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Department of
Teaching & Learning Services

**First Grade
English Language Arts
Curriculum Guide**

August 2010

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The logo for Kalamazoo Public Schools features the text "Kalamazoo Public Schools" in white serif font, centered within a blue rectangular box with a white border. Behind the text, the letters "KPS" are written in a large, red, stylized font.

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Table of Contents

- Section I - Introduction
 - The Process of Curriculum Development
 - Characteristics of Schools in Which All Children Succeed
- Section II - Grade Level Description
- Section III - Michigan Department of Education Grade Level Content Expectations (MDE GLCEs)
- Section IV - Curriculum Documents
 - Genre Information
 - ❖ Reading:
 - Yearly Schedule
 - Pacing Guide
 - Curriculum Guide
 - ❖ Writing:
 - Yearly Schedule
 - Pacing Guide
 - Curriculum Guide

The Process of Curriculum Development

We are currently integrating three major approaches to curriculum work in our development model. This model recognizes that creating curriculum guides alone does not enhance student achievement; it is merely the first step. Curriculum work must funnel down to classroom instruction, assessment, and instructional improvement based on data in order to maximize student achievement. As such, the model is focused on the work of Ainsworth, Marzano, Wiggins, and Tomlinson specifically as related to using standards for curriculum development, unit design, lesson design, instruction, differentiated instruction, and assessment (formative and summative). Our current process is indicated below:

- Unpack and prioritize Michigan's grade level content standards
- Unpack expectations using Ainsworth model of identifying verbs, nouns, concepts, skills, big ideas, essential questions, identify level of Bloom's Taxonomy for each expectation, create assessment items aligned to each prioritized standard
- Prioritize expectations
- Group expectations to create measurement topics
- Create end of course assessment
- Create assessment map
- Chunk
- Create course map and common formative assessments*
- Train team in data analysis
- Create units of instruction using the Understanding by Design (UbD) model
- Implement, assess, reflect, modify for improvement

*Common formative assessments are defined as periodic or interim assessments, collaboratively designed by grade-level or course teams of teachers and administered to all students in a grade level or course several times during the quarter, semester, trimester, or entire school year (Ainsworth, 2006).

Characteristics of Schools in Which all Children Succeed

According to the School Redesign Network (SRN) of Stanford University, the following ten features exist in schools in which all children succeed:

- Personalization
- Continuous Relationships
- High Standards and Performance-Based Assessments
- Authentic Curriculum
- Adaptive Pedagogy
- Multicultural and Anti-Racist Teaching
- Knowledgeable and Skilled Teachers
- Collaboration Planning and Professional Development
- Family and Community Connections
- Democratic Decision-Making

First Grade English Language Arts Description

The First Grade English Language Arts Curriculum is based on four strands: reading, writing, speaking, and listening and viewing. Each strand consists of domains outlining the skills and strategies essential to achieving proficiency in language arts. In reading, first grade students achieve higher levels of word recognition and word study by participating in focused lessons to teach phonemic awareness using a wide range of sound manipulation competencies including sound blending and deletion. They recognize words are composed of sounds blended together and carrying meaning. Students use letter-sound cues to recognize a few one-syllable words, blends, and consonant digraphs. Students automatically recognize and read fluently words in and out of context. Students make progress recognizing the Dolch basic sight words and 95 common nouns. First graders read aloud unfamiliar text with a minimum of 90% accuracy in word recognition. Students demonstrate phrased, fluent reading stressing appropriate words, dialogue with expression, and use multiple sources of information to support fluency and phrasing. Fluency is important because it provides a bridge between word recognition and comprehension.

First grade students expand their comprehension proficiency to narrative and informational text by making connections across texts. They compare and contrast relationships among characters, events, and key ideas within and across text. The students create a deeper understanding by mapping story elements and graphically resending key ideas and details. They ask questions as they read. Students activate prior knowledge and connect to personal experiences. Students develop comprehension strategies by asking questions, making inferences, self-monitoring, and using fix-up strategies. They construct and convey meaning by using story grammar to identify the author's perspective. They respond to narrative and informational text using oral and written responses.

Students read and discuss both narrative and informational texts. They identify the basic form and purpose of realistic fiction, fantasy, and folktales, simple "how-to" books and science and social studies text. Students can discuss setting, characters, problems, solutions, and the sequence of events in narrative text. With the teacher's guidance, first grade students discuss informational text patterns including description and sequential. After reading and/or listening to narrative or informational text, students respond to text by finding evidence, discussion, illustrating, and/or writing to reflect, making connections, taking a position and showing understanding.

First grade students apply the writing process as they learn to write in different genres. Narrative is the main tool of writers of fiction. Narrative writing tells a story and is organized into a sequential pattern that includes a beginning, middle, and end. In first grade, students write brief personal narratives with transitional words and physical descriptions. Students write informational text that addresses

a focus question. They use descriptive, enumerative, or sequence patterns including nonfiction features: heading, titles, labels, photographs or illustrations. The writing process in first grade includes setting a purpose, considering the audience, planning the writing, drafting focused ideas, and attempting to revise writing based on reading it aloud to clarify meaning for the intended audience. Students attempt to proofread and edit using appropriate resources.

Students apply effective oral language techniques to engage in interactive, extended discourse to socially and academically construct meaning. They use common grammatical structures correctly when speaking. Students engage in substantive conversations remaining focused on a subject and building on peer responses. They listen, understand, restate, and follow two-step directions.

Beyond the English language arts curriculum, students will use the skills and processes learned in ELA to support learning in all content areas. Students must be able to apply knowledge learned in the classroom to new situations, by solving problems, generating new ideas, and by making connections to the world around them.

First Grade
Inventory Unit 1/Genres: Realistic Fiction, Fiction, Nonfiction
First Marking Period
Duration: 4 Weeks

Unit Theme: I am Your Friend

Science Connection - Weather Watchers

Social Studies Connection - Civics

Comprehension Strategies - Monitoring Comprehension
Stories

The Hat (TE pgs. 10A - 27P; SE pgs. 10 - 23) (Think about the Text)

Skill - Sequence / Strategy - Use decoding and phonics (short vowel /a/)

Sam and the Bag (TE pgs. 28A - 47R; SE pgs. 28 - 41) (Think about the Text)

Skill - Predict outcome / Strategy - Reread aloud

Ants (TE pgs. 48A - 69P; SE pgs. 48 - 65) (Think about the Text)

Skill - Details / Strategy - Decoding and phonics (blending, short vowel /i/)

Stage 1: Identify Desired Results

Established goals:

R.WS.01.01 - demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion

- Blend two to four phonemes in words (d-o-g, dog, t-e-n-t)
- Manipulate phonemes
- Segment words into phonemes (b-a-t, t-e-n-t)

R.WS.01.02 - recognize that words are composed of sounds blended together and carry meaning

- Connect words by the sounds (Mom, my)

R.WS.01.03 - understand the alphabetic principal, that sounds in words are expressed by the letters of the alphabet

R.WS.01.05 - automatically recognize frequently encountered words in and out of context with the number of words that can be read fluently increasing steadily across the school year

- Recognize one hundred to one hundred fifty high-frequency words within continuous text quickly and automatically

R.NT.01.02 - identify and describe the basic form of a variety of narrative genre including realistic fiction, fantasy, and folktales

- Notice how texts are different from each other (such as fiction versus nonfiction)
- Understand fiction as stories that are not real and nonfiction as texts that provide real information
- Understand realistic fiction as stories that could be real and fantasy as stories that could not be real

R.NT.01.03 - identify problem/solution, sequence of events, and sense of story (beginning, middle, and end)

- Understand the problem in a story
- Understand when and why the problem is solved
- Recognize and identify some aspects of text structure, such as beginning, events in sequential order, and ending

R.CM.01.02 - retell in sequence up to three important ideas and details of familiar simple oral and written text

- Tell a summary of the text after reading

- Provide specific examples and evidence from the text to support thinking
- R.MT.01.03** - plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning and discuss which comprehension strategies worked and did not work.

What understandings are desired?

Students will understand that:

1. Words are made of sounds and have meaning.
2. Sounds can be manipulated.
3. They can look for and use visual information, the language of structure, and the meaning of text to problem-solve getting the message.
4. They can analyze words using letter-sound relationships and words parts.
5. They can take words apart letter by letter or cluster by cluster or use what they know about words to help them read new words.
6. They can use language structure and the meaning of the text to support their word solving.

What essential question will be considered?

Theme Essential Question:

How can I be a good friend?

Essential Questions: Skill/Strategy

Monitor Comprehension (Book 1): How do I monitor my comprehension to keep track of my thinking?

Monitor Comprehension:

1. How do I keep track of my thinking as I read, listen, and view?
2. How do I leave tracks of my thinking by drawing and writing?
3. When and where will I leave tracks of my thinking as I read, listen, and view?
4. How do I turn and talk to a partner about my thinking? How do I listen to my partner's thinking?
5. How do text features help me understand what I am reading? (Informational Text)
6. How do I use narrative elements to help me understand what I am reading? (Narrative Text)

Word Study

Word Study

1. How do I hear and say short vowel sounds in words. Do I know the letters that make that sound?
 2. How do I read and understand plurals (e.g., adding - s)?
 3. How do I know and use contractions with 's'?
- How do I recognize and use a large amount of phonograms?

What key knowledge and skills will students acquire as a result of this unit?

Students will know:

R.WS.01.01

- Phonemic awareness
- Sound blending
- Sound manipulation
- Sound deletion

R.WS.01.02

- Words are composed of sounds blended together

Students will be able to:

R.WS.01.01

- (2) Demonstrate manipulation
- (2) Demonstrate blending
- (2) Demonstrate deletion

R.WS.01.02

- (1) Recognize sound blending
- (2) Recognize words carry meaning

R.WS.01.03

- Words carry meaning

R.WS.01.03

- Alphabetic principle
- Letter sound recognition

R.NT.01.02

- Basic form and purpose of a variety of narrative genre including
 - Realistic fiction
 - Fantasy
 - Folktales

R.NT.01.03

- Problem/solution
- Sequence of events
- Sense of story (beginning, middle, and end).

R.CM.01.02

- Sequence of up to 3 important ideas of familiar simple oral and written text.
- Sequence of up to 3 details of familiar simple oral and written text.

R.MT.01.03

- Skills to construct and convey meaning.
- Strategies to construct and convey meaning.
- Processes to construct and convey meaning.
- Comprehension strategies that worked.
- Comprehension strategies that did not work.

- (2) Demonstrate letter naming fluency

- (2) Demonstrate letter sound fluency

R.NT.01.02

- (1) Identify the basic form and purpose of a variety of narrative genre including
 - realistic fiction
 - fantasy
 - folktales
- (1) Describe the basic form and purpose of a variety of narrative genre including
 - realistic fiction
 - fantasy
 - folktales

R.NT.01.03

- (1) Identify problem/solution.
- (1) Identify sequence of events.
- (1) Identify sense of story (beginning, middle, and end).

R.CM.01.02

- (1) Recall in sequence of up to 3 important ideas of familiar simple oral and written text.
- (1) Recall in sequence of up to 3 details of simple oral and written text.

R.MT.01.03

- (5) Monitor and evaluate skills to construct and convey meaning.
- (5) Monitor and evaluate strategies to construct and convey meaning.
- (5) Monitor and evaluate processes to construct and convey meaning.
- (6) Plan and regulate skills to construct and convey meaning.
- (6) Plan and regulate strategies to construct and convey meaning.
- (6) Plan and regulate processes to construct and convey meaning.
- (2) Explain which comprehension strategies worked.
- (2) Explain which comprehension strategies did not work.

Stage 2: Determine acceptable evidence (Diagnostic, Formative, Summative Assessments)

What evidence will show that students understand? Formative/Summative Performance

Formative Assessment for Monitoring Comprehension - see pg. 3 in the Comprehension Strategies tab

Did your students:

- Develop an awareness of their thinking as they read, listened, and viewed?
- Understand that their thinking matters when they read?
- Leave tracks of their thinking by drawing and writing?
- Learn how to turn and talk to a partner about their thinking?

*Complete a Performance Task Blueprint for each task

Diagnostic Assessments:

1. **Universal Screener:** DIBELS - September Benchmark (Letter Naming Fluency, Nonsense Word Fluency, Phoneme Segmentation).
2. **Harcourt:** beginning of the year assessment.
3. **Spelling Inventory** (from MLPP and Words Their Way) - included under the Phonics, Spelling, and Word Study tab.
4. **Benchmark Assessment System 1**
5. **Harcourt:** end of unit assessment.

Student Self-Assessment and Reflection: Teach and Reinforce

1. I can develop an awareness of my thinking as I read, listen and view.
2. I can show understanding that my thinking matters when I read.
3. I can leave tracks of my thinking by drawing and writing.
4. I can learn to turn and talk to a partner about my thinking.
5. I can hear and identify short vowel sounds in words and letters that represent them.
6. I can recognize and use a large amount of phonograms.
7. I can understand the concept of plurals and plural forms: adding -s.
8. I can recognize and understand contractions with is ('s).

Assessment Task Blueprint

What understandings/goals will be assessed through this task?

1. Students will develop an awareness of their thinking as they read, listen and view.
2. Students will show understanding that their thinking matters when they read.
3. Students will leave tracks of their thinking by drawing and writing.
4. Students will learn to turn and talk to a partner about their thinking.
5. Students will hear and identify short vowel sounds in words and the letters that represent them.
6. Students will recognize and use a large amount of phonograms.
7. Students will understand the concept of plurals and plural forms: adding -s.
8. Students will recognize and understand contractions with is ('s).



What criteria are implied in the standard(s)/understandings(s) *regardless* of the task specifics? What qualities must student work demonstrate to signify the standards were met?

Students will make text-to-self connections.

Through what authentic performance task will students demonstrate

Task Description:

- “On this paper that has space for both drawing and writing, go ahead and draw and write what the story mostly makes you think about. You don’t have to tell the whole story again, just write and draw your thinking. That’s what matters.”
- Students will use provided paper to draw and write what the story makes them think mostly about. It does not mean that they have to retell the story; we just want their text-to-self connections made while reading, listening, or viewing the story.

What student products/performances will provide evidence of desired results?

<ul style="list-style-type: none"> • Drawing and writing paper finished after lesson #1 of the Comprehension Toolkit book: Monitor Comprehension 	<p>Found on page _____ in your binder</p> <p>Under Tab _____</p>
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By what criteria will student products/performances be evaluated?

	Strong Evidence 3	Some Evidence 2	Little Evidence 1
Pays attention to and leaves tracks of thinking when reading, listening, or viewing.			
Understands the difference between retelling and thinking about the text.			
Shares thinking with a partner through discussion			

Stage 3: Plan learning experiences and instruction

Instructional Sequence

Ants

Comprehension Toolkit - Monitor Comprehension Lesson #1

Gradual Release of Responsibility

Week 2 The Hat

Sometimes by Keith Baker (Big Book)

Connect and Engage: Monitoring Comprehension: Think About the Text

I brought in a book I love today called *Sometimes* written by Keith Baker. It tells the story of an alligator that is sometimes sad and sometimes happy. Do you sometimes feel sad and sometimes feel happy? This alligator also has lots of interest. What types of things do you like to do? Take a look at the cover. You can learn a lot from just thinking about the cover.

We are going to read this story in a minute, but before I start reading, I am going to show you how we turn and talk to each other during a lesson. Readers need a chance to talk to each other about their thinking in order to understand what they are hearing and reading. And talking to each other makes the book so much more interesting. As I read to you, I am going to ask you to turn and talk to a partner about you thinking from time to time.

Let me show you how it works. Who can help me? (Select two students) Thank you for volunteering. The rest you need to watch _____ and _____. You two sit right next to each other and face me. There is no need to turn your bodies and face each other. Just sit side by side.

Now when I ask you to turn and talk, you can just turn your heads, look at each other, and talk without shifting your bodies.

OK, now turn and talk about what they cover of this book makes you think about. Thank you for sharing with the group how to turn and talk to each other about a book.

Model:

Before we start reading the story, I want to share something that kids and adults do as they listen, view, and read a book. Reading is not just about words. We also think about the information. We don't just think about what is happening in the story. Reading is about thinking. We might be reminded of something or we might wonder something. Thinking matters.

We have thoughts of our own when we look at the pictures and listen to or read a book. We might be reminded of something, or we might wonder about something.

Thinking matters! Nothing matters more than your thinking when you view, listen, or read.

Let's start with the cover. I am going to show you how I think about the words and pictures as I read the title *Something*. I see an alligator painting a picture and a bird sitting on his head. That makes me think that something the alligator likes to do is paint and the bird may enjoy singing while the alligator is painting.

I'm going to jot and draw my thinking on a Post-it because when I see those pictures and hear those words, it makes me think of something I like to do also. Turn and talk about what this makes you think about.

"Sometimes I am happy. Sometimes I am sad." The alligator is happy when he can ride his bike on a sunny day. He is sad when it is raining and he can't ride his bike. This makes me think about the happy times I have with my family. I like to spend time with my children and grandchildren. Sometimes this makes me sad too, because they are so far away and I don't get to see them often. I am going to write my thinking down on a Post-it. In that way I am leaving tracks of my thinking by writing and drawing.

Guide:

Go ahead and draw or write what the words and pictures on this page make you think about. What things make you happy? What things make you sad? Turn and talk about your thinking.

As I keep reading, I will stop and jot or draw my thinking on a Post-it and you can do the same thing.

I'm going to keep reading the story, and stop now and then to jot my thinking on a Post-it. Remember to pay attention to your thinking. You might have some thought about your own life or even some questions about the story.

Continue to read, "I like who I am. I like what I do." This makes me think about the some things I like to do. I like to draw. I'm going to jot that down on a Post-it. What does it make you think about? *(call on a child to share)* So, that is a connection you have with the story.

Let's read on to see what happens next. *"Sometimes I am hot. Sometimes I am cold."* What's happening here? Go ahead and draw or write what the words and pictures on this page make you think about. Turn and talk about your thinking.

As I keep reading, I will stop and jot or draw my thinking on a Post-it and you can do the same. *"I like who I am. I like what I do. Sometimes I am hot. Sometimes I am cold."* What do you think is the problem here? Turn to each other and talk. This might be a big idea in the story. Let's read on and see what happens.

Continue to read the story, occasionally stopping to encourage the children to talk and jot or draw their thinking on Post-its.

Practice Independently:

On this paper that has space for both drawing and writing, go ahead and draw and write what the story mostly makes you think about. You don't have to tell the whole story again, just write and draw your thinking. That's what matters.

Sometimes when we think while we read or listen, we have a question. Sometimes that question gets answered when we read on.

Share the Learning:

Who wants to share a drawing of what the story mostly made you think about?

We can learn a lot about ourselves when we pay attention to our thinking as we look at picture, listen, and read.

The most important part of listening and reading is focusing on what the story makes you think about.

What Evidence will Show that Students are Monitoring Comprehension

Experience 1 Monitor Comprehension: Think about the Text:

Focus Questions: How do I think as I read, listen, and view text? How do I leave tracks of my thinking as I read? How do I turn and talk to a partner about my thinking?

Learning Target:

- I can think as I read by listening and viewing.
- I understand that it is important to think as I read.
- I can leave tracks of my thinking by writing (drawing).
- I can turn and talk to a partner about my thinking.

Performance Indicator: Assess through listening to student conversations during turn and talk and scaffold students who may struggle to share their thinking. Review student post-its to see evidence of leaving tracks of their thinking.

Learning Activities:

Connect and Engage

- Engage the kids by showing the cover, sharing the title, and helping them connect to the story before reading.
- Demonstrate the process of turning and talking to a partner.

Model

- Explain that listening and reading involve thinking and that nothing matters more than the thinking we do when we read, listen and view.
- Model how we think when we read, listen and view and how we can leave tracks of our thinking on Post-its.

Guide

- Invite kids to write and/or draw what the text makes them think about on a Post-it.
- Continue reading. Stop occasionally and encourage kids to talk and jot or draw their thinking on Post-its.
- Focus on a big idea in the story and ask kids to think about and respond to it.

Practice Independently

- Have kids draw what the story mostly made them think about.
- Share that sometimes we have a question when we listen and read and that reading on can help.

Share the Learning

- Invite kids to share their drawings of what the story mostly made them think about.

Strategies: Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, monitoring comprehension

First Grade
Unit 2/Genres: Fantasy, Nonfiction, Realistic Fiction
First Marking Period
Duration: 3 Weeks

Unit Theme: Just For Fun

Science Connection - Weather Watchers

Social Studies Connection - Civics

Comprehension Strategies - Monitor Comprehension

Harcourt Stories

Jack and Rick (TE 72A - 95P; pgs.; SE pgs. 72 - 89) (Notice and Think About Nonfiction Features & Explore Nonfiction Features)

Skill - Sequence /Strategy - Make and Confirm predictions

Todd's Box (TE pgs. 96A - 117R; SE pgs. 96 - 113) (Notice and Think About Nonfiction Features & Explore Nonfiction Features)

Skill - Draw Conclusions / Strategy - Make Inferences

All That Corn (TE pgs. 118A - 141P; SE pgs. 118 - 135) (Notice and Think About Nonfiction Features & Explore Nonfiction Features)

Skill - Sequence / Strategy - Self-Correct

Stage 1: Identify Desired Results

Established goals:

R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.

- Blend two to four phonemes in words (d-o-g, dog, t-e-n-t)
- Manipulate phonemes
- Segment words into phonemes (b-a-t, t-e-n-t)

R.WS.01.02 recognize that words are composed of sounds blended together and carry meaning.

- Connect words by the sounds

R.WS.01.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet

R.NT.01.02 identify and describe the basic form and purpose of a variety of narrative genre including realistic fiction, fantasy, and folktales

- Notice how texts are different from each other (such as fiction versus nonfiction)
- Understand fiction as stories that are not real and nonfiction as texts that provide real information
- Understand realistic fiction as stories that are not real and nonfiction as texts that provide real information

R.NT.01.03 identify problem/solution, sequence of events, and sense of story (beginning, middle, and end).

- Understand the problem in a story
- Understand when and why the problem is solved
- Recognize and identify some aspects of text structure, such as beginning, events in sequential order, and ending

R.IT.01.04 respond to **individual** and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.

- Pick up important information and remember it to use in discussion
- Have opinions about texts and state the basis for opinions (tell why).

R.CM.01.01 make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.

- Bring background knowledge to understanding the content of a text
- Make connections between texts and their own life experiences

R.CM.01.02 retell in sequence up to three important ideas and details of familiar simple oral and written text.

- Tell a summary of the text after reading
- Provide specific examples and evidence from the text to support thinking

R.MT.01.04 self-monitor comprehension by using a graphic organizer to **sequence events**, sort and order information, or identify author’s perspective.

What understandings are desired?

Students will understand that:

1. Words are made of sounds and have meaning.
2. Sounds can be manipulated.
3. Texts differ from each other.
4. Each story contains story elements.
5. They can respond to texts with opinions based on information gathered from the text.
6. They can make connections in texts based on prior knowledge.
7. They can organize information by sequencing events.
8. They can self-monitor their comprehension.

What essential question will be considered?

Theme Essential Question:

How can we work together to get more done and have more fun?

Monitor Comprehension (Book 1): How do I monitor my comprehension to keep track of my thinking?

Monitor Comprehension:

1. How do I keep track of my thinking as I read, listen, and view?
2. How do I leave tracks of my thinking by drawing and writing?
3. When and where will I leave tracks of my thinking as I read, listen, and view?
4. How do I turn and talk to a partner about my thinking? How do I listen to my partner’s thinking?
5. How do text features help me understand what I am reading? (Informational Text)
6. How do I use narrative elements to help me understand what I am reading? (Narrative Text)

Word Study

Word Study

1. How do I hear and say short vowel sounds in words? Do I know the letters that make that sound?
2. How do I read words ending in *-ing*?
3. How do I read a word ending in *-ed*?
4. How do I read words with consonant clusters?

	<p>5. How do I read and understand contractions (e.g., is and not, isn't, will and not, won't)?</p> <p>6. How do I recognize and use other vowel sounds?</p> <p>7. How do I recognize and use a large amount of phonograms?</p>
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What key knowledge and skills will students acquire as a result of this unit?

<p>Students will know:</p> <p>R.WS.01.01</p> <ul style="list-style-type: none"> • Phonemic awareness • Sound blending • Sound manipulation • Sound deletion <p>R.WS.01.02</p> <ul style="list-style-type: none"> • Words are composed of sounds blended together • Words carry meaning <p>R.NT.01.02</p> <ul style="list-style-type: none"> • Basic form and purpose of a variety of narrative genre including <ul style="list-style-type: none"> ○ Realistic fiction ○ Fantasy ○ Folktales <p>R.IT.01.04</p> <ul style="list-style-type: none"> • Individual texts • Multiple texts <p>R.CM.01.01</p> <ul style="list-style-type: none"> • Text-to-self connections. • Text-to-text connections. • Text-to-self comparisons. • Text-to-text comparisons. 	<p>Students will be able to:</p> <p>R.WS.01.01</p> <ul style="list-style-type: none"> • (2) Demonstrate manipulation • (2) Demonstrate blending • (2) Demonstrate deletion <p>R.WS.01.02</p> <ul style="list-style-type: none"> • (1) Recognize sound blending • (2) Recognize words carry meaning <p>R.NT.01.02</p> <ul style="list-style-type: none"> • (1) Identify the basic form and purpose of a variety of narrative genre including <ul style="list-style-type: none"> ○ realistic fiction ○ fantasy ○ folktales • (1) Describe the basic form and purpose of a variety of narrative genre including <ul style="list-style-type: none"> ○ realistic fiction ○ fantasy ○ folktales <p>R.IT.01.04</p> <ul style="list-style-type: none"> • (4) Respond to individual texts by finding evidence. • (4) Respond to individual texts by discussing. • (4) Respond to individual texts by illustrating. • (4) Respond to individual texts by writing to reflect. • (4) Respond to individual texts by making connections. • (4) Respond to individual texts by taking a position. • (4) Respond to individual texts by showing understanding. <p>R.CM.01.01</p> <ul style="list-style-type: none"> • (2) Demonstrate text-to-self connections by activating prior knowledge to ideas in text through oral and written responses. • (2) Demonstrate text-to-self comparisons
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<p>R.CM.01.02</p> <ul style="list-style-type: none"> • Sequence of up to 3 important ideas of familiar simple oral and written text. • Sequence of up to 3 details of familiar simple oral and written text. <p>R.MT.01.04</p> <ul style="list-style-type: none"> • Graphic organizers to sequence events. • Graphic organizers to sort and order information. • Author’s perspective 	<p>by activating prior knowledge to ideas in text through oral and written responses.</p> <ul style="list-style-type: none"> • (2) Demonstrate text-to-text connections by activating prior knowledge to ideas in text through oral and written responses. • (2) Demonstrate text-to-text comparisons by activating prior knowledge to ideas in text through oral and written responses. • (2) Demonstrate text-to-self connections by connecting personal knowledge and experience to ideas in text through oral and written responses. • (2) Demonstrate text-to-self comparisons by connecting personal knowledge and experience to ideas in text through oral and written responses. • (2) Demonstrate text-to-text connections by connecting personal knowledge and experience to ideas in text through oral and written responses. • (2) Demonstrate text-to-text comparisons by connecting personal knowledge and experience to ideas in text through oral and written responses. <p>R.CM.01.02</p> <ul style="list-style-type: none"> • (1) Recall in sequence of up to 3 important ideas of familiar simple oral and written text. • (1) Recall in sequence of up to 3 details of simple oral and written text. <p>R.MT.01.04</p> <ul style="list-style-type: none"> • (5) Monitor comprehension by using graphic organizers to sequence events. • (5) Monitor comprehension by using graphic organizers to sort and order information. • (1) Identify author’s perspective.
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Stage 2: Determine acceptable evidence (Diagnostic, Formative, Summative Assessments)

*What evidence will show that students understand? **Summative Performance***

Formative Assessment for Monitor Comprehension

Did your students:

- Develop an awareness of their thinking as they read, listened, and viewed?
- Understand that their thinking matters when they read?
- Leave tracks of their thinking by drawing and writing?
- Learn how to turn and talk to a partner about their thinking?
- Notice the visual and text features of nonfiction and understand that they signal importance?
- Recognize that they visual and text features have a purpose?
- Find and record features and their purposes on their own Feature/Purpose Think sheet?
- Pay attention to both visual and text features and become aware of the difference between them?
- Understand that they purpose of features is to give readers more information and a more complete understanding?
- Create their own Nonfiction Feature books that they will refer to when reading and writing nonfiction?

*Complete a Performance Task Blueprint for each task

Diagnostic Assessments:

Vocabulary pre-assessment (Marzano)

Pre-assessment

Formative Assessment

Student Self-Assessment and Reflection: Teach and Reinforce

1. I can develop an awareness of my thinking as I read, listen, and view.
2. I can show understanding that my thinking matters when I read.
3. I can leave tracks of my thinking by drawing and writing.
4. I can learn to turn and talk to a partner about their thinking.
5. I can notice the visual and text features of nonfiction and understand that they signal importance.
6. I can find and record features and their purposes on a Feature/Purpose Think sheet.
7. I can recognize that the visual and text features have a purpose.
8. I can pay attention to both visual and text features and become aware of the difference between them both.
9. I can show understanding that the purpose of features is to give readers more information and a more complete understanding.
10. I can create my own Nonfiction Feature book that I will refer to when reading and writing nonfiction.
11. I can hear and identify short vowel sounds in words and the letters that represent them.
12. I can recognize and use a large amount of phonograms.
13. I can recognize and use ending that add -ing to a verb to denote the present participle.
14. I can recognize and use endings that add -ed to a verb to make it past tense.
15. I can recognize that letter clusters (digraphs) represent consonant sounds.
16. I can recognize and understand contractions with will and not.
17. I can recognize and use other vowel sounds.

Assessment Task Blueprint

What understandings/goals will be assessed through this task?

1. Students will develop an awareness of my thinking as I read, listen, and view.
2. Students will show understanding that my thinking matters when I read.
3. Students will leave tracks of my thinking by drawing and writing.
4. Students will learn to turn and talk to a partner about their thinking.
5. Students will notice the visual and text features of nonfiction and understand that they signal importance.
6. Students will find and record features and their purposes on a Feature/Purpose Think sheet.
7. Students will recognize that the visual and text features have a purpose.
8. Students will pay attention to both visual and text features and become aware of the difference between them both.
9. Students will show understanding that the purpose of features is to give readers more information and a more complete understanding.
10. Students will create my own Nonfiction Feature book that I will refer to when reading and writing nonfiction.
11. Students will hear and identify short vowel sounds in words and the letters that represent them.
12. Students will recognize and use a large amount of phonograms.
13. Students will recognize and use ending that add -ing to a verb to denote the present participle.
14. Students will recognize and use endings that add -ed to a verb to make it past tense.
15. Students will recognize that letter clusters (digraphs) represent consonant sounds.
16. Students will recognize and understand contractions with will and not.
17. Students will recognize and use other vowel sounds.



What criteria are implied in the standard(s)/understandings(s) *regardless* of the task specifics? What qualities must student work demonstrate to signify the standards were met?

Through what authentic performance task will students demonstrate

Task Description:

Lesson 1 -

- Students will use provided paper to draw and write what the story makes them think mostly about. It does not mean that they have to retell the story; we just want their text-to-self connections made while reading, listening, or viewing the story.

Lesson 2 -

- Students will work individually or with a partner to find new features in provided nonfiction magazines and books. They will write this information on their Feature/Purpose Thinksheet.

Lesson 3 -

- Students will use nonfiction resources, provided in the room, to find new features. Students may also refer to the Feature/Purpose charts created by the class.
- Students will mark new features with a Post-It and add the features to their Nonfiction Feature books.

- Students will remember to write the name of the feature on each page so as not to forget what it is.

What student products/performances will provide evidence of desired results?

• Drawing and writing paper finished after lesson #1 of the Comprehension Toolkit book: Monitor Comprehension	Found on page _____ in your binder Under Tab _____
• Complete a Feature/Purpose Thinksheet	Found on page _____ in your binder Under Tab _____
• Complete a Nonfiction Feature book	Found on page _____ in your binder Under Tab _____

By what criteria will student products/performances be evaluated?

	Strong Evidence 3	Some Evidence 2	Little Evidence 1
Pays attention to and leaves tracks of thinking when reading, listening, or viewing			
Understands the difference between retelling and thinking about the text			
Shares thinking with a partner through discussion			
Notices the text and visual features and understands they have a purpose			
Uses text features to gain information			

Stage 3: Plan learning experiences and instruction

Instructional Sequence

Jack and Rick

Comprehension Toolkit- Monitor Comprehension - Lesson #1

Todd's Box

Comprehension Toolkit: Monitor Comprehension- Lesson #1

All That Corn

Comprehension Toolkit- Monitor Comprehension - Lessons #2 and #3

Consider the Gradual Release of Responsibility

What Evidence will Show that Students are Monitoring Comprehension

Experience 1 Monitor Comprehension: Think about the Text:

Focus Questions: How do I think as I read, listen, and view text? How do I leave tracks of my thinking as I read? How do I turn and talk to a partner about my thinking?

Learning Target:

- I can think as I read by listening and viewing.
- I understand that it is important to think as I read.
- I can leave tracks of my thinking by writing (drawing).
- I can turn and talk to a partner about my thinking.

Performance Indicator: Assess through listening to student conversations during turn and talk and scaffold students who may struggle to share their thinking. Review student post-its to see evidence of leaving tracks of their thinking.

Learning Activities:

Connect and Engage

- Engage the kids by showing the cover, sharing the title, and helping them connect to the story before reading.
- Demonstrate the process of turning and talking to a partner.

Model

- Explain that listening and reading involve thinking and that nothing matters more than the thinking we do when we read, listen and view.
- Model how we think when we read, listen and view and how we can leave tracks of our thinking on Post-its.

Guide

- Invite kids to write and/or draw what the text makes them think about on a Post-it.
- Continue reading. Stop occasionally and encourage kids to talk and jot or draw their thinking on Post-its.
- Focus on a big idea in the story and ask kids to think about and respond to it.

Practice Independently

- Have kids draw what the story mostly made them think about.
- Share that sometimes we have a question when we listen and read and that reading on can help.

Share the Learning

- Invite kids to share their drawings of what the story mostly made them think about.

Strategies: Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed

anchor chart, monitoring comprehension

Experience 2 Monitor Comprehension: Notice and Think About Nonfiction Features:

Focus Questions: What are nonfiction text features? What is the purpose of nonfiction text features?

Learning Target:

- I can notice visual and text features in nonfiction text.
- I can explain the purpose of nonfiction text features.
- I can record features and their importance on my Feature/Purpose Thinksheet.

Performance Indicator: Review student's independent completion of Feature/Purpose Thinksheet.

Learning Activities:

Connect and Engage

- Engage kids in the lesson by sharing a number of magazines, posters, and texts. Point out the features.
- Invite kids to explore a wide variety of texts and flip through them to discover visual and text features.

Model

- Explain the word purpose.
- Model how readers pay attention to visual and text features and think about their purposes.
- Invite kids to search for captions as you write features and purposes on a two-column Feature/Purpose chart.

Guide

- Engage kids in the process of noticing and thinking about nonfiction features and recording them on their own Feature/Purpose thinksheet.
- Continue modeling your thinking while kids discover new features on their Feature/Purpose Thinksheet.

Share the Learning

- Invite individuals or partners to share the features they found and model a process for respectful sharing.
- Review what students learned during the lesson.

Strategies: Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, monitoring comprehension, Feature/Purpose Thinksheet

Experience 3 Monitor Comprehension: Explore Nonfiction Features:

Focus Question: How do nonfiction visual and text features help me understand what I read better?

Learning Target:

- I can distinguish the difference between the difference of text features and visual features.
- I can explain how features give readers more information and a better understanding of the text.
- I can create my own Nonfiction Feature book and use it refer to when I am reading nonfiction text.

Performance Indicator: Assess student Nonfiction Feature books for demonstration of understanding of the importance of features and how they help the reader understand the text

better.

Learning Activities:

Connect and Engage

- Gather kids in front and have them share photos of themselves with a partner.
- Distinguish between visual and text features.
- Refer to the Feature/Purpose chart. Add new features that students discover.

Model

- Introduce the idea of creating a Nonfiction Feature book by sharing a photograph of yourself and writing a caption for it. Write the names of the features on the page.
- Continue to create your Nonfiction Feature book by adding several more visual and text features and writing the feature names on the pages that follow.

Guide

- Ask kids to get supplies and find a spot to work comfortably.
- Walk student through creating the cover and the first page of their Nonfiction Feature books. Use the Nonfiction Feature book you created as a model.

Collaborate or Practice Independently

- Invite kids to flip through an array of nonfiction texts, place Post-its on new features, and read and label them in their Nonfiction Feature books.
- Move around the room, conferring with kids as they find new features and add them into their Nonfiction Feature books.

Share the Learning

- Invite kids to the sharing circle to report on newly found features and talk about their purposes. Jot down these features and their purposes so you can add them to the Feature/Purpose chart after class.

Strategies: Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, monitoring comprehension, Nonfiction Feature Books

First Grade
Unit 3/Genres: Fantasy, Nonfiction, Realistic Fiction
First and Second Marking Periods
Duration: 6 Weeks

Unit Theme: It's My Turn Now

Science Connection - Weather Watchers

Social Studies Connection - Civics(1); Economics (2)

Comprehension Strategies Monitor Comprehension, Activate and Connect

Harcourt Stories

Dan's Pet (TE pgs. 8A - 31P; pgs.; SE pgs. 8 - 25) (Discover Your Passion)

Skill - Setting / Strategy - Create mental images

Boots for Beth (TE pgs. 32A - 57R; SE pgs. 32 - 53) (Think about What You Know)

Skill - Cause/Effect / Strategy - Sequence Events/Summarize

Space Pup (TE pgs. 58A - 83R; SE pgs.58 - 79) (Make Connections)

Skill - Cause/Effect / Strategy - Reread

Where Do Frogs Come From? (TE pgs.84A - 107P; SE pgs.84 -101) (Merge Thinking with New Learning)

Skill - Details / Strategy - Look for word bits and parts

Try Your Best (TE pgs. 108A - 133P; SE pgs. 108 - 129) (View and Read to Learn and Wonder)

Skill - Character / Strategy - Self-correct

Fun with Fish (TE pgs. 134A - 161P; SE pgs. 134 - 155) (Wonder about New Information)

Skill - Details / Strategy - Reread aloud

Stage 1: Identify Desired Results

Established goals:

R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.

- Blend two to four phonemes in words (d-o-g, dog, t-e-n-t)
- Manipulate phonemes
- Segment words into phonemes (b-a-t, t-e-n-t)

R.WS.01.02 recognize that words are composed of sounds blended together and carry meaning.

- Connect words by the sounds

R.WS.01.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet

R.NT.01.02 identify and describe the basic form and purpose of a variety of narrative genre including realistic fiction, fantasy, and folktales.

- Notice how texts are different from each other (such as fiction versus nonfiction)
- Understand fiction as stories that are not real and nonfiction as texts that provide real information
- Understand realistic fiction as stories that are not real and nonfiction as texts that provide real information

R.NT.01.03 identify problem/solution, sequence of events, and sense of story (beginning, middle, and end).

- Understand the problem in a story
- Understand when and why the problem is solved
- Recognize and identify some aspects of text structure, such as beginning, events in sequential order, and ending

R.NT.01.04 identify how authors/ illustrators use literary devices including illustrations to support

story elements and transitional words including before, after, now, and finally to indicate a sequence of events and sense of story.

- Interpret the illustrations
- Notice and understand texts that are based on established sequences such as numbers, days of the week, days of the month, seasons
- Recognize and identify some aspects of text structure, such as beginning, events in sequential order, and ending

R.NT.01.05 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.

- Pick up important information and remember it to use in discussion
- Have opinions about texts and state the basis for opinions (tell why)

R.IT.01.03 explain how authors use text features including headings, titles, labeled photographs, and illustrations to enhance the understanding of key and supporting ideas.

- Use details from illustrations to support points made in discussion
- Discuss the characteristics of the work of some authors and illustrators

R.IT.01.04 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.

- Pick up important information and remember it to use in discussion
- Have opinions about texts and state the basis for opinions (tell why)

R.CM.01.01 make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.

- Bring background knowledge to understanding the content of a text
- Make connections between texts and their own life experiences

R.CM.01.02 retell in sequence up to three important ideas and details of familiar simple oral and written text.

- Tell a summary of the text after reading
- Provide specific examples and evidence from the text to support thinking

R.CM.01.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.

R.MT.01.04 self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author's perspective.

What understandings are desired?

Students will understand that:

1. Texts differ from each other.
2. Each story contains story elements.
3. They can respond to texts with opinions based on information gathered from the text.
4. Authors and illustrators use literary devices to support story elements in sequential order.
5. Authors use text features to enhance understanding of key and supporting ideas.
6. Words are made of sounds and have meaning.
7. Sounds can be manipulated.
8. They can make connections in texts based on prior knowledge.
9. They can organize information by sequencing events.
10. That they can apply prior knowledge of core subjects.
11. They can self-monitor their comprehension.

What essential question will be considered?

Theme Essential Question:

As we grow, how do we try and learn new things?

<p>Activate and Connect (Book 2): How do I use my background knowledge about a topic to deepen my understanding of what I read?</p>	<p>Activate and Connect</p> <ol style="list-style-type: none"> 1. What is my purpose for reading? 2. How do I make connections to help my understanding of the text (text to text, text to self, text to world)? 3. How do I listen to the voice in my head when I am learning something new? 4. How do I connect my current thinking with new information? Why should I stop to think and react to new information? 5. How do I become an expert about a topic? 6. How do I show understanding of the term background knowledge (BK)?
<p>Ask Questions (Book 3): How does asking questions before, during, and after reading enhance my comprehension?</p>	<p>Ask Questions</p> <ol style="list-style-type: none"> 1. Why is it important to wonder about new information? 2. Why do I write questions before, during, and after reading, listening, and viewing? 3. What can I do when I am curious about what I am learning? 4. What does it mean to read with a question in mind? 5. Why is it important to listen to my inner voice as I read? 6. How, when, and where do I explain how my thinking changes as I read? 7. How do text features such as table of contents, graphs, illustrations, etc., help answer some of my questions? How can text features help me think of new questions? 8. How does asking questions help me understand the characters, setting, problem/solutions, and events? 9. Why is it important to be a curious reader?
<p>Word Study</p>	<p>Word Study</p> <ol style="list-style-type: none"> 1. How do I hear and identify short vowel sounds in words and the letters that represent them? 2. How do I recognize that letter clusters (digraphs) represent consonant sounds? 3. How do I recognize and use a large amount of phonograms? 4. How do I recognize that letter clusters (blends) represent consonant sounds? 5. How do I recognize and understand contractions with is, will, and not? 6. How do I recognize and use simple compound words? 7. How do I recognize and use other vowel sounds?

What key knowledge and skills will students acquire as a result of this unit?

Students will know:

R.WS.01.01

- Phonemic awareness
- Sound blending
- Sound manipulation
- Sound deletion

R.WS.01.02

- Words are composed of sounds blended together
- Words carry meaning

R.WS.01.03

- Alphabetic principle
- Letter sound recognition

R.NT.01.02

- Basic form and purpose of a variety of narrative genre including
 - Realistic fiction
 - Fantasy
 - Folktales

R.NT.01.03

- Problem/solution
- Sequence of events
- Sense of story (beginning, middle, and end).

R.NT.01.04

- Literary devices to support story events.
- Illustrations to support story events.
- Transitional words to indicate a sequence of events and sense of story.
 - Before
 - After
 - Now
 - finally

R.NT.01.05

- Individual texts
- Multiple texts

Students will be able to:

R.WS.01.01

- (2) Demonstrate manipulation
- (2) Demonstrate blending
- (2) Demonstrate deletion

R.WS.01.02

- (1) Recognize sound blending
- (2) Recognize words carry meaning

R.WS.01.03

- (2) Demonstrate letter naming fluency
- (2) Demonstrate letter sound fluency

R.NT.01.02

- (1) Identify the basic form and purpose of a variety of narrative genre including
 - realistic fiction
 - fantasy
 - folktales
- (1) Describe the basic form and purpose of a variety of narrative genre including
 - realistic fiction
 - fantasy
 - folktales

R.NT.01.03

- (1) Identify problem/solution.
- (1) Identify sequence of events.
- (1) Identify sense of story (beginning, middle, and end).

R.NT.01.04

- (1) Identify how authors/illustrators use literary devices to support story elements.
- (1) Identify how authors/illustrators use illustrations to support story elements.
- (1) Identify transitional words including before, after, now, and finally to indicate a sequence of events.
- (1) Identify transitional words including before, after, now and finally to indicate sense of story.

R.NT.01.05

- 4) Respond to individual texts by finding evidence.
- (4) Respond to individual texts by discussing.
- (4) Respond to individual texts by illustrating.
- (4) Respond to individual texts by writing to reflect.
- (4) Respond to individual texts by making connections.
- (4) Respond to individual texts by taking a

R.IT.01.03

- Text features including
 - Headings
 - Titles
 - Labeled photographs
 - illustrations

R.IT.01.04

- Individual texts
- Multiple texts

position.

- (4) Respond to individual texts by taking a position.
- (4) Respond to individual texts by showing understanding.
- (4) Respond to multiple texts by finding evidence.
- (4) Respond to multiple texts by discussing.
- (4) Respond to multiple texts by illustrating.
- (4) Respond to multiple texts by writing to reflect.
- (4) Respond to multiple texts by making connections.
- (4) Respond to multiple texts by taking a position.
- (4) Respond to multiple texts by showing understanding.

R.IT.01.03

- (2) Explain how authors use text features including headings to enhance the understanding of key ideas.
- (2) Explain how authors use text features including titles to enhance the understanding of key ideas.
- (2) Explain how authors use text features including labeled photographs to enhance the understanding of key ideas.
- (2) Explain how authors use text features including illustrations to enhance the understanding of key ideas.
- (2) Explain how authors use text features including headings to enhance the understanding of supporting ideas.
- (2) Explain how authors use text features including titles to enhance the understanding of supporting ideas.
- (2) Explain how authors use text features including labeled photographs to enhance the understanding of supporting ideas.
- (2) Explain how authors use text features including illustrations to enhance the understanding of supporting ideas.

R.IT.01.04

- (4) Respond to individual texts by finding evidence.
- (4) Respond to individual texts by discussing.
- (4) Respond to individual texts by illustrating.
- (4) Respond to individual texts by writing to reflect.

R.CM.01.01

- Text-to-self connections.
- Text-to-text connections.
- Text-to-self comparisons.
- Text-to-text comparisons.

R.CM.01.02

- Sequence of up to 3 important ideas of familiar simple oral and written text.
- Sequence of up to 3 details of familiar simple oral and written text.

R.CM.01.04

- Significant knowledge from grade-level science.
- Significant knowledge from grade-level social studies.
- Significant knowledge from grade-level math.

- (4) Respond to individual texts by making connections.
- (4) Respond to individual texts by taking a position.
- (4) Respond to individual texts by showing understanding.

R.CM.01.01

- (2) Demonstrate text-to-self connections by activating prior knowledge to ideas in text through oral and written responses.
- (2) Demonstrate text-to-self comparisons by activating prior knowledge to ideas in text through oral and written responses.
- (2) Demonstrate text-to-text connections by activating prior knowledge to ideas in text through oral and written responses.
- (2) Demonstrate text-to-text comparisons by activating prior knowledge to ideas in text through oral and written responses.
- (2) Demonstrate text-to-self connections by connecting personal knowledge and experience to ideas in text through oral and written responses.
- (2) Demonstrate text-to-self comparisons by connecting personal knowledge and experience to ideas in text through oral and written responses.
- (2) Demonstrate text-to-text connections by connecting personal knowledge and experience to ideas in text through oral and written responses.
- (2) Demonstrate text-to-text comparisons by connecting personal knowledge and experience to ideas in text through oral and written responses.

R.CM.01.02

- (1) Recall in sequence of up to 3 important ideas of familiar simple oral and written text.
- (1) Recall in sequence of up to 3 details of simple oral and written text.

R.CM.01.04

- (3) Apply significant knowledge from grade-level science.
- (3) Apply significant knowledge from grade-level social studies.
- (3) Apply significant knowledge from grade-level math.

R.MT.01.04

R.MT.01.04

- Graphic organizers to sequence events.
 - Graphic organizers to sort and order information.
 - Author's perspective
- (5) Monitor comprehension by using graphic organizers to sequence events.
 - (5) Monitor comprehension by using graphic organizers to sort and order information.
 - (1) Identify author's perspective.

Stage 2: Determine acceptable evidence (Diagnostic, Formative, Summative Assessments)

*What evidence will show that students understand? **Summative Performance***

Formative Assessment for Monitoring Comprehension - see pg. 3 in the Comprehension Strategies tab

Did your students:

- Understand that nonfiction reading is “reading to learn” and “writing to teach?”
- Learn what a specialist is and what it means to have a passion?
- Recognize that they all come to school with lots of information and that they are all specialists in something?
- Create a list of specialist topics that they know a lot about, care about, and could teach someone about?
- Understand the term accuracy and apply it to their teaching book writing?
- Write teaching books on topics that they know and care a lot about?
- Include nonfiction visual and text feature as well as written text in their teaching books?
- Understand what it means to make a connection to the text?
- Understand that their personal experience is important to understanding what they read and learned?
- Learn to listen to their inner voice to make sense of text?
- Listen to the voice in their head that signals new learning?
- Understand the term background knowledge (BK)?
- Stop, think, and react to new information?
- Make Post-its with L (for learn) when they learned something new?
- Notice the visual and text features of nonfiction and understand that they signal importance?
- Recognize that they visual and text features have a purpose?
- Find and record features and their purposes on their own Feature/Purpose Think sheet?
- Pay attention to both visual and text features and become aware of the difference between them?
- Understand that they purpose of features is to give readers more information and a more complete understanding?
- Create their own Nonfiction Feature books that they will refer to when reading and writing nonfiction?

*Complete a Performance Task Blueprint for each task

Diagnostic Assessments:

Vocabulary pre-assessment (Marzano)

Pre-assessment

Formative Assessment

Student Self-Assessment and Reflection: Teach and Reinforce

- Rethink
- Revise
- Redo
- Rehearse
- Refine

Assessment Task Blueprint

What understandings/goals will be assessed through this task?

Stage 3: Plan learning experiences and instruction Instructional Sequence

Dan's Pet

Setting from Harcourt (TE pgs. 9A, 25A, 29I)

Boots for Beth

Comprehension Toolkit: Summarize & Synthesize - Lesson #19

Space Pup

Comprehension Toolkit: Activate and Connect - Lesson #6

Where Do Frogs Come From?

Comprehension Toolkit - Monitor Comprehension -Lesson #2 and #3

Try Your Best

Comprehension Toolkit: Activate and Connect - Lesson #5

Fun with Fish

Comprehension Toolkit: Activate and Connect - Lesson #7

The Gradual Release of Responsibility

Experience 19 Summarize and Synthesize: Summarize Information

Focus Questions: What is summary writing? How do I take notes? What are the steps to writing a summary? How do I merge my thinking with the information to write a summary?

Learning Target:

- I can use reading, writing, and thinking strategies to create an appropriate summary (developmentally appropriate)
- I can merge my thinking with the information to write a summary.

Performance Indicator: Review student summaries and confer with students and pairs.

Learning Activities:

Connect and Engage

- Discuss: What is a summary and what is a topic?
- Review information kids have learned from reading and taking notes on a topic.
- Explain summary writing.
- Explain note-taking.

Model

- Explain how to combine information and thinking on a topic to create a group summary.
- Start with important information and demonstrate how to organize it.
- Show how adding questions and thoughts merges thinking with the information.

Guide

- Share and Anchor Chart that lists the steps of writing a summary.

Collaborate or Practice Independently

- Pull a small group together to create a summary with information they have already gathered while the rest of the class works individually or in pairs.
- Check to see that the gathered information is in kids' own words and is accurate.
- Think about the topic and then organize and combine the information from post-its to make sentences.
- Respond to kids' individual needs as they read, take notes, and organize information.
- Confer with children to correct misconceptions.

Share the Learning

- Have kids share summaries to wrap up the lesson.

Strategies: Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, monitoring comprehension

Experience 6 Activate and Connect: Make Connections:

Focus Questions: What is a text-to-text connection? What is a text-to-self connection? How do I listen to my inner conversation?

Learning Target:

- I can make a connection to the text.
- I understand that my personal experiences help me understand what I read and learn.
- I can listen to my inner voice to make sense of the text.

Performance Indicator: Confer with students to discuss their connections. Review student post-its to identify student text-to-text and text-to-self connections.

Learning Activities:

Connect and Engage

- Explain the idea of inner voice and engage the kids in the text by sharing the cover.

Model

- Explain text-to-self connections and how thinking about what we already know helps us better understand what we are reading.
- Model your own text-to-self connection.
- Explain text-to-text connections and model your own.

Guide

- Engage kids in jotting down and drawing their text-to-self and text-to-text connection.
- Continue reading and talking about connections.
- Use the My Connection/How it Helps Me Understand Thinksheet to show kids how a connection aids understanding.

Practice Independently

- Invite kids to write and draw their text-to-text and text-to-self connections and what the connections help them understand.
- Move around the room, conferring with kids who need support.

Share the Learning

- Bring kids together to share their Post-its and their thinksheets.
- Teach the sharing language: “Any questions or comments?”
- Review what kids did during the lesson.

Strategies: Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, monitoring comprehension

Experience 2 Monitor Comprehension: Notice and Think About Nonfiction Features:

Focus Questions: What are nonfiction text features? What is the purpose of nonfiction text features?

Learning Target:

- I can notice visual and text features in nonfiction text.
- I can explain the purpose of nonfiction text features.
- I can record features and their importance on my Feature/Purpose Thinksheet.

Performance Indicator: Review students independent completion of Feature/Purpose Thinksheet.

Learning Activities:

Connect and Engage

- Engage kids in the lesson by sharing a number of magazines, posters, and texts. Point out the features.
- Invite kids to explore a wide variety of texts and flip through them to discover visual and text features.

Model

- Explain the word purpose.
- Model how readers pay attention to visual and text features and think about their purposes.
- Invite kids to search for captions as you write features and purposes on a two-column Feature/Purpose chart.

Guide

- Engage kids in the process of noticing and thinking about nonfiction features and recording them on their own Feature/Purpose thinksheet.
- Continue modeling your thinking while kids discover new features on their Feature/Purpose Thinksheet.

Share the Learning

- Invite individuals or partners to share the features they found and model a process for respectful sharing.
- Review what students learned during the lesson.

Strategies: Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, monitoring comprehension, Feature/Purpose Thinksheet

Experience 3 Monitor Comprehension: Explore Nonfiction Features:

Focus Question: How do nonfiction visual and text features help me understand what I read better?

Learning Target:

- I can distinguish the difference between the difference of text features and visual features.
- I can explain how features give readers more information and a better understanding of the text.
- I can create my own Nonfiction Feature book and use it refer to when I am reading nonfiction text.

Performance Indicator: Assess student Nonfiction Feature books for demonstration of understanding of the importance of features and how they help the reader understand the text better.

Learning Activities:

Connect and Engage

- Gather kids in front and have them share photos of themselves with a partner.
- Distinguish between visual and text features.
- Refer to the Feature/Purpose chart. Add new features that students discover.

Model

- Introduce the idea of creating a Nonfiction Feature book by sharing a photograph of yourself

and writing a caption for it. Write the names of the features on the page.

- Continue to create your Nonfiction Feature book by adding several more visual and text features and writing the feature names on the pages that follow.

Guide

- Ask kids to get supplies and find a spot to work comfortably.
- Walk student through creating the cover and the first page of their Nonfiction Feature books. Use the Nonfiction Feature book you created as a model.

Collaborate or Practice Independently

- Invite kids to flip through an array of nonfiction texts, place Post-its on new features, and reread and label them in their Nonfiction Feature books.
- Move around the room, conferring with kids as they find new features and add them into their Nonfiction Feature books.

Share the Learning

- Invite kids to the sharing circle to report on newly found features and talk about their purposes. Jot down these features and their purposes so you can add them to the Feature/Purpose chart after class.

Strategies: Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, monitoring comprehension, Nonfiction Feature Books

Experience 5 Activate and Connect: Think about What you Know:

Focus Questions: What does the term accuracy mean? Why is it important to have accuracy in my teaching book? What text features and visual features should I include in my teaching book?

Learning Target:

- I can explain the term accuracy and apply it to my teaching book.
- I can include nonfiction visual text feature to accompany my writing.
- I can write a teaching book about a topic that I know a lot about.

Performance Indicator: Review student teaching books and look for application of accuracy in their writing about a topic, a topic that the student genuinely cares a lot about, and does the book include visual and text features as well as written text.

Learning Activities:

Connect and Engage

- Teach the meaning of the word accurate
- Review what it is to be a specialist and talk about specialty topic lists.

Model

- Model how to write your own teaching book so that kids will be able to write one on their own.
- Model how you “give words away” to promote vocabulary development.
- Show how to write the text as well as illustrate it. Include visual and text features when writing your teaching book.

Guide

- Distribute blank teaching books.
- Ask kids to write a title on the cover of their books using your newly created teaching books as a model.

Practice Independently

- Ask kids to spread out around the room and begin drawing and/or writing their own teaching books.

First Grade
Unit 4/Genres: Nonfiction, Plays, Biography, Fantasy, Fable
Second and Third Marking Periods

Duration: 6 Weeks

Unit Theme: I Think I Can

Science Connection - Weather Watchers (2); Sorting Things Out (3)

Social Studies Connection - Economics (2); History (3)

Comprehension Strategies - Ask questions, and Infer & Visualize

Harcourt Stories

I Am A Butterfly (TE pgs. 8A - 31P; pgs.; SE pgs. 8 - 25) (Use Questions as Tools for Learning)

Skill- Predict Outcomes / Strategy- Look for Word bits and parts

Did You See Chip (TE pgs. 32A - 57R; SE pgs. 32 - 53) (Use Questions as Tools for Learning)

Skill- Setting / Strategy- Make Inferences

Tomas Rivera (TE pgs. 58A - 83R; SE pgs. 58 - 79) (Read with a Question in Mind)

Skill- Character / Strategy- Sequence Events and Summarize

On the Way to the Pond (TE pgs. 84A - 107P; SE pgs. 84 - 101) (Infer Meaning)

Skill- Setting / Strategy- Read Ahead

Friends Forever (TE pgs. 108A - 133P; SE pgs. 108 - 129) (Learn to Visualize)

Skill- Fact/Fiction / Strategy- Reread

The Fox and the Stork (TE pgs. 134A - 161P; SE pgs. 134 - 155) (Make Sense of New Information)

Skill- Character / Strategy- Make and confirm predictions

Stage 1: Identify Desired Results

Established goals:

R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.

- Blend two to four phonemes in words (d-o-g, dog, t-e-n-t)
- Manipulate phonemes
- Segment words into phonemes (b-a-t, t-e-n-t)

R.WS.01.02 recognize that words are composed of sounds blended together and carry meaning.

- Connect words by the sounds

R.WS.01.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet

R.WS.01.05 automatically recognize frequently encountered words in and out of context with the number of words that can be read fluently increasing steadily across the school year.

- Recognize one hundred fifty high-frequency words within continuous text quickly and automatically

R.NT.01.02 identify and describe the basic form and purpose of a variety of narrative genre including realistic fiction, fantasy, and folktales.

- Notice how texts are different from each other (such as fiction versus nonfiction)
- Understand fiction as stories that are not real and nonfiction as texts that provide real information
- Understand realistic fiction as stories that are not real and nonfiction as texts that provide real information

R.NT.01.03 identify problem/solution, sequence of events, and sense of story (beginning, middle, and end).

- Understand the problem in a story
- Understand when and why the problem is solved

- Recognize and identify some aspects of text structure, such as beginning, events in sequential order, and ending
- R.NT.01.04** identify how authors/ illustrators use literary devices including illustrations to support story elements and transitional words including before, after, now, and finally to indicate a sequence of events and sense of story.
- Interpret the illustrations
 - Notice and understand texts that are based on established sequences such as numbers, days of the week, days of the month, seasons
 - Recognize and identify some aspects of text structure, such as beginning, events in sequential order, and ending
- R.NT.01.05** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.
- Pick up important information and remember it to use in discussion
 - Have opinions about texts and state the basis for opinions (tell why)
- R.IT.01.03** explain how authors use text features including headings, titles, labeled photographs, and illustrations to enhance the understanding of key and supporting ideas.
- Use details from illustrations to support points made in discussion
 - Discuss the characteristics of the work of some authors and illustrators
- R.IT.01.04** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.
- Pick up important information and remember it to use in discussion
 - Have opinions about texts and state the basis for opinions (tell why)
- R.CM.01.01** make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.
- Bring background knowledge to understanding the content of a text
 - Make connections between texts and their own life experiences
- R.CM.01.02** retell in sequence up to three important ideas and details of familiar simple oral and written text.
- Identify important ideas in a text and report them in an organized way, either orally or in writing
 - Follow and remember a series of events over a longer text in order to understand the ending
 - Report episodes in a text in the order they happened
- R.CM.01.03** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.
- Recognize characters and report important details after reading
 - Bring background knowledge to understanding characters and their problems
- R.CM.01.04** apply significant knowledge from grade-level science, social studies, and mathematics texts.
- R.MT.01.02** self-monitor comprehension by using strategies including asking questions before, during, and after reading and discussing the most important ideas and themes in a text.
- R.MT.01.03** plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning and discuss which comprehension strategies worked and did not work.
- R.MT.01.04** self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author's perspective.

What understandings are desired?

Students will understand that:

1. Texts differ from each other.
2. Each story contains story elements.
3. Authors and illustrators use literary devices to support story elements in sequential order.
4. Authors use text features to enhance understanding of key and supporting ideas.
5. They can respond to texts with opinions based on information gathered from the text.
6. Words are made of sounds and have meaning.
7. Sounds can be manipulated.
8. They can make connections in texts based on prior knowledge.
9. They can organize information by sequencing events.
10. That they can apply prior knowledge of core subjects.
11. They can self-monitor their comprehension

What Essential Question will be considered?

Theme Essential Question:

How can I use creativity to think of new ways to solve problems, create something new, and dream my very own dreams?

Ask Questions (Book 3): How does asking questions before, during, and after reading enhance my comprehension?

Ask Questions

1. Why is it important to wonder about new information?
2. Why do I write questions before, during, and after reading, listening, and viewing?
3. What can I do when I am curious about what I am learning?
4. What does it mean to read with a question in mind?
5. Why is it important to listen to my inner voice as I read?
6. How, when, and where do I explain how my thinking changes as I read?
7. How do text features such as table of contents, graphs, illustrations, etc., help answer some of my questions? How can text features help me think of new questions?
8. How does asking questions help me understand the characters, setting, problem/solutions, and events?
9. Why is it important to be a curious reader?

Infer and Visualize (Book 4): How does making inferences and visualizing expand my thinking about the text? How does making inferences help figure out unfamiliar words?

Infer and Visualize

1. How do I use my background knowledge and text clues to better understand what I read?
2. How do I visualize when I read? How do the pictures in my head help me understand what I am reading?
3. How do I use what I already know, combined with what the author told me, to make predictions and inferences?
4. How do I infer the meaning of unfamiliar words using the rest of the sentence or the paragraph?
5. How do I infer to more fully understand the ideas in the text?

<p>Word Study</p>	<p>Word Study</p> <ol style="list-style-type: none"> 1. How do I know that letter clusters represent consonant sounds? 2. How do I know that consonant clusters represent blended sounds? 3. How do I recognize and use vowel sounds? 4. How do I hear and identify long vowel sounds in words and the letters that make the sound? 5. How do I read words ending in <i>-ing</i>? 6. How do I read words that end in <i>-ed</i>? 7. How do I read and understand plurals (e.g., adding <i>-s</i> and <i>-es</i>)? 8. How do I read and understand contractions (e.g., have and not, haven't, are and not, aren't)? 9. How do I read words with syllables and show the syllables? (e.g., by clapping, etc.) 10. How do I recognize and use other vowel sounds?
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What key knowledge and skills will students acquire as a result of this unit?

<p>Students will know:</p> <p>R.WS.01.01</p> <ul style="list-style-type: none"> • Phonemic awareness • Sound blending • Sound manipulation • Sound deletion <p>R.WS.01.02</p> <ul style="list-style-type: none"> • Words are composed of sounds blended together • Words carry meaning <p>R.WS.01.03</p> <ul style="list-style-type: none"> • Alphabetic principle • Letter sound recognition <p>R.WS.01.05</p> <ul style="list-style-type: none"> • High frequency words • Words in context • Words out of context <p>R.NT.01.02</p> <ul style="list-style-type: none"> • Basic form and purpose of a variety of narrative genre including <ul style="list-style-type: none"> ○ Realistic fiction ○ Fantasy ○ Folktales <p>R.NT.01.03</p>	<p>Students will be able to:</p> <p>R.WS.01.01</p> <ul style="list-style-type: none"> • (2) Demonstrate manipulation • (2) Demonstrate blending • (2) Demonstrate deletion <p>R.WS.01.02</p> <ul style="list-style-type: none"> • (1) Recognize sound blending • (2) Recognize words carry meaning <p>R.WS.01.03</p> <ul style="list-style-type: none"> • (2) Demonstrate letter naming fluency • (2) Demonstrate letter sound fluency <p>R.WS.01.05</p> <ul style="list-style-type: none"> • (1) Recognize high frequency words in context • (1) Recognize high frequency words out of context • (2) Demonstrate increased reading fluency <p>R.NT.01.02</p> <ul style="list-style-type: none"> • (1) Identify the basic form and purpose of a variety of narrative genre including <ul style="list-style-type: none"> ○ realistic fiction ○ fantasy ○ folktales • (1) Describe the basic form and purpose of a variety of narrative genre including <ul style="list-style-type: none"> ○ realistic fiction ○ fantasy ○ folktales <p>R.NT.01.03</p>
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- Problem/solution
- Sequence of events
- Sense of story (beginning, middle, and end).

R.NT.01.04

- Literary devices to support story events.
- Illustrations to support story events.
- Transitional words to indicate a sequence of events and sense of story.
 - Before
 - After
 - Now
 - finally

R.NT.01.05

- Individual texts
- Multiple texts

R.IT.01.04

- Individual texts
- Multiple texts

- (1) Identify problem/solution.
- (1) Identify sequence of events.
- (1) Identify sense of story (beginning, middle, and end).

R.NT.01.04

- (1) Identify how authors/illustrators use literary devices to support story elements.
- (1) Identify how authors/illustrators use illustrations to support story elements.
- (1) Identify transitional words including before, after, now, and finally to indicate a sequence of events.
- (1) Identify transitional words including before, after, now and finally to indicate sense of story.

R.NT.01.05

- 4) Respond to individual texts by finding evidence.
- (4) Respond to individual texts by discussing.
- (4) Respond to individual texts by illustrating.
- (4) Respond to individual texts by writing to reflect.
- (4) Respond to individual texts by making connections.
- (4) Respond to individual texts by taking a position.
- (4) Respond to individual texts by taking a position.
- (4) Respond to individual texts by showing understanding.
- (4) Respond to multiple texts by finding evidence.
- (4) Respond to multiple texts by discussing.
- (4) Respond to multiple texts by illustrating.
- (4) Respond to multiple texts by writing to reflect.
- (4) Respond to multiple texts by making connections.
- (4) Respond to multiple texts by taking a position.
- (4) Respond to multiple texts by showing understanding.

R.IT.01.04

- (4) Respond to individual texts by finding evidence.
- (4) Respond to individual texts by discussing.
- (4) Respond to individual texts by illustrating.
- (4) Respond to individual texts by writing to reflect.

R.CM.01.01

- Text-to-self connections.
- Text-to-text connections.
- Text-to-self comparisons.
- Text-to-text comparisons.

R.CM.01.02

- Sequence of up to 3 important ideas of familiar simple oral and written text.
- Sequence of up to 3 details of familiar simple oral and written text.

R.CM.01.03

- Relationships among characters within and across texts.
- Relationships among events within and across texts.
- Relationships among key ideas within and across texts.

- (4) Respond to individual texts by making connections.
- (4) Respond to individual texts by taking a position.
- (4) Respond to individual texts by showing understanding.

R.CM.01.01

- (2) Demonstrate text-to-self connections by activating prior knowledge to ideas in text through oral and written responses.
- (2) Demonstrate text-to-self comparisons by activating prior knowledge to ideas in text through oral and written responses.
- (2) Demonstrate text-to-text connections by activating prior knowledge to ideas in text through oral and written responses.
- (2) Demonstrate text-to-text comparisons by activating prior knowledge to ideas in text through oral and written responses.
- (2) Demonstrate text-to-self connections by connecting personal knowledge and experience to ideas in text through oral and written responses.
- (2) Demonstrate text-to-self comparisons by connecting personal knowledge and experience to ideas in text through oral and written responses.
- (2) Demonstrate text-to-text connections by connecting personal knowledge and experience to ideas in text through oral and written responses.
- (2) Demonstrate text-to-text comparisons by connecting personal knowledge and experience to ideas in text through oral and written responses.

R.CM.01.02

- (1) Recall in sequence of up to 3 important ideas of familiar simple oral and written text.
- (1) Recall in sequence of up to 3 details of simple oral and written text.

R.CM.01.03

- (5) Monitor comprehension by using strategies including asking questions before, during, and after reading the most important ideas and themes in a text.
- (5) Monitor comprehension by using strategies including asking questions before, during, and after discussing the most important ideas and themes in a text.

R.CM.01.04

R.CM.01.04

- Significant knowledge from grade-level science.
- Significant knowledge from grade-level social studies.
- Significant knowledge from grade-level math.

R.MT.01.02

- Strategies
- Important ideas and themes in a text.
- Before, during, and after questions.

R.MT.01.03

- Skills to construct and convey meaning.
- Strategies to construct and convey meaning.
- Processes to construct and convey meaning.
- Comprehension strategies that worked.
- Comprehension strategies that did not work.

R.MT.01.04

- Graphic organizers to sequence events.
- Graphic organizers to sort and order information.
- Author's perspective

- (3) Apply significant knowledge from grade-level science.
- (3) Apply significant knowledge from grade-level social studies.
- (3) Apply significant knowledge from grade-level math.

R.MT.01.02

- (1) Recall in sequence of up to 3 important ideas of familiar simple oral and written text.
- (1) Recall in sequence of up to 3 details of simple oral and written text.

R.MT.01.03

- (5) Monitor and evaluate skills to construct and convey meaning.
- (5) Monitor and evaluate strategies to construct and convey meaning.
- (5) Monitor and evaluate processes to construct and convey meaning.
- (6) Plan and regulate skills to construct and convey meaning.
- (6) Plan and regulate strategies to construct and convey meaning.
- (6) Plan and regulate processes to construct and convey meaning.
- (2) Explain which comprehension strategies worked.
- (2) Explain which comprehension strategies did not work.

R.MT.01.04

- (5) Monitor comprehension by using graphic organizers to sequence events.
- (5) Monitor comprehension by using graphic organizers to sort and order information.
- (1) Identify author's perspective.

Stage 2: Determine acceptable evidence (Diagnostic, Formative, Summative Assessments)

*What evidence will show that students understand? **Summative Performance***

Formative Assessment for Monitoring Comprehension - see pg. 3 in the Comprehension Strategies tab

Did your students:

- Use text and images to understand?
- Think and wonder about new learning?
- Jot down new learning and questions on Post-its and then sort them in two columns: I Learned and I Wonder?
- Understand that misconceptions are normal and that learners revise their thinking after reading and listening to additional informant?
- Demonstrate curiosity, think and wonder about information?
- Ask questions and draw or jot them down and Post-its?
- Recognize that thoughtful learners are curious, have a lot of questions, and sometimes find the answers?
- Stop, wonder, and keep or question in mind to try to answer it?
- Learn strategies for answering questions, including gaining information from pictures as well as text and talking with peers?
- Keep track of questions to be investigated but realize that not all questions are answered?
- Keep a question in mind as they read to answer it?
- Use navigational features of texts to find answers to their questions?
- Learn how one question can lead to another questions to expand thinking?
- Understand what it means to infer?
- Infer the meaning of poems by merging their background knowledge with clues from the text?
- Grow to cherish the sound of words and the rhythm of language?
- Understand that they will get more clues about the setting as they read?

*Complete a Performance Task Blueprint for each task

Diagnostic Assessments:

Benchmark Assessment System 1

Vocabulary pre-assessment (Marzano)

Pre-assessment

Formative Assessment

Student Self-Assessment and Reflection: Teach and Reinforce

- Rethink
- Revise
- Redo
- Rehearse
- Refine

Stage 3: Plan learning experiences and instruction

Instructional Sequence

I Am a Butterfly

Comprehension Toolkit- Ask Questions lesson # 8

Did You See Chip?

Setting from Harcourt (TE pg. 36P & 37A)

Tomas Rivera

Comprehension Toolkit- Ask Questions lesson #9

On the Way to the Pond

Comprehension Toolkit- Ask Questions lesson #10

Friends Forever

Comprehension Toolkit- Ask Questions lesson #11

The Fox and the Stork

Comprehension Toolkit- Infer & Visualize lesson #12

The Gradual Release of Responsibility

Experience 8 Ask Questions: View and Read to Learn and Wonder

Focus Questions: What strategies can I use to keep track of what I already think I know about a topic and what I still wonder? In what ways can I support my own understanding of the text while I am reading?

Learning Target:

- I can use the text and images to understand.
- I can jot down new learning and questions on Post-its and then sort them in two columns: I learned and I wonder.
- I can understand that misconceptions are normal and learners revise their thinking after reading and listening to additional information.

Performance Indicator: Conferences with students are an ideal way to assess whether or not students are able to hold questions in their mind while they read to discover the answer. Use a two column chart with students labeled I learned and I wonder to assess their understanding of the strategy.

Learning Activities:

Connect and Engage

- Engage kids by holding up the book or magazine cover and enthusiastically reading the title aloud.
- Record what kids think they know about the topic on the *What We Think We Know/What We Learned Anchor Chart*.

Model

- Share the two-column I Learned /I wonder Thinksheet. Explain that sometimes when we learn new information we wonder about it. Invite kids to reason.
- Respond to a photograph. Show how you think and wonder about images to gain understanding.
- Model for kids how to record learning and wondering on Post-its and place them in the appropriate column of the thinksheet.

Guide

- Engage kids in the process by reading aloud and guiding the discussion.
- Have them record what they learn and wonder on Post-its and then put the Post-its in the

appropriate column of the thinksheet.

Collaborate

- Invite kids to join with a partner and continue reading the text and looking at the pictures, jotting their new learning and wondering on their thinksheets.
- Move around the room and confer with partners

Share the Learning

- Invite kids to share their new learning as well as anything they wonder.
- Review the What We Think We Know/What We Learned Anchor Chart to discover any new thinking and learning.

Strategies: Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, Graphic Organizer, Comprehension Strategies: Questioning

Experience 9 Ask Questions: Wonder about New Information

Focus Questions: How does new information I am learning relate to my questions? What types of questions can lead to more thoughtful investigation?

Learning Target:

- I can demonstrate my curiosity by thinking and wondering about information.
- I can ask question and jot them down on Post-its.
- I can recognize that thoughtful learners are curious, have a lot of questions, and sometimes find the answers.

Performance Indicator: As students read their Post-its should be reflective of what they learned, and their lingering questions. The teacher should confer with students to assess and clarify student awareness of misconceptions or misunderstandings.

Learning Activities:

Connect and Engage

- Share the cover of the book and read the title. Have kids turn and talk about what the book might be about and share their thoughts.

Model

- Explain that good readers wonder about information and ask questions to understand
- Explain what it is to be curious.
- Jot down or draw questions while reading.

Guide

- Engage kids in the process of writing down their questions.
- Continue reading and sharing questions as kids jot down and draw theirs.
- Stop to share information and answer earlier questions.
- Read the book to the end as kids listen, write, or draw. Stop occasionally to let kids turn and talk about what they wonder.
- Share how we ask questions, read on, and talk to someone to clarify confusion and make sense of text.

Practice Independently

- Review the lesson so kids understand and remember what to do on their own
- Explain what a lingering question is.
- Invite kids to spread out around the room and write or draw lingering questions, new learnings, or big ideas.
- Move around the room and confer with kids as they work.

Share the Learning

- Ask kids to share their Post-its and place them on the Lingering Questions Anchor Chart.

Strategies: Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, Post Its, Turn and Talk

Experience 10 Ask Questions: Use Questions for Tools for Learning

Focus Questions: How can I use different strategies to ask and answer questions about my reading? What do I do when my question is not answered?

Learning Target:

- I can stop, wonder, and keep a question in mind to try and answer
- I learned strategies for answering questions.
- I can keep track of questions to be investigated but realize that not all questions are answered.

Performance Indicator: Assess student Post-its for application of questioning strategies. Assess students' understanding by listening to their discussion throughout the lesson.

Learning Activities:

Connect and Engage

- Connect to Learning Experience 2 on stopping to wonder and asking a question.
- Engage kids with the text by looking at the cover picture.

Model

- Show how to stop to ask a question and pay attention to your inner voice as you read and view the pictures.
- Write a question on a large Post-it. Read on and stop at the information that answers the questions.
- Ask kids to share what they notice you doing as you modeled.

Guide

- Write questions and answers on Post-its and place them on the Questions/Answers Anchor chart
- Remind kids to ask questions when they don't understand something or are confused.
- Explain that a reader can discuss the information with someone else to answer a question.

Collaborate or Practice Independently

- Invite kids to choose books and use Post-its or the thinksheet to jot down questions and search for answers as they read.
- Move around the room, conferring with kids.
- Discuss how pictures as well as words can provide information that answers a question.
- Confer with individual student to correct misconceptions.

Share the Learning

- Invite kids to share their questions and answers.
- Share the fact that readers do not always find an answer to their question.
- Wrap up by suggesting that kids keep questions in mind- and continue to investigate them.
- Create and Anchor Chart of ways to answers questions.

Strategies: Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, Graphic Organizer

Experience 11 Ask Questions: Read with a Questions in Mind

Focus Questions: How can I read with a question in mind? How do I use the text features to find answer to my questions? How does one question lead to another question?

Learning Target:

- I can keep a question in mind as I read to answer it.
- I can use navigational features of text to find answers to my questions.
- I can ask questions after question to expand my thinking.

Performance Indicator: Confer with students to assess how well they are able to determine if they are able to keep their question in mind as they read and how well they are able to determine if information they find answers their questions. Also, student post its may reflect this thinking as well.

Learning Activities:

Connect and Engage

- Engage kids in the text by pointing out captivating photographs and wondering about them.
- Invite kids to share out authentic questions. Record them on Post-its.

Model

- Introduce the chart and demonstrate how you keep a question in mind to answer it.
- Skim and scan the table of contents to check for information about the question.
- Locate information relating to the question.
- Ask a child to keep the meaning of an unfamiliar vocabulary work. Write information relating to the question.
- Locate information relating to the question.
- Ask a child to keep the meaning of an unfamiliar vocabulary word.
- Write information from the text that answers the question, using bullets.
- Have kids share out what they saw you model.
- Encourage kids to share out additional questions—questions that expand their thinking.

Guide

- Read together to look for key words from the questions and check to see if they are mentioned in the table of contents.
- Ask kids to turn and talk, prompting them to think about information that relates to the question.
- Reiterate how a connection to background knowledge adds to understanding.
- On the chart, draw and arrow connecting learning to a new question.

Practice Independently

- Invite kids to read on their own and find answers to their questions.
- Circulate and confer with kids.

Share the Learning

- Convene the group on their own and share out their learning.
- Wrap up by thinking about what we have learned and questions we can investigate further.

Strategies: Read Aloud, Think Aloud, Think-Pair-Share, partner discussion, constructed anchor chart, Independent Reading, using a graphic organizer, Conferring with students

Experience 12 Infer and Visualize: Infer Meaning:

Focus Questions: What is an inference? How do I make and Inference?

Learning Target:

- I can explain what it means to make an inference.
- I can make an inference by merging my background knowledge with clues from the text.

Performance Indicator: Review student thinksheets for accurate inferences. Confer with students to check for understanding.

Learning Activities:

Connect and Engage

- Share the cover of the book and flip through the poems, explaining that the book is a collection of poems by one author.
- Have kids turn and talk about what they know about poetry.
- Read the poem aloud rhythmically.
- Read the poem together, with kids echoing the lines as you say them.

Model

- Explain that readers often have to infer the meaning of poetry to understand it.
- Share that inferring is taking background knowledge and adding clues from the text to it in order to figure something out.
- Place Post-its of inferences on a chart of the poem.

Guide

- Read another section of the poem and invite kids to draw or write what they infer is going on.
- Invite kids to share their inferences, first with a partner and then the whole group.

Practice Independently

- Read the last section and infer the meaning of it.
- Invite kids to jot down or draw what they infer on thinksheets.

Share the Learning

- Invite kids to share their inferences, either orally or with their thinksheets.
- Read the poem one last time.

Strategies: Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, monitoring comprehension

- Invite kids who have not come up with a topic to stay with you for a few minutes to choose one.
- Move around the room and confer with individuals.

Share the Learning

- Invite kids to share their teaching books by reading them to a partner.
- Invite those who want to share with the whole class to do so.

Strategies: Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, monitoring comprehension

Experience 7 Activate and Connect: Merge Thinking with New Learning:

Focus Questions: How does my inner voice signal new learning? What does the term Background knowledge mean? How do I stop, think, and react to new information? When should I mark Post-its with an L?

Learning Target:

- I can use my inner voice to help me identify new learning.
- I can explain the term background knowledge.
- I can stop, think, and react to new information.
- I can mark Post-its with an L to indicate I learned something new.

Performance Indicator: Review student post-its from independent practice. Student Post-its should reflect and L and what the new learning is. Confering with students is another way to assess understanding.

Learning Activities:

Connect and Engage

- Engage kids in the text by flipping through the pictures and showing your enthusiasm for the topic.
- Explain what background knowledge (BK) is.
- Define the word fact.

Model

- Explain how the inner voice signals new learning as we read, listen, and view.
- Model how we listen to the inner voice and stop and think about new information.
- Jot down or draw new learning on a Post-it.
- Teach the meaning of the word reaction and the idea that readers need to stop, think, and react to information.

Guide

- Engage kids by having them stop, think, and react to information.
- Explain that we get information from visual features like photographs as well as from text.
- Explain that sometimes when we meet new information, we have a question about it.
- Ask kids to put one or two of their Post-its on the Anchor Chart.

Practice Independently

- Invite kids to choose from an assortment of nonfiction books, on a variety of topics, at a wide range of levels.
- Encourage kids to think about new information, mark a Post-it with L, and jot down and/or draw their new learning.
- Move around the room and confer with kids.

Share the Learning

- Invite kids to share content they learned as well as any language that signals new learning.
- Invite kids to share what they learned as readers.

Strategies: Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, monitoring comprehension

Notes:

First Grade

Unit 5/Genres: Realistic Fiction, Narrative Nonfiction, Fiction, Science Fiction, Fantasy

Second and Third Marking Periods

Duration: 8 Weeks

Unit Theme: Hello, Neighbor

Science Connection - Sorting things out

Social Studies Connection - History

Comprehension Strategies - Monitor Comprehension, Infer & Visualize, Summarize & Synthesize, and Determine Importance

Stories

A Bed Full of Cats (TE pgs. 8A-35P; SE pgs. 8-29) (Make Sense of New Information)

Skill - Alphabetize / Strategy - Make and confirm predictions

Me on the Map (TE pgs. 36A - 65P; SE pgs. 36-57) (Infer and Visualize with Narrative Nonfiction)

Skill - Classify and Categorize / Strategy - Sequence Events and Summarize

At Home Around the World (TE pgs. 66A-97P; SE pgs. 66-91) (Figure Out What's Important)

Skill - Classify and Categorize / Strategy - Look for Word Bits and Parts

Tell Me a Story (TE pgs. 98A-123P; SE pgs. 98-119) (Figure Out What's Important)

Skill - Alphabetize / Strategy - Create Mental Images

My Robot (TE pgs. 124A - 153R; SE pgs. 124-145) (Paraphrase Information)

Skill - Fantasy/Reality / Strategy - Read Aloud

On the Job with Dr. Martha Smith (TE pgs.154A-183P; SE pgs.154-179) (Organize Your Thinking as You Read)

Skill - Classify and Categorize / Strategy - Read Ahead

Little Bear's Friend (TE pgs. 184A-215P; SE pgs. 184-209) (Summarize Information)

Skill - Alphabetize / Strategy - Create Mental Images

Busy Buzzy Bee (TE pgs. 216A-249R; SE pgs. 216-245) (Read to Get the Big Ideas)

Skill - Cause/Effect / Strategy - Reread

Stage 1: Identify Desired Results

Established goals:

R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.

- Blend two to four phonemes in words (d-o-g, dog, t-e-n-t)
- Manipulate phonemes
- Segment words into phonemes (b-a-t, t-e-n-t)

R.WS.01.02 recognize that words are composed of sounds blended together and carry meaning.

- Connect words by the sounds

R.WS.01.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet

R.WS.01.05 automatically recognize frequently encountered words in and out of context with the number of words that can be read fluently increasing steadily across the school year.

- Recognize one hundred fifty high-frequency words within continuous text quickly and automatically

R.NT.01.01 recognize how various cultures and our common heritage are represented in classic,

multicultural, and contemporary literature that is recognized for quality and literary merit.

R.NT.01.02 identify and describe the basic form and purpose of a variety of narrative genre including realistic fiction, fantasy, and folktales.

- Notice how texts are different from each other (such as fiction versus nonfiction)
- Understand fiction as stories that are not real and nonfiction as texts that provide real information
- Understand realistic fiction as stories that are not real and nonfiction as texts that provide real information

R.NT.01.03 identify problem/solution, sequence of events, and sense of story (beginning, middle, and end).

- Understand the problem in a story
- Understand when and why the problem is solved
- Recognize and identify some aspects of text structure, such as beginning, events in sequential order, and ending

R.NT.01.04 identify how authors/ illustrators use literary devices including illustrations to support story elements and transitional words including before, after, now, and finally to indicate a sequence of events and sense of story.

- Interpret the illustrations
- Notice and understand texts that are based on established sequences such as numbers, days of the week, days of the month, seasons
- Recognize and identify some aspects of text structure, such as beginning, events in sequential order, and ending

R.NT.01.05 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.

- Pick up important information and remember it to use in discussion
- Have opinions about texts and state the basis for opinions (tell why)

R.IT.01.01 identify and describe the basic form, features, and purpose of a variety of informational genre including simple “how-to” books, science and social studies magazines.

R.IT.01.03 explain how authors use text features including headings, titles, labeled photographs, and illustrations to enhance the understanding of key and supporting ideas.

- Use details from illustrations to support points made in discussion
- Discuss the characteristics of the work of some authors and illustrators

R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.

- Blend two to four phonemes in words (d-o-g, dog, t-e-n-t)
- Manipulate phonemes
- Segment words into phonemes (b-a-t, t-e-n-t)

R.CM.01.01 make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.

- Bring background knowledge to understanding the content of a text
- Make connections between texts and their own life experiences

R.CM.01.02 retell in sequence up to three important ideas and details of familiar simple oral and written text.

- Identify important ideas in a text and report them in an organized way, either orally or in writing
- Follow and remember a series of events over a longer text in order to understand the ending

- Report episodes in a text in the order they happened
- R.CM.01.03** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.
- Recognize characters and report important details after reading
 - Bring background knowledge to understanding characters and their problems
- R.CM.01.04** apply significant knowledge from grade-level science, social studies, and mathematics texts.
- R.MT.01.02** self-monitor comprehension by using strategies including asking questions before, during, and after reading and discussing the most important ideas and themes in a text.
- R.MT.01.03** plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning and discuss which comprehension strategies worked and did not work.
- R.MT.01.04** self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author’s perspective

What understandings are desired?

- Students will understand that:
1. That various cultures and heritages are represented in multiple genres.
 2. Texts differ from each other.
 3. Each story contains story elements.
 4. The basic form, features, and purpose of a variety of informational genre.
 5. Words are made of sounds and have meaning.
 6. Sounds can be manipulated.
 7. They can make connections in texts based on prior knowledge.
 8. They can organize information by sequencing events.
 9. They can compare and contrast relationships within stories and across texts to create a deeper understanding of story elements.
 10. They can self-monitor their comprehension

What essential questions will be considered?

<p>Theme Essential Question: How can we show our friends and neighbors that we care?</p>	
<p>Infer and Visualize (Book 4): How does making inferences and visualizing expand my thinking about the text? How does making inferences help figure out unfamiliar words?</p>	<p>Infer and Visualize</p> <ol style="list-style-type: none"> 1. How do I use my background knowledge and text clues to better understand what I read? 2. How do I visualize when I read? How do the pictures in my head help me understand what I am reading? 3. How do I use what I already know, combined with what the author told me, to make predictions and inferences? 4. How do I infer the meaning of unfamiliar words using the rest of the sentence or the paragraph? 5. How do I infer to more fully understand the ideas in the text?
<p>Determine Importance (Book 5): How do I know what is important and what is an interesting detail?</p>	<p>Determine Importance</p> <ol style="list-style-type: none"> 1. Why do I need to know how to code the text to remember what’s important? 2. Why do I need to know the difference between facts, questions, and responses (answers) as I take notes?

	<ol style="list-style-type: none"> 3. How do I restate important information in my own words? 4. How can I take notes on the important information? 5. What is the difference between important information and interesting details? 6. How do I organize my thinking before I share it?
<p>Summarize and Synthesize (Book 6): How do I put important information into my own words to show my understanding?</p> <p>How can I organize and combine my old thinking with what I learned in the text?</p>	<p>Summarize and Synthesize:</p> <ol style="list-style-type: none"> 1. How do I summarize the important information in my own words? 2. Why do I stop and think while I read to gather information? 3. How do I stop and think to sort information as I read? 4. What do I need to do if I want to learn more about a topic? How do I find the resources I will need? 5. How can I combine what I knew before with what I just learned? 6. How will I show my understanding of what I have learned to others? 7. How do I know what is important about what I read without telling too much? 8. How do I know what is the big (or most important) idea of a text? (Informational Text) 9. How do I use my comprehension strategies to help me know/understand/discover the big idea when I read? 10. How do I know the theme of the text I am reading? (Narrative Text) 11. Why do I share my thinking with others? 12. How do I share what I have learned with others?
<p>Word Study</p>	<p>Word Study</p> <ol style="list-style-type: none"> 1. How do I hear and identify long vowel sounds in words? 2. How do I know and understand contractions (e.g., is and not, isn't, will and not, won't)? 3. How do I know and use endings that drop the 'e' and add -ing to a verb? 4. How do I know and read endings that add -ed to a verb to make it past tense? 5. How do I know and use endings that drop the 'y' and add -ing to a verb? 6. How do I know and use endings that add -ing to a verb? 7. How do I understand plurals by adding -s 8. How do I read consonant clusters?

What key knowledge and skills will students acquire as a result of this unit?

Students will know:

R.WS.01.01

- Phonemic awareness
- Sound blending
- Sound manipulation
- Sound deletion

R.WS.01.02

- Words are composed of sounds blended together
- Words carry meaning

R.WS.01.03

- Alphabetic principle
- Letter sound recognition

R.WS.01.05

- High frequency words
- Words in context
- Words out of context

R.NT.01.01

- Classic literature that is recognized for quality and literary merit.
- Multicultural literature that is recognized for quality and literary merit.
- Contemporary literature that is recognized for quality and literary merit.

R.NT.01.02

- Basic form and purpose of a variety of narrative genre including
 - Realistic fiction
 - Fantasy
 - Folktales

Students will be able to:

R.WS.01.01

- (2) Demonstrate manipulation
- (2) Demonstrate blending
- (2) Demonstrate deletion

R.WS.01.02

- (1) Recognize sound blending
- (2) Recognize words carry meaning

R.WS.01.03

- (2) Demonstrate letter naming fluency
- (2) Demonstrate letter sound fluency

R.WS.01.05

- (1) Recognize high frequency words in context
- (1) Recognize high frequency words out of context
- (2) Demonstrate increased reading fluency

R.NT.01.01

- (1) Recognize how various cultures are represented in classic literature that is recognized for quality and literary merit.
- (1) Recognize how various cultures are represented in multicultural literature that is recognized for quality and literary merit.
- (1) Recognize how various cultures are represented in contemporary literature that is recognized for quality and literary merit.
- (1) Recognize how our common heritage is represented in classic literature that is recognized for quality and literary merit.
- (1) Recognize how our common heritage is represented in multicultural literature that is recognized for quality and literary merit.
- (1) Recognize how our common heritage is represented in contemporary literature that is recognized for quality and literary merit.

R.NT.01.02

- (1) Identify the basic form and purpose of a variety of narrative genre including
 - realistic fiction
 - fantasy
 - folktales
- (1) Describe the basic form and purpose of

<p>R.NT.01.03</p> <ul style="list-style-type: none"> • Problem/solution • Sequence of events • Sense of story (beginning, middle, and end). <p>R.NT.01.04</p> <ul style="list-style-type: none"> • Literary devices to support story events. • Illustrations to support story events. • Transitional words to indicate a sequence of events and sense of story. <ul style="list-style-type: none"> ○ Before ○ After ○ Now ○ finally <p>R.NT.01.05</p> <ul style="list-style-type: none"> • Individual texts • Multiple texts 	<p>a variety of narrative genre including</p> <ul style="list-style-type: none"> ○ realistic fiction ○ fantasy ○ folktales <p>R.NT.01.03</p> <ul style="list-style-type: none"> • (1) Identify problem/solution. • (1) Identify sequence of events. • (1) Identify sense of story (beginning, middle, and end). <p>R.NT.01.04</p> <ul style="list-style-type: none"> • (1) Identify how authors/illustrators use literary devices to support story elements. • (1) Identify how authors/illustrators use illustrations to support story elements. • (1) Identify transitional words including before, after, now, and finally to indicate a sequence of events. • (1) Identify transitional words including before, after, now and finally to indicate sense of story. <p>R.NT.01.05</p> <ul style="list-style-type: none"> • 4) Respond to individual texts by finding evidence. • (4) Respond to individual texts by discussing. • (4) Respond to individual texts by illustrating. • (4) Respond to individual texts by writing to reflect. • (4) Respond to individual texts by making connections. • (4) Respond to individual texts by taking a position. • (4) Respond to individual texts by taking a position. • (4) Respond to individual texts by showing understanding. • (4) Respond to multiple texts by finding evidence. • (4) Respond to multiple texts by discussing. • (4) Respond to multiple texts by illustrating. • (4) Respond to multiple texts by writing to reflect. • (4) Respond to multiple texts by making
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R.IT.01.01

- Basic form of a variety of informational genre.
- Basic features of a variety of informational genre.
- Purpose of a variety of informational genre.

R.CM.01.01

- Text-to-self connections.
- Text-to-text connections.
- Text-to-self comparisons.
- Text-to-text comparisons.

connections.

- (4) Respond to multiple texts by taking a position.
- (4) Respond to multiple texts by showing understanding.

R.IT.01.01

- (1) Identify the basic form of a variety of informational genre including simple “how-to” books.
- (1) Identify the basic form of a variety of informational genre including science magazines.
- (1) Identify the basic form of a variety of informational genre including social studies magazines.
- (1) Describe the basic form of a variety of informational genre including simple “how-to” books.
- (1) Describe the basic form of a variety of informational genre including science magazines.
- (1) Describe basic form of a variety of informational genre including social studies magazines.

R.CM.01.01

- (2) Demonstrate text-to-self connections by activating prior knowledge to ideas in text through oral and written responses.
- (2) Demonstrate text-to-self comparisons by activating prior knowledge to ideas in text through oral and written responses.
- (2) Demonstrate text-to-text connections by activating prior knowledge to ideas in text through oral and written responses.
- (2) Demonstrate text-to-text comparisons by activating prior knowledge to ideas in text through oral and written responses.
- (2) Demonstrate text-to-self connections by connecting personal knowledge and experience to ideas in text through oral and written responses.
- (2) Demonstrate text-to-self comparisons by connecting personal knowledge and experience to ideas in text through oral and written responses.
- (2) Demonstrate text-to-text connections by

<p>R.CM.01.02</p> <ul style="list-style-type: none"> • Sequence of up to 3 important ideas of familiar simple oral and written text. • Sequence of up to 3 details of familiar simple oral and written text. <p>R.CM.01.03</p> <ul style="list-style-type: none"> • Relationships among characters within and across texts. • Relationships among events within and across texts. • Relationships among key ideas within and across texts. <p>R.CM.01.04</p> <ul style="list-style-type: none"> • Significant knowledge from grade-level science. • Significant knowledge from grade-level social studies. • Significant knowledge from grade-level math. <p>R.MT.01.02</p> <ul style="list-style-type: none"> • Strategies • Important ideas and themes in a text. • Before, during, and after questions. <p>R.MT.01.03</p> <ul style="list-style-type: none"> • Skills to construct and convey meaning. • Strategies to construct and convey meaning. • Processes to construct and convey 	<p>connecting personal knowledge and experience to ideas in text through oral and written responses.</p> <ul style="list-style-type: none"> • (2) Demonstrate text-to-text comparisons by connecting personal knowledge and experience to ideas in text through oral and written responses. <p>R.CM.01.02</p> <ul style="list-style-type: none"> • (1) Recall in sequence of up to 3 important ideas of familiar simple oral and written text. • (1) Recall in sequence of up to 3 details of simple oral and written text. <p>R.CM.01.03</p> <ul style="list-style-type: none"> • (5) Monitor comprehension by using strategies including asking questions before, during, and after reading the most important ideas ad themes in a text. • (5) Monitor comprehension by using strategies including asking questions before, during, and after discussing the most important ideas and themes in a text. <p>R.CM.01.04</p> <ul style="list-style-type: none"> • (3) Apply significant knowledge from grade-level science. • (3) Apply significant knowledge from grade-level social studies. • (3) Apply significant knowledge from grade-level math. <p>R.MT.01.02</p> <ul style="list-style-type: none"> • (5) Monitor comprehension by using strategies including asking questions before, during, and after reading the most important ideas ad themes in a text. • (5) Monitor comprehension by using strategies including asking questions before, during, and after discussing the most important ideas and themes in a text. <p>R.MT.01.03</p> <ul style="list-style-type: none"> • (5) Monitor and evaluate skills to construct and convey meaning. • (5) Monitor and evaluate strategies to construct and convey meaning.
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<p>meaning.</p> <ul style="list-style-type: none"> • Comprehension strategies that worked. • Comprehension strategies that did not work. <p>R.MT.01.04</p> <ul style="list-style-type: none"> • Graphic organizers to sequence events. • Graphic organizers to sort and order information. • Author’s perspective 	<ul style="list-style-type: none"> • (5) Monitor and evaluate processes to construct and convey meaning. • (6) Plan and regulate skills to construct and convey meaning. • (6) Plan and regulate strategies to construct and convey meaning. • (6) Plan and regulate processes to construct and convey meaning. • (2) Explain which comprehension strategies worked. • (2) Explain which comprehension strategies did not work. <p>R.MT.01.04</p> <ul style="list-style-type: none"> • (5) Monitor comprehension by using graphic organizers to sequence events. • (5) Monitor comprehension by using graphic organizers to sort and order information. <p>(1) Identify author’s perspective.</p>
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Stage 2: Determine acceptable evidence (Diagnostic, Formative, Summative Assessments)

*What evidence will show that students understand? **Summative Performance***

Formative Assessment for Monitoring Comprehension - see pg. 3 in the Comprehension Strategies tab

Did your students:

- Get a picture in their mind as they listened and read?
- Understand what it means to visualize?
- Develop a love of poetry?
- Notice the visual and text features of nonfiction and understand that they signal importance?
- Recognize that they visual and text features have a purpose?
- Find and record features and their purposes on their own Feature/Purpose Think sheet?
- Pay attention to both visual and text features and become aware of the difference between them?
- Understand that they purpose of features is to give readers more information and a more complete understanding?
- Create their own Nonfiction Feature books that they will refer to when reading and writing nonfiction?
- Learn the language of inferring and visualizing and use it to describe their inner conversation?
- Combine their background knowledge with clues from the text to make reasonable inferences?
- Talk about, draw, and record what they inferred and visualized to facilitate learning from informational text?
- Combine their background knowledge with text and picture clues to draw inferences, visualize with narrative nonfiction?
- Draw inferences and create mind pictures in response to information, unfamiliar vocabulary, and the story?
- Infer big ideas and consider lingering questions prompted by the text?
- Stop and think about new informant they learned from their reading?
- Put information in their own words and shape their learning into a new thought?
- React, respond, and merge their thinking with the information to better remember it?
- Recognize and understand what a detail is?
- Distinguish important informant from interesting details?
- Code important information in the text with a star?
- React and respond as they read and learned information?
- Distinguish between and record facts, questions, and responses to keep track of their thinking?
- Sort and organize thinking on the *I Learned// Wonder/Wow! Anchor Chart and Think sheet?*
- Understand that summarizing information about a topic helps us learn and remember important information?
- Use reading, writing, and thinking strategies to create a developmentally appropriate summary?
- Merge their thinking with the information to write a summary that is interesting to read and written in authentic voice?

*Complete a Performance Task Blueprint for each task

Diagnostic Assessments:

Benchmark Assessment System 1

Vocabulary pre-assessment (Marzano)

Pre-assessment

Formative Assessment

Student Self-Assessment and Reflection: Teach and Reinforce

- Rethink
- Revise
- Redo
- Rehearse
- Refine

Stage 3: Plan learning experiences and instruction Instructional Sequence

A Bed Full of Cats

Comprehension Toolkit- Infer & Visualize lesson
#13 (Use poem from Harcourt TE)

Me on the Map

Comprehension Toolkit- Monitor Comprehension review lesson #2 and 3

At Home Around the World

Comprehension Toolkit- Infer & Visualize lesson # 14

Tell Me a Story

Comprehension Toolkit- Infer & Visualize lesson # 15

My Robot

Comprehension Toolkit- Determine Importance lesson #17

On the Job with Dr. Martha Smith

Comprehension Toolkit- Activate and Connect lesson # 4

Little Bear's Friend

Comprehension Toolkit- Summarize & Synthesize lesson # 19

Busy Buzzy Bee

Comprehension Toolkit- Determine Importance lesson #18

The Gradual Release of Responsibility

Experience 2 Infer and Visualize: Learn to Visualize:

Focus Questions: What does it mean to visualize? How do I visualize? Why do I like poetry?

Learning Target:

- I can get a picture in my mind as I listen and read.
- I can explain what it means to visualize.
- I am developing a love for poetry.

Performance Indicator: Confer with students about their visualizations and review student drawing and writing that reflects their visualization.

Learning Activities:

Connect and Engage

- Read a poem and ask kids to infer what it is about.

Model

- Explain that readers get pictures in their minds when they are listening or reading and that is called visualizing.
- Share a well-known story and think aloud about what you visualize. Then ask kids to share what they picture in their minds.
- Share what you visualize as you read the poem aloud and ask kids what they visualize.
- Invite kids to act out what they visualize

Guide

- Read another poem in sections or stanzas and have kids talk about what they visualize.

Practice Independently

- Invite kids to draw what they visualize from the poem.

Share the Learning

- Invite kids to the sharing circle to talk about their drawing and what they visualized.
- Remind kids what inferring is.
- Explore how visualizing and inferring are related.

Strategies: Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, monitoring comprehension

Experience 2 Monitor Comprehension: Notice and Think About Nonfiction Features:

Focus Questions: What are nonfiction text features? What is the purpose of nonfiction text features?

Learning Target:

- I can notice visual and text features in nonfiction text.
- I can explain the purpose of nonfiction text features.
- I can record features and their importance on my Feature/Purpose Thinksheet.

Performance Indicator: Review students independent completion of Feature/Purpose Thinksheet.

Learning Activities:

Connect and Engage

- Engage kids in the lesson by sharing a number of magazines, posters, and texts. Point out the features.
- Invite kids to explore a wide variety of texts and flip through them to discover visual and text features.

Model

- Explain the word purpose.
- Model how readers pay attention to visual and text features and think about their purposes.
- Invite kids to search for captions as you write features and purposes on a two-column Feature/Purpose chart.

Guide

- Engage kids in the process of noticing and thinking about nonfiction features and recording them on their own Feature/Purpose thinksheet.
- Continue modeling your thinking while kids discover new features on their Feature/Purpose Thinksheet.

Share the Learning

- Invite individuals or partners to share the features they found and model a process for respectful sharing.
- Review what students learned during the lesson.

Strategies: Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, monitoring comprehension, Feature/Purpose Thinksheet

Experience 3 Monitor Comprehension: Explore Nonfiction Features:

Focus Question: How do nonfiction visual and text features help me understand what I read better?

Learning Target:

- I can distinguish the difference between the difference of text features and visual features.
- I can explain how features give readers more information and a better understanding of the text.
- I can create my own Nonfiction Feature book and use it refer to when I am reading nonfiction text.

Performance Indicator: Assess student Nonfiction Feature books for demonstration of understanding of the importance of features and how they help the reader understand the text better.

Learning Activities:

Connect and Engage

- Gather kids in front and have them share photos of themselves with a partner.
- Distinguish between visual and text features.
- Refer to the Feature/Purpose chart. Add new features that students discover.

Model

- Introduce the idea of creating a Nonfiction Feature book by sharing a photograph of yourself and writing a caption for it. Write the names of the features on the page.
- Continue to create your Nonfiction Feature book by adding several more visual and text features and writing the feature names on the pages that follow.

Guide

- Ask kids to get supplies and find a spot to work comfortably.
- Walk student through creating the cover and the first page of their Nonfiction Feature books. Use the Nonfiction Feature book you created as a model.

Collaborate or Practice Independently

- Invite kids to flip through an array of nonfiction texts, place Post-its on new features, and raw and label them in their Nonfiction Feature books.
- Move around the room, conferring with kids as they find new features and add them into their Nonfiction Feature books.

Share the Learning

- Invite kids to the sharing circle to report on newly found features and talk about their purposes. Jot down these features and their purposes so you can add them to the Feature/Purpose chart after class.

Strategies: Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, monitoring comprehension, Nonfiction Feature Books

Experience 14 Infer and Visualize: Make Sense of New Information:

Focus Questions: How do I apply visualizing and inferring to describe my inner conversation? How do I make reasonable inferences? How do I make inferences and visualize with informational text?

Learning Target:

- I can apply the strategy of inferring and visualizing to describe my inner conversation.
- I can use my background knowledge and clues from the text to make reasonable inferences.
- I can talk about, draw, and record my inferences from informational text.

Performance Indicator: Review student post-its and written responses for examples of how the student used background knowledge and clues from the text to make inferences. Look for

application of students using phrases, I think, I infer, I visualize.

Learning Activities:

Connect and Engage

- Share inferences and elicit kids’ thinking about the cover photograph.
- Teach and draw the inference equation
- Ask kids to turn and talk about the features they notice.

Model

- Show kids how we infer, combining background knowledge with clues from the words and photos to make meaning.
- Have kids turn and talk about photos and features using the phrases “I think,” “I infer,” and “I visualize.”
- Use an example from a child to demonstrate how to make an inference.
- Show how to infer the meaning of an unfamiliar word and mark a Post-it with an I for inference.

Guide

- Invite kids to turn and talk and then share their inferences.
- Encourage kids to notice features and text that demonstrate sequence.
- Reiterate the language of inferring and visualizing and tie it to the features.

Practice Independently

- Invite kids to write down and/or draw their inferences saying “I think,” “I infer,” or “I Visualize.”
- Share the Learning
- Encourage kids to share their learning—using the language of visualizing and inferring.
- Wrap up the lesson by asking the kids to put their Post-its up for all to see on an Anchor Chart.

Strategies: Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, monitoring comprehension

Experience 15 Infer and Visualize: Infer and Visualize with Narrative Nonfiction

Focus Questions: How can I use background knowledge and text clues to draw inferences, make predictions and visualize? How do I infer big Ideas and consider lingering questions?

Learning Target:

- I can combine my background knowledge with text and picture clues to draw inferences, make predictions, and visualize with narrative nonfiction.
- I can draw inferences and create mind pictures in response to information, unfamiliar vocabulary, and the story.
- I can infer big ideas.
- I can consider lingering questions prompted by the text.

Performance Indicator: Review student written responses to assess their ability to make inferences, predictions, and visualize based on their background knowledge and clues from the text. Confer with small groups as well.

Learning Activities:

Connect and Engage

- Visualize and imagine the story setting to create mind pictures and sensory images before introducing the story.

Notes:

First Grade
Unit 6/Genres: Fiction, Nonfiction, Informational Fiction
Fourth Marking Period
Duration: 8 Weeks

Unit Theme: Going Places
Science Connection - An Animal's Life
Social Studies Connection - Geography
Comprehension Strategies - Summarize and Synthesize,
Stories

The Story of a Blue Bird (TE pgs.8A - 37P; SE pgs. 8 - 33) (Explore and Investigate)

Skill - Plot / Strategy - Look for Word Bits and Parts

Frog and Toad All Year (TE pgs. 38A - 67R ; SE pgs. 38 - 59) (Explore and Investigate)

Skill - Cause/Effect / Strategy - Reread

Fishing Bears (TE pgs. 68A - 97P; SE pgs. 68 - 93) (Share Your Learning)

Skill - Main Idea / Strategy - Self-Correct

How to Be a Nature Detective (TE pgs.98A - 123P; SE pgs. 98 - 119) (Review All Strategies)

Skill - Main Idea / Strategy - Read Ahead

The Puddle (TE pgs. 124A - 155P; SE pgs. 124 - 149) (Review All Strategies)

Skill - Plot / Strategy - Make Inferences

Poppleton Everyday (TE pgs. 156A - 185R; SE pgs. 156 - 181) (Review All Strategies)

Skill - Predict Outcomes / Use Decoding/Phonics

Sleep is for Everyone (TE pgs. 186A - 217P; SE pgs. 186 - 211) (Review All Strategies)

Skill - Main Idea / Strategy - Make Inferences

Baboon (TE pgs. 218A - 253P; SE pgs. 218 - 247) (Review All Strategies)

Skill - Plot / Strategy - Sequence Events/Summarize

Stage 1: Identify Desired Results

Established goals:

R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.

- Blend two to four phonemes in words (d-o-g, dog, t-e-n-t)
- Manipulate phonemes
- Segment words into phonemes (b-a-t, t-e-n-t)

R.WS.01.02 recognize that words are composed of sounds blended together and carry meaning.

- Connect words by the sounds

R.WS.01.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet

R.NT.01.01 recognize how various cultures and our common heritage are represented in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.

R.NT.01.02 identify and describe the basic form and purpose of a variety of narrative genre including realistic fiction, fantasy, and folktales.

- Notice how texts are different from each other (such as fiction versus nonfiction)

- Understand fiction as stories that are not real and nonfiction as texts that provide real information
- Understand realistic fiction as stories that are not real and nonfiction as texts that provide real information

R.NT.01.03 identify problem/solution, sequence of events, and sense of story (beginning, middle, and end).

- Understand the problem in a story
- Understand when and why the problem is solved
- Recognize and identify some aspects of text structure, such as beginning, events in sequential order, and ending

R.IT.01.01 identify and describe the basic form, features, and purpose of a variety of informational genre including simple “how-to” books, science and social studies magazines.

R.CM.01.01 make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.

- Bring background knowledge to understanding the content of a text
- Make connections between texts and their own life experiences

R.CM.01.02 retell in sequence up to three important ideas and details of familiar simple oral and written text.

- Identify important ideas in a text and report them in an organized way, either orally or in writing
- Follow and remember a series of events over a longer text in order to understand the ending
- Report episodes in a text in the order they happened

R.CM.01.03 compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.

- Recognize characters and report important details after reading
- Bring background knowledge to understanding characters and their problems

R.CM.01.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.

R.MT.01.02 self-monitor comprehension by using strategies including asking questions before, during, and after reading and discussing the most important ideas and themes in a text.

What understandings are desired?

Students will understand that:

1. That various cultures and heritages are represented in multiple genres.
2. Texts differ from each other.
3. Each story contains story elements.
4. The basic form, features, and purpose of a variety of informational genre.
5. Words are made of sounds and have meaning.
6. Sounds can be manipulated.
7. They can make connections in texts based on prior knowledge.
8. They can organize information by sequencing events.
9. They can compare and contrast relationships within stories and across texts to create a deeper understanding of story elements.
10. That they can apply prior knowledge of core subjects.
11. They can self-monitor their comprehension.
- 12.

What essential questions will be considered?

<p>Theme Essential Question: How can we explore and learn interesting things in the world around us?</p>	
<p>Summarize and Synthesize (Book 6): How do I put important information into my own words to show my understanding?</p> <p>How can I organize and combine my old thinking with what I learned in the text?</p>	<p>Summarize and Synthesize:</p> <ol style="list-style-type: none">1. How do I summarize the important information in my own words?2. Why do I stop and think while I read to gather information?3. How do I stop and think to sort information as I read?4. What do I need to do if I want to learn more about a topic? How do I find the resources I will need?5. How can I combine what I knew before with what I just learned?6. How will I show my understanding of what I have learned to others?7. How do I know what is important about what I read without telling too much?8. How do I know what is the big (or most important) idea of a text? (Informational Text)9. How do I use my comprehension strategies to help me know/understand/discover the big idea when I read?10. How do I know the theme of the text I am reading? (Narrative Text)11. Why do I share my thinking with others?12. How do I share what I have learned with others?
<p>Review All Strategies (All Books): Monitor Comprehension Activate and Connect Ask Questions Infer and Visualize Determine Importance Summarize and Synthesis</p>	<p>Review all Strategies:</p> <p>Monitor Comprehension:</p> <ol style="list-style-type: none">1. How do I keep track of my thinking as I read, listen, and view?2. How do text features help me understand what I am reading? (Informational Text)3. How do I use narrative elements to help me understand what I am reading? (Narrative Text) <p>Activate and Connect:</p> <ol style="list-style-type: none">1. What is my purpose for reading?2. How do I make connections to help my understanding of the text (text to text, text to self, text to world)? <p>Ask Questions:</p> <ol style="list-style-type: none">1. How do text features such as table of contents, graphs, illustrations, etc., help answer some of my questions? How can text features help me think of new questions?2. How does asking questions help me understand the characters, setting, problem/solutions, and events?3. Why is it important to be a curious reader? <p>Infer and Visualize:</p>

	<ol style="list-style-type: none"> 1. How do I use my background knowledge and text clues to better understand what I read? 2. How do I visualize when I read? How do the pictures in my head help me understand what I am reading? <p>Determine Importance:</p> <ol style="list-style-type: none"> 1. Why do I need to know the difference between facts, questions, and responses (answers) as I take notes? 2. What is the difference between important information and interesting details? <p>Summarize and Synthesis:</p> <ol style="list-style-type: none"> 1. How do I summarize the important information in my own words? 2. What do I need to do if I want to learn more about a topic? How do I find the resources I will need? 3. How do I use my comprehension strategies to help me know/understand/discover the big idea when I read?
<p>Word Study</p>	<p>Word Study</p> <ol style="list-style-type: none"> 1. How do I hear and identify long and short vowel sounds in words? 2. How do I know and understand contractions (e.g., is and not, isn't, will and not, won't)? 3. How do I know and understand contractions (e.g. have and not, haven't, would and not, wouldn't, are and not, aren't)? 4. How do I recognize and use endings that drop the 'e' and add -ing? 5. How do I recognize and use endings that add -ed to a verb? 6. How do I know and use endings that add -ing to a verb? 7. How do I recognize and use a large amount of phonograms? 8. How do I recognize and use other vowel sounds?

What key knowledge and skills will students acquire as a result of this unit?

<p>Students will know:</p> <p>R.WS.01.01</p> <ul style="list-style-type: none"> • Phonemic awareness • Sound blending • Sound manipulation • Sound deletion <p>R.WS.01.02</p> <ul style="list-style-type: none"> • Words are composed of sounds blended together • Words carry meaning 	<p>Students will be able to:</p> <p>R.WS.01.01</p> <ul style="list-style-type: none"> • (2) Demonstrate manipulation • (2) Demonstrate blending • (2) Demonstrate deletion <p>R.WS.01.02</p> <ul style="list-style-type: none"> • (1) Recognize sound blending • (2) Recognize words carry meaning <p>R.WS.01.03</p>
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R.WS.01.03

- Alphabetic principle
- Letter sound recognition

R.NT.01.01

- Classic literature that is recognized for quality and literary merit.
- Multicultural literature that is recognized for quality and literary merit.
- Contemporary literature that is recognized for quality and literary merit.

R.NT.01.02

- Basic form and purpose of a variety of narrative genre including
 - Realistic fiction
 - Fantasy
 - Folktales

R.NT.01.03

- Problem/solution
- Sequence of events
- Sense of story (beginning, middle, and end).

R.IT.01.01

- Basic form of a variety of informational genre.
- Basic features of a variety of informational genre.

- (2) Demonstrate letter naming fluency
- (2) Demonstrate letter sound fluency

R.NT.01.01

- (1) Recognize how various cultures are represented in classic literature that is recognized for quality and literary merit.
- (1) Recognize how various cultures are represented in multicultural literature that is recognized for quality and literary merit.
- (1) Recognize how various cultures are represented in contemporary literature that is recognized for quality and literary merit.
- (1) Recognize how our common heritage is represented in classic literature that is recognized for quality and literary merit.
- (1) Recognize how our common heritage is represented in multicultural literature that is recognized for quality and literary merit.
- (1) Recognize how our common heritage is represented in contemporary literature that is recognized for quality and literary merit.

R.NT.01.02

- (1) Identify the basic form and purpose of a variety of narrative genre including
 - realistic fiction
 - fantasy
 - folktales
- (1) Describe the basic form and purpose of a variety of narrative genre including
 - realistic fiction
 - fantasy
 - folktales

R.NT.01.03

- (1) Identify problem/solution.
- (1) Identify sequence of events.
- (1) Identify sense of story (beginning, middle, and end).

R.IT.01.01

- (1) Identify the basic form of a variety of informational genre including simple “how-to” books.
- (1) Identify the basic form of a variety of informational genre including science

- Purpose of a variety of informational genre.

R.CM.01.01

- Text-to-self connections.
- Text-to-text connections.
- Text-to-self comparisons.
- Text-to-text comparisons.

R.CM.01.02

- Sequence of up to 3 important ideas of familiar simple oral and written text.

magazines.

- (1) Identify the basic form of a variety of informational genre including social studies magazines.
- (1) Describe the basic form of a variety of informational genre including simple “how-to” books.
- (1) Describe the basic form of a variety of informational genre including science magazines.
- (1) Describe basic form of a variety of informational genre including social studies magazines.

R.CM.01.01

- (2) Demonstrate text-to-self connections by activating prior knowledge to ideas in text through oral and written responses.
- (2) Demonstrate text-to-self comparisons by activating prior knowledge to ideas in text through oral and written responses.
- (2) Demonstrate text-to-text connections by activating prior knowledge to ideas in text through oral and written responses.
- (2) Demonstrate text-to-text comparisons by activating prior knowledge to ideas in text through oral and written responses.
- (2) Demonstrate text-to-self connections by connecting personal knowledge and experience to ideas in text through oral and written responses.
- (2) Demonstrate text-to-self comparisons by connecting personal knowledge and experience to ideas in text through oral and written responses.
- (2) Demonstrate text-to-text connections by connecting personal knowledge and experience to ideas in text through oral and written responses.
- (2) Demonstrate text-to-text comparisons by connecting personal knowledge and experience to ideas in text through oral and written responses.

R.CM.01.02

- (1) Recall in sequence of up to 3 important ideas of familiar simple oral and written text.

<ul style="list-style-type: none"> • Sequence of up to 3 details of familiar simple oral and written text. <p>R.CM.01.03</p> <ul style="list-style-type: none"> • Relationships among characters within and across texts. • Relationships among events within and across texts. • Relationships among key ideas within and across texts. <p>R.CM.01.04</p> <ul style="list-style-type: none"> • Significant knowledge from grade-level science. • Significant knowledge from grade-level social studies. • Significant knowledge from grade-level math. <p>R.MT.01.02</p> <ul style="list-style-type: none"> • Strategies • Important ideas and themes in a text. • Before, during, and after questions. 	<ul style="list-style-type: none"> • (1) Recall in sequence of up to 3 details of simple oral and written text. <p>R.CM.01.03</p> <ul style="list-style-type: none"> • (5) Monitor comprehension by using strategies including asking questions before, during, and after reading the most important ideas and themes in a text. • (5) Monitor comprehension by using strategies including asking questions before, during, and after discussing the most important ideas and themes in a text. <p>R.CM.01.04</p> <ul style="list-style-type: none"> • (3) Apply significant knowledge from grade-level science. • (3) Apply significant knowledge from grade-level social studies. • (3) Apply significant knowledge from grade-level math. <p>R.MT.01.02</p> <ul style="list-style-type: none"> • (1) Recall in sequence of up to 3 important ideas of familiar simple oral and written text. • (1) Recall in sequence of up to 3 details of simple oral and written text.
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Stage 2: Determine acceptable evidence (Diagnostic, Formative, Summative Assessments)

*What evidence will show that students understand? **Summative Performance***

Formative Assessment for Monitoring Comprehension - see pg. 3 in the Comprehension Strategies tab

Did your students:

- Understand important ideas from a character's words and actions as well as from story events?
- Synthesize big ideas from fiction using several strategies, especially inferring, visualizing, and connecting?
- Construct important ideas based on content information?
- Use comprehension strategies as tools for investigation?
- Independently read for information, as and answer questions, and record new learning?
- Begin to synthesize learning on a poster?
- Summarize and synthesize what they learned by making posters, poems, books, and other projects?
- Share new knowledge and teach it to their peers and teachers?
- Participate in a community of researchers by thoughtfully responding to each others' projects?

*Complete a Performance Task Blueprint for each task

Diagnostic Assessments:

Benchmark Assessment System 1

Vocabulary pre-assessment (Marzano)

Pre-assessment

Formative Assessment

Student Self-Assessment and Reflection: Teach and Reinforce

- Rethink
- Revise
- Redo
- Rehearse
- Refine

Stage 3: Plan learning experiences and instruction Instructional Sequence

The Story of a Blue Bird

Comprehension Toolkit: Summarize & Synthesize lesson # 20

Frog and Toad All Year

Comprehension Toolkit: **Teacher's Choice**

Fishing Bears

Comprehension toolkit: Summarize & Synthesize lesson #22

How to be a Nature Detective

Comprehension Toolkit: Summarize & Synthesize lesson #21

The Puddle

Comprehension Toolkit: **Teacher's Choice**

Poppleton Everyday

Comprehension Toolkit: **Teacher's Choice**

Sleep is for Everyone

Comprehension Toolkit: Determine Importance lesson # 16

Baboon

Comprehension Toolkit: **Teacher's Choice**

Gradual Release of Responsibility

Experience 20 Summarize and Synthesize: Read to Get the Big Ideas

Focus Questions: How do I apply strategies (inferring, visualizing, and connecting) to synthesize big idea from the story? How do I make meaning of important ideas based on the character's words and actions as well as the story events? How do I construct big ideas based on the story?

Learning Target:

- I can explain the important ideas from a character's words and actions as well as from story events.
- I can synthesize big ideas from fiction by using several strategies.
- I can construct important ideas based on content information.

Performance Indicator: Examine student responses to see application of strategies like inferencing, connecting, and visualizing in the effort to summarize.

Learning Activities:

Connect and Engage

- Introduce the text and discuss fiction as a genre that presents important ideas.
- Activate and connect kids' background knowledge to the topic.
- Begin reading aloud and ask kids to imagine that they are in the story.

Model and Guide

- Discuss how to infer meaning from characters' words and actions.
- Explain that authors write books to tell us about important ideas.
- Explain how to use a variety of strategies to understand the story, especially inferring and making connections to background knowledge.
- Show kids how to infer a bigger idea from a character's words and actions.
- Have kids discuss their own versions of the big idea based on their inferences and connections.
- Continue to read aloud and practice inferring big ideas from characters' actions and words,

tying thinking to the text.

- Invite kids to discuss their inferences and visual images as they write or draw Post-its.
- Introduce and explain the idea of synthesizing.
- Show kids how to synthesize the big ideas of the whole story.

Collaborate

- Finish the story and invite kids to draw and write their synthesis of the big ideas.

Share the Learning

- Wrap up the lesson by synthesizing the big ideas and suggesting that interested kids do further research.

Strategies: Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, monitoring comprehension

Experience 22 Summarize and Synthesize: Share the Learning

Focus Question: How do I summarize and synthesize my research into a final project?

Learning Target:

- I can summarize and synthesize what I have learned by making a poster, writing a poem or a book.
- I can share new knowledge and teach it to my classmates and my teacher.
- I can thoughtfully respond to my classmates' projects.

Performance Indicator: Assess students' final projects, their ability to share it with others and respond to their peers projects as well.

Learning Activities:

Connect and Engage

- Review how to make a poster and introduce other ways to share learning—making a poem or a book.
- Review making a poster using a child's example or using the poster modeled in the previous Learning Experience.

Model and Guide

- Model writing poetry as one way to synthesize and share new learning
- Model and share words that describe visual images and sounds.
- Model how to write and illustrate a book, another way to synthesize and share new knowledge.

Collaborate or Practice Independently

- Give kids options for doing research: reading, writing, and thinking about information or working on a project to synthesize their learning.

Share the Learning

- Ask kids to share their poems, posters, and books.
- Teach kids ways to respond to and discuss their peers' projects.
- Invite kids to respond through writing and drawing and adding comments to their classmates' work.

Strategies: Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, monitoring comprehension

Experience 21 Summarize and Synthesize: Explore and Investigate

Focus Questions: How do I use comprehension strategies to help me research? How do I synthesize my learning on a poster?

Learning Target:

- I can use comprehension strategies as tools for research.
- I can independently read for information, ask and answer questions, and record new learning.
- I can synthesize my learning on a poster.

Performance Indicator: Assess student posters for evidence of synthesizing.

Learning Activities:

Connect and Engage

- Co-construct an Anchor Chart that guides kids as they do research.

Model

- Model how to put Post-its with information and questions on a poster. Draw and label the picture.
- Use a child's example to show how to begin research and find an answer to a question.
- Support the child to articulate what he or she did and link it to what researchers do. Paraphrase and reiterate the process to be sure that kids understand it.

Guide

- Ask kids to share their plans for research during independent work time.

Collaborate or Practice Independently

- Continue to teach through conferences to differentiate instruction during researcher's workshop. Remind kids to consult the Anchor Chart for guidance.
- Confer with kids to focus them on specific research questions and make sure they are on the right track.

Share the Learning

- Select kids to share work that demonstrates how to put all their thinking together on a poster.
- Point out how a child synthesized and organized learning.
- Let kids know that an Anchor Chart with suggestions for creating a poster will include their ideas.

Strategies: Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, monitoring comprehension

Experience 16 Determine Importance: Figure Out What's Important

Focus Questions: What is a detail? What is the difference between important information and an interesting detail? How do I tell the difference between important information and an interesting detail? How do I code important information in the text?

Learning Target:

- I can recognize and explain what a detail is.
- I can distinguish important information from interesting details.
- I can code important information in the text with a star.

Performance Indicator: Review student post-its that reflect a start and state the important

information. Confer with pairs to check for understanding.

Learning Activities:

Connect and Engage

- Engage kids in skimming the text and pictures of a book or article to get an idea of the contents.
- If there is an action in the book, have kids imitate or act it out.

Model

- Explain what a detail is.
- Model how to distinguish important information from interesting details on the Anchor Chart.

Guide

- Read a caption and ask kids what they think is most important.
- Invite kids to mark the most important information in each section with a star or asterisk.

Collaborate

- Ask kids to join a partner, read through the article one section at a time, and code the most important information in each section with a star or asterisk.
- Move around the room and confer with pairs.

Share the Learning

- Ask kids to share what they learned as well as what they think the most important information is. Add important information to the Anchor Chart.
- Invite kids to share details. Write them on the Anchor Chart.
- Wrap up by reviewing the content as well as the process that was learned and practiced in this lesson.

Strategies: Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, monitoring comprehension

- Sketch and review the inference equation.
- Introduce narrative nonfiction—books that have true information and tell a story.

Model

- Demonstrate how to make an inference based on background knowledge and what was learned from the text and pictures.
- Have kids respond to the text and share inferences as you record them.

Guide

- Guide kids to act out and infer the meaning of unfamiliar vocabulary.
- Guide kids to make inferences about unfamiliar information.
- Use examples from the kids to discuss inferences, visualizations, and predictions about the story and information in the text.

Collaborate

- Encourage children to draw or write what they learned or inferred on Post-its.
- Continue reading, stopping periodically to let kids turn and talk, and then respond.
- Move around the room, conferring with kids as they draw and write responses.

Share the Learning

- Finish reading the story and consider the big ideas.
- Discuss a lingering question posed at the end of the story.

Strategies: Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, monitoring comprehension

Experience 17 Determine Importance: Paraphrase Information

Focus Questions: What does the term paraphrase mean? How do I paraphrase information? How do I stop and think about new information I learned from my reading? How do I merge my thinking with new information? How do I put information into my own words?

Learning Target:

- I can stop and think about new information I learn from my reading.
- I can put information in my own words
- I can merge my thinking with new learning to understand and remember the information better.
- I can paraphrase information.

Performance Indicator: Review Post-its for examples of paraphrasing.

Learning Activities:

Connect and Engage

- Review that when learners read for information, they read, stop, and think about it.
- Reiterate some of the strategies kids use to get information from photographs.
- Remind kids to pay special attention to the nonfiction features.

Model

- Introduce and define the term paraphrase.
- List the steps of paraphrasing information.
- Model how to paraphrase and record your thinking, merging your thinking with the information.

Guide

- Continue reading, and then ask kids to turn and talk to try to put the information in their own words.

- Invite kids to share out their thinking and record it on the Anchor Chart.
- Expand on a comment from one child to show how to merge thinking with the information and paraphrase.

Collaborate or Practice Independently

- Send kids off to read and put information into their own words, reminding them to look at the chart if they need guidance.
- Confer with kids to make sure they have accurate information and are merging their thinking with the information.

Share the Learning

- Invite kids who selected the lesson text and other nonfiction text to share their experience with paraphrasing and adding personal reactions.
- Wrap up the lesson and remind children to use the Anchor Chart as a guide to paraphrasing information.

Strategies: Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, monitoring comprehension

Experience 4 Activate and Connect: Discover Your Passion:

Focus Questions: What is the difference between reading nonfiction and writing nonfiction? How do I determine what areas I am a specialist in?

Learning Target:

- I can explain that nonfiction reading is “reading to learn.”
- I can explain that nonfiction writing is “writing to teach.”
- I can explain what a specialist is.
- I can determine what I am a specialist in.
- I can create a list of topics that I am a specialist in.

Performance Indicator: Confer with students about areas that they are specialists in and review student lists to see a reflection of their specialist areas.

Learning Activities:

Connect and Engage

- Engage kids by sharing a wide range of nonfiction books and magazines
- Share the cover of an interesting nonfiction book or magazine.
- Share a number of books and magazines whose covers and titles make the subject matter very clear. Ask kids to share out what they think the texts teach, based on their titles and covers.

Model

- Explain what a specialist is and what it means to have a passion.
- Invite kids to talk to each other about their specialties.
- Model how to create a list of specialist topics.
- Guide Ask kids to create a list of topics they are passionate about and could be a specialist in.

Share the Learning

- Invite kids to share their topic lists.
- Ask kids to do a little homework: to spend time thinking about the topic they will write about and teach someone about.

Strategies: Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, monitoring comprehension

Experience 19 Summarize and Synthesize: Summarize Information

Focus Questions: What is summary writing? How do I take notes? What are the steps to writing a summary? How do I merge my thinking with the information to write a summary?

Learning Target:

- I can use reading, writing, and thinking strategies to create an appropriate summary (developmentally appropriate)
- I can merge my thinking with the information to write a summary.

Performance Indicator: Review student summaries and confer with students and pairs.

Learning Activities:

Connect and Engage

- Discuss: What is a summary and what is a topic?
- Review information kids have learned from reading and taking notes on a topic.
- Explain summary writing.
- Explain note-taking.

Model

- Explain how to combine information and thinking on a topic to create a group summary.
- Start with important information and demonstrate how to organize it.
- Show how adding questions and thoughts merges thinking with the information.

Guide

- Share and Anchor Chart that lists the steps of writing a summary.

Collaborate or Practice Independently

- Pull a small group together to create a summary with information they have already gathered while the rest of the class works individually or in pairs.
- Check to see that the gathered information is in kids' own words and is accurate.
- Think about the topic and then organize and combine the information from post-its to make sentences.
- Respond to kids' individual needs as they read, take notes, and organize information.
- Confer with children to correct misconceptions.

Share the Learning

- Have kids share summaries to wrap up the lesson.

Strategies: Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, monitoring comprehension

Experience 18 Determine Importance: Organize Your Thinking as You Read

Focus Questions: What is the difference between facts, questions, and responses? How do I record my thinking on the I learned/I wonder/Wow! Thinksheet? How do I react and respond to information when I am reading?

Learning Target:

- I can react and respond to information as I read
- I can sort and organize my thinking on the I Learned/I wonder/Wow! Anchor Chart and Thinksheet.

- I can distinguish and record facts, questions, and responses.

Performance Indicator: Review student thinksheets I learned/I wonder/Wow! To assess student ability to react to information and sort it appropriately.

Learning Activities:

Connect and Engage

- State the purpose of the lesson: Taking notes to remember information and organize thinking.
- Introduce the text and review how we react and respond to information, recording it in the Wow! Column.

Model

- Model note-taking by putting information, questions, and reactions and responses in the appropriate columns.

Guide

- Read and take notes with the kids. Guide them to write information, questions, and reactions and responses on Post-its.
- Point out that people have different reactions and responses to the same information.

Collaborate or Practice Independently

- Have kids read, then write and/or draw what they learn, what they wonder, and their response.
- Pull together a small group and show them how to sort Post-its on the I Learned/I wonder/Wow! Thinksheet.

Share the Learning

- Invite kids to share how they sorted and organized their thinking and then put Post-its in the appropriate column on the chart.
- Pass out individual thinksheets for kids to continue their sorting work on.

Strategies: Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, constructed anchor chart, monitoring comprehension