

# Springfield School District - Integrated Elementary Curriculum

**Grade- 1 Unit-3**

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

## Unit 3 Curriculum

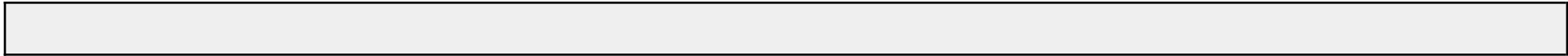
### Math- enVisions Pacing Guide and Data Entry Calendar- [Pacing Guide](#) [Data Entry Calendar](#)

	<p><b>Reading Focus:</b> <u>CC.1.1: Foundational Skills: CC.1.2 Reading Informational Text:</u> 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><b>CC.1.3: Reading Literature:</b> 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><b>Writing Focus:</b> <u>CC.1.4.1.X Write routinely</u> over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>CC.1.4.2.M Write narratives</b> to develop real or imagined experiences or events.</p> <p><b>CC.1.4.1.G Write opinion</b> pieces on familiar topics.</p>	<p><b>Content Area Focus:</b></p>
<p><b>1</b></p> <p>2/3- 2/7</p>	<p><b>Instructional Focus:</b> <i>We can learn about the world around us through reading both fiction and nonfiction texts.</i></p> <p><b>Standards/Student Objectives:</b></p> <p><b>CC.1.3.1.A</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>CC.1.3.1.B</b> Ask and answer questions about key details in a text.</p> <p><b>CC.1.3.1.C</b> Describe characters, settings, and major events in a story, using key details.</p> <p><b>CC.1.3.1.F</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><b>CC.1.3.1.G</b> Use illustrations and details in a story to describe characters, setting, or events.</p> <p><b>CC.1.3.1.I</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.</p> <hr/> <p><b>Resources/Lessons:</b></p> <p><a href="#">Mice and Beans - RA Lesson</a></p> <p><a href="#">Mice and Beans Teacher Pages</a></p> <p><a href="#">Mice and Beans Student Pages</a></p> <p>Additional Instructional Pages:</p> <ul style="list-style-type: none"> <li>• <a href="#">Vocabulary</a></li> <li>• <a href="#">Adjectives and Adverbs</a></li> <li>• <a href="#">Retelling</a></li> </ul> <hr/> <p><b>Wilson Lessons</b></p> <p>Unit 9 Week 1</p> <p>2 Weeks</p> <p>(pages 298-311)</p>	<p><b>Instructional Focus:</b> <i>We can share and write about ourselves, the world around us and what we learn from reading.</i></p> <p><b>Standards/Student Objectives:</b></p> <p><b>CC.1.4.1.W</b> With guidance and support, recall information from experiences (<b>shared reading</b>) or gather information from provided sources to <b>respond to text</b> through writing and drawing (<b>*write in response to text</b>).</p> <p><b>CC.1.4.1.X</b> 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> <hr/> <p><b>Resources/Lessons:</b></p> <p><b>Writing by Design:</b> Informative: Description</p> <p>*Lessons 1-4</p> <p>*Continue using and expanding Editing Checklists</p> <hr/> <p><b>Grammar Skills:</b></p> <p>BAW L-17 Prepositions</p> <p>(pages 49-52)</p>	<p><b>Instructional Focus:</b></p> <p><b>Standards/Student Objectives:</b></p> <hr/> <p><b>Resources/Lessons:</b></p> <p><b>Social Studies:</b></p> <p><a href="#">MWI Chapter 5-Lesson 1 What is Culture?</a></p> <p>(pages 146-149)</p> <hr/>

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	<p><b>Reading Focus:</b> <u>CC.1.1: Foundational Skills</u>  <u>CC.1.2 Reading Informational Text</u>  <u>CC.1.3: Reading Literature</u></p>	<p><b>Writing Focus:</b> <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><b>Content Area Focus:</b></p>
<p><b>2</b>  2/10- 2/14</p>	<p><b>Instructional Focus:</b> <i>We can learn about the world around us through reading both fiction and nonfiction texts.</i></p> <p><b>Standards/Student Objectives:</b>  <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.1.3.1.C</u> Describe characters, settings, and major events in a story, using key details.  <u>CC.1.3.1.F</u> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  <u>CC.1.3.1.G</u> Use illustrations and details in a story to describe characters, setting, or events.  <u>CC.1.3.1.I</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.</p> <hr/> <p><b>Resources/Lessons:</b>  <a href="#">The Polar Bear Son</a>  <a href="#">The Polar Bear Son Teacher Pages</a>  <a href="#">The Polar Bear Son Student Pages</a>                      Additional Instructional Pages:  <ul style="list-style-type: none"> <li>• <a href="#">Vocabulary</a></li> <li>• <a href="#">Word Meanings</a></li> <li>• <a href="#">Retelling</a></li> <li>• <a href="#">Connections to Words</a></li> </ul> </p> <hr/> <p><b>Wilson Lessons</b>                      Unit 9 Week 2                      (pages 312-323)</p>	<p><b>Instructional Focus:</b> <i>We can share and write about ourselves, the world around us and what we learn from reading.</i></p> <p><b>Standards/Student Objectives:</b>  <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 (<b>shared reading</b>) or gather information from provided sources to <b>respond to text</b> through writing and drawing (<b>*write in response to text</b>).  <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> <hr/> <p><b>Resources/Lessons:</b>  <b>Writing by Design:</b> Informative: Descriptive                      *Lessons 5-8                      *Continue using and expanding Editing Checklists</p> <hr/> <p><b>Grammar Skills:</b>                      BAW L-18 Review                      (pages 53-54)</p>	<p><b>Instructional Focus:</b>  <b>Standards/Student Objectives:</b></p> <hr/> <p><b>Resources/Lessons:</b></p> <p><b>Social Studies:</b>  <a href="#">MWI Chapter 5-Lesson 2 Customs, Traditions, and Celebrations</a>                      (pages 150-155)</p> <hr/>



**Grade- 1 Unit-3**

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

	<b>Reading Focus:</b> <u>CC.1.1: Foundational Skills</u> <u>CC.1.2 Reading Informational Text</u> <u>CC.1.3: Reading Literature</u>	<b>Writing Focus:</b> <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>	<b>Content Area Focus:</b>
<p><b>3</b></p> <p>2/18-2/21</p>	<p><b>Instructional Focus:</b> <i>We can learn about the world around us through reading both fiction and nonfiction texts.</i></p> <p><b>Standards/Student Objectives:</b></p> <p><b>CC.1.2.1.A</b> Identify the main idea and retell key details of text.</p> <p><b>CC.1.2.1.B</b> Ask and answer questions about key details in a text</p> <p><b>CC.1.2.1.E</b> Use various text features and search tools to locate key facts or information in a text.</p> <p><b>CC.1.2.1.F</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>CC.1.2.1.G</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>CC.1.3.1.A</b> Retell stories (poems), including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>CC.1.3.1.B</b> Ask and answer questions about key details in a text(poems).</p> <p><b>CC.1.3.1.F</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <hr/> <p><b>Resources/Lessons:</b></p> <p><u>I am New Here by Anne Sibley O'Brien</u></p> <hr/> <p><b>Wilson Lessons</b></p> <p>Unit 10 Week 1</p> <p>3 Weeks</p> <p>(pages 324-337)</p>	<p><b>Instructional Focus:</b> <i>We can share and write about ourselves, the world around us and what we learn from reading.</i></p> <p><b>Standards/Student Objectives:</b></p> <p><b>CC.1.4.1.M</b> Write narratives (poems) to develop real or imagined experiences or events.</p> <p><b>CC.1.4.1.N</b> Establish who and what the narrative will be about.</p> <p><b>CC.1.4.1.O</b> Include thoughts and feelings to describe experiences and events.</p> <p><b>CC.1.4.1.Q</b> Use a variety of words and phrases.</p> <p><b>CC.1.4.1.W</b> With guidance and support, recall information from experiences (<b>shared reading</b>) or gather information from provided sources to <b>respond to text</b> through writing and drawing (<b>*write in response to text</b>).</p> <p><b>CC.1.4.1.X</b> 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> <hr/> <p><b>Resources/Lessons:</b></p> <p><b>Writing by Design:</b> Informative: Description</p> <p>*Lessons 9 and Assessment</p> <p>*Continue using and expanding Editing Checklists</p> <hr/> <p><b>Grammar Skills:</b></p> <p>BAW L-19 Pronouns</p> <p>(pages 55-58)</p>	<p><b>Instructional Focus:</b></p> <p><b>Standards/Student Objectives:</b></p> <hr/> <p><b>Resources/Lessons:</b></p> <p><b>Social Studies:</b></p> <p>MWI Chapter 5 - Critical Thinking Skills Compare Points of View</p> <p>(pages 156-157)</p> <hr/>

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	<p><b>Reading Focus:</b> <u>CC.1.1: Foundational Skills</u>  <u>CC.1.2 Reading Informational Text</u>  <u>CC.1.3: Reading Literature</u></p>	<p><b>Writing Focus:</b> <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><b>Content Area Focus:</b></p>
<p>4</p> <p>2/24- 2/28</p>	<p><b>Instructional Focus:</b> <i>We can learn about the world around us through reading both fiction and nonfiction texts.</i></p> <p><b>Standards/Student Objectives:</b></p> <p><b>CC.1.2.1.A</b> Identify the main idea and retell key details of text.</p> <p><b>CC.1.2.1.E</b> Use various text features and search tools to locate key facts or information in a text.</p> <p><b>CC.1.2.1.F</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>CC.1.3.1.A</b> Retell stories (poems), including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>CC.1.3.1.B</b> Ask and answer questions about key details in a text(poems).</p> <p><b>CC.1.3.1.F</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <hr/> <p><b>Resources/Lessons:</b></p> <p><u>When the Shadbush Blooms</u></p> <hr/> <p><b>Wilson Lessons</b></p> <p>Unit 10 Week 2 (pages 338-347)</p>	<p><b>Instructional Focus:</b> <i>We can share and write about ourselves, the world around us and what we learn from reading.</i></p> <p><b>Standards/Student Objectives:</b></p> <p><b>CC.1.4.1.M</b> Write narratives (poems) to develop real or imagined experiences or events.</p> <p><b>CC.1.4.1.N</b> Establish who and what the narrative will be about.</p> <p><b>CC.1.4.1.O</b> Include thoughts and feelings to describe experiences and events.</p> <p><b>CC.1.4.1.Q</b> Use a variety of words and phrases.</p> <p><b>CC.1.4.1.W</b> With guidance and support, recall information from experiences (<b>shared reading</b>) or gather information from provided sources to <b>respond to text</b> through writing and drawing (<b>*write in response to text</b>).</p> <p><b>CC.1.4.1.X</b> 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> <hr/> <p><b>Resources/Lessons:</b></p> <p><b>Writing by Design:</b> Opinion of a Book  *Lessons 1-3  *Continue using and expanding Editing Checklists</p> <hr/> <p><b>Grammar Skills:</b></p> <p>BAW Lesson 20 Using <i>I/Me</i> and <i>We/Us</i> (pages 59-60)</p>	<p><b>Instructional Focus:</b></p> <p><b>Standards/Student Objectives:</b></p> <hr/> <p><b>Resources/Lessons:</b></p> <p><b>Social Studies:</b></p> <p>MWI Chapter 5-Lesson 3 Shared Culture (pages 158-161)</p> <hr/>

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	<b>Reading Focus:</b> <u>CC.1.1: Foundational Skills</u> <u>CC.1.2 Reading Informational Text</u> <u>CC.1.3: Reading Literature</u>	<b>Writing Focus:</b> <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>	<b>Content Area Focus:</b>
<p><b>5</b></p> <p>3/3- 3/7</p>	<p><b>Instructional Focus:</b> <i>We can learn about the world around us through reading both fiction and nonfiction texts.</i></p> <p><b>Standards/Student Objectives:</b></p> <p><b>CC.1.2.1.A</b> Identify the main idea and retell key details of text.</p> <p><b>CC.1.2.1.E</b> Use various text features and search tools to locate key facts or information in a text.</p> <p><b>CC.1.2.1.F</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>CC.1.3.1.A</b> Retell stories (poems), including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>CC.1.3.1.B</b> Ask and answer questions about key details in a text(poems).</p> <p><b>CC.1.3.1.F</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <hr/> <p><b>Resources/Lessons:</b> When the Shadbrush Blooms by Carla Messinger</p> <hr/> <p><b>Wilson Lessons</b> Unit 10 Week 3 (pages 348-361)</p>	<p><b>Instructional Focus:</b> <i>We can share and write about ourselves, the world around us and what we learn from reading.</i></p> <p><b>Standards/Student Objectives:</b></p> <p><b>CC.1.4.1.M</b> Write narratives (poems) to develop real or imagined experiences or events.</p> <p><b>CC.1.4.1.N</b> Establish who and what the narrative will be about.</p> <p><b>CC.1.4.1.O</b> Include thoughts and feelings to describe experiences and events.</p> <p><b>CC.1.4.1.Q</b> Use a variety of words and phrases.</p> <p><b>CC.1.4.1.W</b> With guidance and support, recall information from experiences (<b>shared reading</b>) or gather information from provided sources to <b>respond to text</b> through writing and drawing (<b>*write in response to text</b>).</p> <p><b>CC.1.4.1.X</b> 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> <hr/> <p><b>Resources/Lessons:</b> <b>Writing by Design:</b> Opinion of a Book *Lessons 4-6 *Continue using and expanding Editing Checklists</p> <hr/> <p><b>Grammar Skills:</b>  BAW Lesson 21 Using <i>He/Him</i> and <i>She/Her</i>BAW (pages 61-64)</p>	<p><b>Instructional Focus: Standards/Student Objectives:</b></p> <hr/> <p><b>Resources/Lessons:</b></p> <p><b>Social Studies:</b>  MWI Chapter 5-Lesson 4 American Indians (pages 162-167)</p> <hr/>

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	<p><b>Reading Focus:</b> <u>CC.1.1: Foundational Skills</u>  <u>CC.1.2 Reading Informational Text</u>  <u>CC.1.3: Reading Literature</u></p>	<p><b>Writing Focus:</b> <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><b>Content Area Focus:</b></p>
<p><b>6</b> 3/10-3/14</p>	<p><b>Instructional Focus:</b> <i>We can learn about the world around us through reading both fiction and nonfiction texts.</i></p> <p><b>Standards/Student Objectives:</b>  <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> <hr/> <p><b>Resources/Lessons:</b>  <u>Someone New</u> by Anne Sibley O'Brien</p> <hr/> <p><b>Wilson Lessons</b>  Unit 11 Week 1  3 Weeks  (pages 362-375)</p>	<p><b>Instructional Focus:</b> <i>We can share and write about ourselves, the world around us and what we learn from reading.</i></p> <p><b>Standards/Student Objectives:</b>  <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> <hr/> <p><b>Resources/Lessons:</b>  <b>Writing by Design:</b> Opinion of a Book  *Lessons 7-8  *Continue using and expanding Editing Checklists</p> <hr/> <p><b>Grammar Skills</b>  Lesson 22 Using <i>They/Them</i> and <i>It</i>  (pages 65-66)</p>	<p><b>Instructional Focus:</b>  <b>Standards/Student Objectives:</b></p> <hr/> <p><b>Resources/Lessons:</b></p> <p><b>Social Studies:</b>  MWI Chapter 5-Lesson 5 Immigrants  (pages 168-171)</p> <hr/>

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	<b>Reading Focus:</b> <u>CC.1.1: Foundational Skills</u> <u>CC.1.2 Reading Informational Text</u> <u>CC.1.3: Reading Literature</u>	<b>Writing Focus:</b> <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>	<b>Content Area Focus:</b>
7  3/17- 3/21	<p><b>Instructional Focus:</b> <i>We can learn about the world around us through reading both fiction and nonfiction texts.</i></p> <p><b>Standards/Student Objectives:</b>  <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.1.3.1.C</u> Describe characters, settings, and major events in a story, using key details.  <u>CC.1.3.1.F</u> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  <u>CC.1.3.1.G</u> Use illustrations and details in a story to describe characters, setting, or events.  <u>CC.1.3.1.E</u> Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.</p> <hr/> <p><b>Resources/Lessons:</b>  <u>Other Appropriate Folk Tales</u></p> <hr/> <p><b>Wilson Lessons</b>  Unit 11 Week 2  (pages 376-385)</p>	<p><b>Instructional Focus:</b> <i>We can share and write about ourselves, the world around us and what we learn from reading.</i></p> <p><b>Standards/Student Objectives:</b>  <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> <hr/> <p><b>Resources/Lessons:</b>  <b>Writing by Design:</b> Opinion of a Book  * Assessment  *Continue using and expanding Editing Checklists</p> <hr/> <p><b>Grammar Skills:</b>  BAW Lesson 23 Possessive Pronouns  (pages 67-70)</p>	<p><b>Instructional Focus: Standards/Student Objectives:</b></p> <hr/> <p><b>Resources/Lessons:</b></p> <p><b>Social Studies:</b>  MWI Chapter 5-Lesson 6 Stories in Our Culture  MWI Chapter 5 Literacy Skill - Sequence  (pages 172-178)</p> <hr/>