn about living things in our world through investigating, observing and reading.</i></p> <p>Standards/Student Objectives:</p> <p>Resources/Lessons: MWI Chapter 6 Assessment</p>

Grade- 1 Unit- 4		Essential Question - <i>How and why do people make decisions and choices?</i>	
	<p>Reading Focus: CC.1.1: Foundational Skills: CC.1.2 Reading Informational Text: CC.1.3: Reading Literature:</p>	<p>Writing Focus: CC.1.4.1.X Write routinely CC.1.4.1.A Write informative/ explanatory CC.1.4.1.G Write opinion</p>	<p>Content Area Focus: <i>Community and Community Helpers</i></p>
<p>7 5/17 - 5/21</p>	<p>Instructional Focus: <i>We can learn about ourselves and other living things in our world through reading both fiction and nonfiction texts.</i></p> <p>Standards/Student Objectives: CC.1.2.1.C Describe the connection between two individuals, 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.G Use the illustrations and details in a text to describe its key ideas. CC.1.2.1.H Identify the reasons an author gives to support points in a text. CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.</p> <p>Resources/Lessons: <u>Just a Dream</u> by Chris VanAllsburg</p> <p>Wilson Lessons Unit 12 Week 3</p>	<p>Instructional Focus: <i>We can write about our thoughts and feelings and about what we learn about ourselves and our world.</i></p> <p>Standards/Student Objectives: CC.1.4.1.A Write informative/ explanatory texts to examine a topic and convey ideas and information. CC.1.4.1.B Identify and write about one specific topic. CC.1.4.1.C Develop the topic with two or more facts. CC.1.4.1.D Group information and provide some sense of closure. CC.1.4.1.E Choose words and phrases for effect. CC.1.4.1.F Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling - Capitalize dates and names of people; use end punctuation; use commas in dates and words in series; spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</p> <p>Resources/Lessons: <u>WBD - Opinion of a Topic</u> Lessons 5-7 and Assessment Continue using and expanding WBD Editing Checklists</p> <p>Grammar Skills: BAW L-30 Review</p>	<p>Instructional Focus: <i>We can learn about living things in our world through investigating, observing and reading.</i></p> <p>Standards/Student Objectives:</p> <p>Resources/Lessons: MWI Chapter 4 Life Today and Long Ago - Intro and Quest MWI Chapter 4 Lesson 1 Measuring Time</p>

Grade- 1 Unit- 4		Essential Question - <i>How and why do people make decisions and choices?</i>	
	<p>Reading Focus: CC.1.1: Foundational Skills: CC.1.2 Reading Informational Text: CC.1.3: Reading Literature:</p>	<p>Writing Focus: CC.1.4.1.X Write routinely CC.1.4.1.A Write informative/ explanatory CC.1.4.1.G Write opinion</p>	<p>Content Area Focus: 4.1 Ecology <i>Community and Community Helpers</i></p>
<p>8 5/24 - 5/27</p>	<p>Instructional Focus: <i>We can learn about ourselves and other living things in our world through reading both fiction and nonfiction texts.</i></p> <p>Standards/Student Objectives: CC.1.2.1.C Describe the connection between two individuals, 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.G Use the illustrations and details in a text to describe its key ideas. CC.1.2.1.H Identify the reasons an author gives to support points in a text. CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.</p> <p>Resources/Lessons: <i>What If Everybody Did That</i> by Ellen Javernick- read this text and focus on discussion questions about what if everybody did certain things to the earth - i.e. what if everybody threw their trash into the ocean?</p> <p>Wilson Lessons Unit 13 Week 1</p>	<p>Instructional Focus: <i>We can write about our thoughts and feelings and about what we learn about ourselves and our world.</i></p> <p>Standards/Student Objectives: CC.1.4.1.A Write informative/ explanatory texts to examine a topic and convey ideas and information. CC.1.4.1.B Identify and write about one specific topic. CC.1.4.1.C Develop the topic with two or more facts. CC.1.4.1.D Group information and provide some sense of closure. CC.1.4.1.E Choose words and phrases for effect. CC.1.4.1.F Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling - Capitalize dates and names of people; use end punctuation; use commas in dates and words in series; spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</p> <p>Resources/Lessons: BAW? Poetry</p> <p>Grammar Skills: Continue using and expanding WBD Editing Checklists</p>	<p>Instructional Focus: <i>We can learn about living things in our world through investigating, observing and reading.</i></p> <p>Standards/Student Objectives:</p> <p>Resources/Lessons: MWI Chapter 4 Lesson 2 Schools and Communities Past and Present MWI Chapter 4 Lesson 3 Daily Life Past and Present</p>

Grade- 1 Unit- 4		Essential Question - How and why do people make decisions and choices?	
	Reading Focus: <u>CC.1.1:</u> Foundational Skills: <u>CC.1.2</u> Reading Informational Text: <u>CC.1.3:</u> Reading Literature:	Writing Focus: <u>CC.1.4.1.X</u> Write routinely <u>CC.1.4.1.A</u> Write informative/ explanatory <u>CC.1.4.1.G</u> Write opinion	Content Area Focus: <u>4.1 Ecology</u> <u>Community and Community Helpers</u>
9 6/1 - 6/4	Instructional Focus: We can learn about ourselves and other living things in our world through reading both fiction and nonfiction texts. Standards/Student Objectives: Resources/Lessons: Sophia's Dream Wilson Lessons Unit 13 Week 2	Instructional Focus: We can write to share our thoughts and feelings and about what we learn about ourselves and our world. Standards/Student Objectives: Resources/Lessons: BAW? Poetry <u>Writing in response to text</u> - At the end of Sophia's Dream... Grammar Skills: Continue using and expanding WBD Editing Checklists	Instructional Focus: We can learn about living things in our world through investigating, observing and reading. Standards/Student Objectives: Resources/Lessons: MWI Chapter 4 Literacy Skills- Compare and Contrast MWI Chapter 4 Map and Graph Skills - Timeline, MWI Chapter 4 Primary Source and Citizenship - Ruby Bridges

Grade- 1 Unit- 4		Essential Question - How and why do people make decisions and choices?	
	Reading Focus: <u>CC.1.1:</u> Foundational Skills: <u>CC.1.2</u> Reading Informational Text: <u>CC.1.3:</u> Reading Literature:	Writing Focus: <u>CC.1.4.1.X</u> Write routinely <u>CC.1.4.1.A</u> Write informative/ explanatory <u>CC.1.4.1.G</u> Write opinion	Content Area Focus: <u>4.1 Ecology</u> <u>Community and Community Helpers</u>
10 6/7 - 6/11	Instructional Focus: We can learn about ourselves and other living things in our world through reading both fiction and nonfiction texts. Standards/Student Objectives: Resources/Lessons: Wilson Lessons Unit 13 Week 3	Instructional Focus: We can write to share our thoughts and feelings and about what we learn about ourselves and our world. Standards/Student Objectives: Resources/Lessons: Revisit Hopes and Dreams, Revisit Growth Mindset Goals, Write about accomplishments and dreams for the future. Grammar Skills: Continue using and expanding WBD Editing Checklists	Instructional Focus: We can learn about living things in our world through investigating, observing and reading. Standards/Student Objectives: Resources/Lessons: MWI Chapter 4 Lesson 4 Changes in Technology and Transportation MWI Chapter 4 Quest Wrap and assessment