

# **PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**Reading Language Arts**

**Curriculum Writing Committee:**

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**Grade Level: First**

**Date of Board Approval: \_\_\_\_\_2021\_\_\_\_\_**

### Course Weighting: Reading/Language Arts

Tests	30%
Quizzes	30%
Writing	30%
Homework/classwork	10%
Total	100%

## Curriculum Map

### Overview:

This reading program offers a thorough grounding in foundational skills, from the first step in phonics awareness and concepts of print, through sophisticated academic vocabulary and advanced morphological analysis. All along the way, integrated Tier 2 lessons fill any gaps quickly. As they deepen understanding, students are encouraged to listen before speaking, speak before writing, and think critically along the way. With integrated grammar, spelling, and handwriting instruction, students build their capabilities every day. Every year, as students' progress in fluency, they are also deepening their knowledge of science and social studies topics and plunging into a world of authentic literature.

### Goals:

#### Big Ideas:

Effective readers use appropriate strategies to construct meaning.

Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.

Effective speakers prepare and communicate messages to address the audience and purpose

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Effective readers use appropriate strategies to construct meaning.

An expanded vocabulary enhances one's ability to express ideas and information.

Effective readers use appropriate strategies to construct meaning.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

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Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

An expanded vocabulary enhances one's ability to express ideas and information.

Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.

Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.

Effective research requires multiple sources of information to gain or expand knowledge.

**Textbook and Supplemental Resources:**

Reading Wonders

# Curriculum Plan

## Time/Days

- **Standards (by number):**

- **Anchors: (Grade 3) should be grade 1**

E03.A-K.1 Key Ideas and Details

E03.A-C.2 Craft and Structure

E03.A-C.3 Integration of Knowledge and Ideas

E03.A-V.4 Vocabulary Acquisition and Use

E03.B-K.1 Key Ideas and Details

E03.B-C.2 Craft and Structure

E03.B-C.3 Integration of Knowledge and Ideas

E03.B-V.4 Vocabulary Acquisition and Use

E03.D.1 Conventions of Standard English

E03.D.1 Conventions of Standard English

E03.D.2 Knowledge of Language

- **Eligible Content: (Grade 3)**

E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

E03.A-K.1.1.2 Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.

E03.A-C.2.1.1 Explain the point of view from which a story is narrated, including the difference between first and third-person narrations.

E03.A-C.3.1.1 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

E03.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

a. Use context as a clue to the meaning of a word or phrase.

b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

E03.A-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings.

a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).

E03.B-K.1.1.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

E03.B-K.1.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

E03.B-K.1.1.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

E03.B-C.2.1.1 Explain the point of view from which a text is written.

E03.B-C.2.1.2 Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.

E03.B-C.3.1.1 Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

E03.B-C.3.1.2 Compare and contrast the most important points and key details presented in two texts on the same topic.

E03.B-C.3.1.3 Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

E03.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

a. Use context as a clue to the meaning of a word or phrase.

b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

c. Determine the meaning of general academic and domain-specific words and phrases used in a text.

d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

E03.B-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).

E03.D.1.1.1 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

E03.D.1.1.2 Form and use regular and irregular plural nouns.

E03.D.1.1.3 Use abstract nouns (e.g., childhood).

E03.D.1.1.4 Form and use regular and irregular verbs.

E03.D.1.1.5 Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).

E03.D.1.1.6 Ensure subject-verb and pronoun-antecedent agreement. \*

E03.D.1.1.7 Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

E03.D.1.1.8 Use coordinating and subordinating conjunctions.

E03.D.1.1.9 Produce simple, compound, and complex sentences.

E03.D.1.2.1 Capitalize appropriate words in titles.

E03.D.1.2.2 Use commas in addresses.

E03.D.1.2.3 Use commas and quotation marks in dialogue.

E03.D.1.2.4 Form and use possessives.

E03.D.1.2.5 Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

E03.D.1.2.6 Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words

E03.D.2.1.1 Choose words and phrases for effect.\*

### **Instructional Methods:**

Flexible small group differentiated instruction will occur based on student need. Teachers will utilize direct instruction and may also use workstations, independent practice and/or partner or group work options during small group instruction. Suggested materials and resources for use during small group instruction include: Differentiated Workstation Activity Cards, Practice Book, Process Writing and Peer Conferencing, Word Sorts, Research and Inquiry Projects, Reading/Writing Companion Partner Work, Online Games and Activities, Handwriting, Self-Selected Reading, Self-Selected Writing, Spiral Review.

## **Smart Start: 3 WEEKS**

### **Week 1**

#### **Introduce the Concept: “Who Am I?”**

##### **Listening Comprehension:**

- 1,2 Buckle My Shoe
- Mary Had A Little Lamb

##### **Shared Writing:**

Choose 1 of the following:

1. Draw and write about one of your favorite books (Page 9)
2. Draw and write what you like best about yourself (Page 11)

### **Week 2**

#### **Introduce the Concept: “What Can You Imagine?”**

##### **Listening Comprehension:**

- Jack & the Beanstalk
- Three Billy Goats Gruff

##### **Shared Writing:**

1. Draw and write about what makes this story a fairy tale (Page 15)

### **Week 3**

#### **Introduce the Concept: “What Happens During My Day?”**

##### **Listening Comprehension:**

- Work, Play, & Learn Together
- How Do We Get Around?

##### **Shared Writing:**

1. Write two real things this text is about (Page 17)

## **Unit 1 Week 1**

### **Essential Question: “What Do You Do At Your School?”**

#### **Comprehension/Genre/Author’s Craft**

##### **Student Outcomes:**

- Cite relevant evidence from text
- Make inferences to support understanding
- Visualize by creating mental images
- Evaluate key details
- Understand the aspects of realistic fiction
- Reread
- Text features

##### **Core Activities/Instructional Methods**

- Introduce the Concept
- Oral Vocabulary Words
- Listening Comprehension
- Word Work
- Shared Read
- Shared Writing
- Grammar
- Components of Social and Emotional Learning

#### **Writing**

##### **Analytical Writing: Reading Writing Companion**

##### **Write About Texts**

- *Jack Can*
- *Nat & Sam*

##### **Writing Process: This can be found in the back of each Unit Manual**

##### **Student Outcomes:**

The students will write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

##### **Core Activities/Instructional Methods:**

- Analyze the expert model
- Analyze the student model
- Plan & Brainstorm: “*Choose Your Event*”
- Draft (Suggestion: Use 2 weeks for writing)
- Revise & Edit
- Final draft
- Components of Social and Emotional Learning



## **Speaking and Listening**

### **Student Outcomes**

- Engage in collaborative discussions
- Present writing and research

### **Language Development**

- Oral Vocabulary Acquisition: weekly vocabulary words

### **Grammar**

#### **Student Outcomes**

- Understand and use complete sentences
- Understand and use inflectional ending -s

#### **Core Activities/Instructional Methods**

- Inflectional ending -s practice book page 10 (skill assessed on weekly test)
- Grammar (use practice book page for weekly test)  
Use old Wonders Grammar resources, IXL-assign weekly skill:
- Components of Social and Emotional Learning

#### **Phonics Foundational Skills**

- See DV-OG Curriculum

#### **Differentiation: Extensions/Correctives**

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

## **Assessments**

### **Diagnostic**

- IXL Diagnostic

### **Formative**

- Week 6 Benchmark Assessments (Formative-not for a grade) Used After Unit 3

### **Summative**

- **Weekly Reading Test** For Units 1-3 read the test aloud (teacher script for phonemic awareness and phonics items precedes the answer key for each test). For Units 4-6 students must read the assessment themselves (teacher script is not provided for phonics items, teachers should name each picture for the students).

## **Unit 1 Week 2**

### **Essential Question: “What is it like where you live?”**

#### **Comprehension/Genre/Author’s Craft**

##### **Student Outcomes:**

- Cite relevant evidence from text
- Make inferences to support understanding
- Visualize by creating mental images
- Evaluate key details
- Understand the aspects of realistic fiction
- Reread
- Text features

##### **Core Activities/Instructional Methods**

- Introduce the Concept
- Oral Vocabulary Words
- Listening Comprehension
- Word Work
- Shared Read
- Shared Writing
- Grammar
- Components of Social and Emotional Learning

#### **Writing**

##### **Analytical Writing: Reading Writing Companion**

##### **Write About Texts**

- *Six Kids*
- *Go Pip*

**Writing Process: This can be found in the back of each Unit Manual**

##### **Student Outcomes:**

The students will write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

##### **Core Activities/Instructional Methods:**

- Analyze the expert model
- Analyze the student model
- Plan & Brainstorm: “*Choose Your Event*”
- Draft (Suggestion: Use 2 weeks for writing)
- Revise & Edit
- Final draft
- Components of Social and Emotional Learning

## **Speaking and Listening**

### **Student Outcomes**

- Engage in collaborative discussions
- Present writing and research

### **Language Development**

- Oral Vocabulary Acquisition: weekly vocabulary words

## **Grammar**

### **Student Outcomes**

- Word Order

### **Core Activities/Instructional Methods**

- Grammar (use practice book page for weekly test)  
Use old Wonders Grammar resources, IXL-assign weekly skill:
- Components of Social and Emotional Learning

### **Phonics Foundational Skills**

- See DV-OG Curriculum

### **Differentiation: Extensions/Correctives**

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

## **Assessments**

### **Diagnostic**

- IXL Diagnostic

### **Formative**

- Week 6 Benchmark Assessments (Formative-not for a grade) Used After Unit 3

### **Summative**

- **Weekly Reading Test** For Units 1-3 read the test aloud (teacher script for phonemic awareness and phonics items precedes the answer key for each test). For Units 4-6 students must read the assessment themselves (teacher script is not provided for phonics items, teachers should name each picture for the students).

## **Unit 1 Week 3**

### **Essential Question: “What makes a pet special?”**

#### **Comprehension/Genre/Author’s Craft**

##### **Student Outcomes:**

- Cite relevant evidence from text
- Make inferences to support understanding
- Visualize by creating mental images
- Evaluate key details
- Understand the aspects of realistic fiction
- Reread
- Text features

##### **Core Activities/Instructional Methods**

- Introduce the Concept
- Oral Vocabulary Words
- Listening Comprehension
- Word Work
- Shared Read
- Shared Writing
- Grammar
- Components of Social and Emotional Learning

## **Writing**

### **Analytical Writing: Reading Writing Companion**

#### **Write About Texts**

- *A Pig for Cliff*
- *Flip*

#### **Writing Process: This can be found in the back of each Unit Manual**

##### **Student Outcomes:**

The students will write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

##### **Core Activities/Instructional Methods:**

- Analyze the expert model
- Analyze the student model
- Components of social and emotional learning
- Plan & Brainstorm: “Choose Your Event”
- Draft (Suggestion: Use 2 weeks for writing)
- Revise & Edit
- Final draft
- Components of Social and Emotional Learning

## **Speaking and Listening**

### **Student Outcomes**

- Engage in collaborative discussions
- Present writing and research

### **Language Development**

- Oral Vocabulary Acquisition: weekly vocabulary words

### **Grammar**

#### **Student Outcomes**

- Understand and use statements correctly

#### **Core Activities/Instructional Methods**

- Grammar (use practice book page for weekly test)  
Use old Wonders Grammar resources, IXL-assign weekly skill:
- Components of Social and Emotional Learning

#### **Phonics Foundational Skills**

- See DV-OG Curriculum

#### **Differentiation: Extensions/Correctives**

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

## **Assessments**

### **Diagnostic**

- IXL Diagnostic

### **Formative**

- Week 6 Benchmark Assessments (Formative-not for a grade) Used After Unit 3

### **Summative**

- **Weekly Reading Test** For Units 1-3 read the test aloud (teacher script for phonemic awareness and phonics items precedes the answer key for each test). For Units 4-6 students must read the assessment themselves (teacher script is not provided for phonics items, teachers should name each picture for the students).

## **Unit 1 Week 4**

### **Essential Question: “What do friends do together?”**

#### **Comprehension/Genre/Author’s Craft**

##### **Student Outcomes:**

- Cite relevant evidence from text
- Make inferences to support understanding
- Visualize by creating mental images
- Evaluate key details
- Understand the aspects of realistic fiction
- Reread
- Text features

#### **Core Activities/Instructional Methods**

- Introduce the Concept
- Oral Vocabulary Words
- Listening Comprehension
- Word Work
- Shared Read
- Shared Writing
- Grammar
- Components of Social and Emotional Learning

#### **Writing**

##### **Analytical Writing: Reading Writing Companion**

##### **Write About Texts**

- *Toss!, Kick!, Hop!*
- *Friends*

##### **Writing Process: This can be found in the back of each Unit Manual**

##### **Student Outcomes:**

The students will write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

##### **Core Activities/Instructional Methods:**

- Analyze the expert model
- Analyze the student model
- Plan & Brainstorm: “Choose Your Event”
- Draft (Suggestion: Use 2 weeks for writing)
- Revise & Edit
- Final draft
- Components of Social and Emotional Learning

## **Speaking and Listening**

### **Student Outcomes**

- Engage in collaborative discussions
- Present writing and research

### **Language Development**

- Oral Vocabulary Acquisition: weekly vocabulary words

### **Grammar**

#### **Student Outcomes**

- Understand and use questions & exclamations
- Understand and use alphabetical order

#### **Core Activities/Instructional Methods**

- Alphabetical Order practice book page 58 (skill assessed on weekly test)
- Grammar (use practice book page for weekly test)  
Use old Wonders Grammar resources, IXL-assign weekly skill:
- Components of Social and Emotional Learning

#### **Phonics Foundational Skills**

- See DV-OG Curriculum

#### **Differentiation: Extensions/Correctives**

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

## **Assessments**

### **Diagnostic**

- IXL Diagnostic

### **Formative**

- Week 6 Benchmark Assessments (Formative-not for a grade) Used After Unit 3

### **Summative**

- **Weekly Reading Test** For Units 1-3 read the test aloud (teacher script for phonemic awareness and phonics items precedes the answer key for each test). For Units 4-6 students must read the assessment themselves (teacher script is not provided for phonics items, teachers should name each picture for the students).

## **Unit 1 Week 5**

### **Essential Question: “How does your body move?”**

#### **Comprehension/Genre/Author’s Craft**

##### **Student Outcomes:**

- Cite relevant evidence from text
- Make inferences to support understanding
- Visualize by creating mental images
- Evaluate key details
- Understand the aspects of realistic fiction
- Reread
- Text features

##### **Core Activities/Instructional Methods**

- Introduce the Concept
- Oral Vocabulary Words
- Listening Comprehension
- Word Work
- Shared Read
- Shared Writing
- Grammar
- Components of Social and Emotional Learning

## **Writing**

### **Analytical Writing: Reading Writing Companion**

#### **Write About Texts**

- *Move & Grin!*
- *Move It!*

#### **Writing Process: This can be found in the back of each Unit Manual**

##### **Student Outcomes:**

The students will write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

##### **Core Activities/Instructional Methods:**

- Analyze the expert model
- Analyze the student model
- Plan & Brainstorm: “Choose Your Event”
- Draft (Suggestion: Use 2 weeks for writing)
- Revise & Edit
- Final draft
- Components of Social and Emotional Learning



## **Speaking and Listening**

### **Student Outcomes**

- Engage in collaborative discussions
- Present writing and research

### **Language Development**

- Oral Vocabulary Acquisition: weekly vocabulary words

### **Grammar**

#### **Student Outcomes**

- Write complete sentences correctly

#### **Core Activities/Instructional Methods**

- Grammar (use practice book page for weekly test)  
Use old Wonders Grammar resources, IXL-assign weekly skill:
- Components of Social and Emotional Learning

#### **Phonics Foundational Skills**

- See DV-OG Curriculum

#### **Differentiation: Extensions/Correctives**

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

## **Assessments**

### **Diagnostic**

- IXL Diagnostic

### **Formative**

- Week 6 Benchmark Assessments (Formative-not for a grade) Used After Unit 3

### **Summative**

- **Weekly Reading Test** For Units 1-3 read the test aloud (teacher script for phonemic awareness and phonics items precedes the answer key for each test). For Units 4-6 students must read the assessment themselves (teacher script is not provided for phonics items, teachers should name each picture for the students).

## **Unit 1 Week 6**

**Refer to Spiral Review in Reading/Writing Companion**

## **Unit 2 Week 1**

### **Essential Question: “What jobs need to be done in a community?”**

#### **Comprehension/Genre/Author’s Craft**

##### **Student Outcomes:**

- Cite relevant evidence from text
- Make inferences to support understanding
- Make and confirm predictions
- Determine characters, setting, and events
- Understand the aspects of realistic fiction
- Reread
- Text features

##### **Core Activities/Instructional Methods**

- Introduce the Concept
- Oral Vocabulary Words
- Listening Comprehension
- Word Work
- Shared Read
- Shared Writing
- Grammar
- Components of Social and Emotional Learning

## **Writing**

### **Analytical Writing: Reading Writing Companion**

#### **Write About Texts**

- *Good Job, Ben!*
- *The Red Hat*

#### **Writing Process: This can be found in the back of each Unit Manual**

##### **Student Outcomes:**

The students will ask and answer questions about key details in a text and describe the characters, settings, and major events in a story, using key details.

##### **Core Activities/Instructional Methods:**

- Analyze the expert model
- Analyze the student model
- Plan & Brainstorm: “Choose Your Character”
- Draft (Suggestion: Use 2 weeks for writing)
- Revise & Edit
- Final draft
- Components of Social and Emotional Learning

## **Speaking and Listening**

##### **Student Outcomes**

- Engage in collaborative discussions
- Present writing and research

## **Language Development**

- Oral Vocabulary Acquisition: weekly vocabulary words

## **Grammar**

### **Student Outcomes**

- Identify and Use Nouns

### **Core Activities/Instructional Methods**

- Grammar (use practice book page for weekly test)  
Use old Wonders Grammar resources, IXL-assign weekly skill:
- Components of Social and Emotional Learning

### **Phonics Foundational Skills**

- See DV-OG Curriculum

### **Differentiation: Extensions/Correctives**

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

## **Assessments**

### **Diagnostic**

- IXL Diagnostic

### **Formative**

- Week 6 Benchmark Assessments (Formative-not for a grade) Used After Unit 3

### **Summative**

- **Weekly Reading Test** For Units 1-3 read the test aloud (teacher script for phonemic awareness and phonics items precedes the answer key for each test). For Units 4-6 students must read the assessment themselves (teacher script is not provided for phonics items, teachers should name each picture for the students).

## **Unit 2 Week 2**

### **Essential Question: “What buildings do you know? What are they made of?”**

#### **Comprehension/Genre/Author’s Craft**

##### **Student Outcomes:**

- Cite relevant evidence from text
- Make inferences
- Make and confirm predictions
- Determine character, setting, and events
- Understand the aspects of fantasy stories
- Reread
- Text features

##### **Core Activities/Instructional Methods**

- Introduce the Concept
- Oral Vocabulary Words
- Listening Comprehension
- Word Work

- Shared Read
- Shared Writing
- Grammar
- Components of Social and Emotional Learning

## **Writing**

### **Analytical Writing: Reading Writing Companion**

#### **Write About Texts**

- *Cubs in a Hut*
- *The Pigs, the Wolf, and the Mud*

**Writing Process: This can be found in the back of each Unit Manual**

### **Student Outcomes:**

The students will ask and answer questions about key details in a text and describe the characters, settings, and major events in a story, using key details.

### **Core Activities/Instructional Methods:**

- Analyze the expert model
- Analyze the student model
- Plan & Brainstorm: *“Choose Your Character”*
- Draft (Suggestion: Use 2 weeks for writing)
- Revise & Edit
- Final draft
- Components of Social and Emotional Learning

## **Speaking and Listening**

### **Student Outcomes**

- Engage in collaborative discussions
- Present writing and research

### **Language Development**

- Oral Vocabulary Acquisition: weekly vocabulary words

## **Grammar**

### **Student Outcomes**

- Understand and use singular and plural nouns.

### **Core Activities/Instructional Methods**

- Grammar (use practice book page for weekly test)  
Use old Wonders Grammar resources, IXL-assign weekly skill:

### **Phonics Foundational Skills**

- See DV-OG Curriculum

### **Differentiation: Extensions/Correctives**

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

## Assessments

### Diagnostic

- IXL Diagnostic

### Formative

- Week 6 Benchmark Assessments (Formative-not for a grade) Used After Unit 3

### Summative

- **Weekly Reading Test** For Units 1-3 read the test aloud (teacher script for phonemic awareness and phonics items precedes the answer key for each test). For Units 4-6 students must read the assessment themselves (teacher script is not provided for phonics items, teachers should name each picture for the students).

## Unit 2 Week 3

### Essential Question: “Where do animals live together?”

#### Comprehension/Genre/Author’s Craft

##### Student Outcomes:

- Cite relevant evidence from text
- Make inferences to support understanding
- Reread to monitor comprehension
- Evaluate the main topic and key details
- Understand the aspects of informational text
- Literary Elements

##### Core Activities/Instructional Methods

- Introduce the Concept
- Oral Vocabulary Words
- Listening Comprehension
- Word Work
- Shared Read
- Shared Writing
- Grammar
- Components of Social and Emotional Learning

##### Writing:

#### Analytical Writing: Reading Writing Companion

##### Write About Texts

- *The Best Spot*
- *At a Pond*

#### Writing Process: This can be found in the back of each Unit Manual

##### Student Outcomes:

The students will ask and answer questions about key details in a text and describe the characters, settings, and major events in a story, using key details.

**Core Activities/Instructional Methods:**

- Analyze the expert model
- Analyze the student model
- Plan & Brainstorm: *“Choose Your Character”*
- Draft (Suggestion: Use 2 weeks for writing)
- Revise & Edit
- Final draft
- Components of Social and Emotional Learning

**Speaking and Listening****Student Outcomes**

- Engage in collaborative discussions
- Present writing and research

**Language Development**

- Oral Vocabulary Acquisition: weekly vocabulary words

**Grammar****Student Outcomes**

- Understand and use possessive nouns

**Core Activities/Instructional Methods**

- Grammar (use practice book page for weekly test)  
Use old Wonders Grammar resources, IXL-assign weekly skill:
- Components of Social and Emotional Learning

**Phonics Foundational Skills**

- See DV-OG Curriculum

**Differentiation: Extensions/Correctives**

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

**Assessments****Diagnostic**

- IXL Diagnostic

**Formative**

- Week 6 Benchmark Assessments (Formative-not for a grade) Used After Unit 3

**Summative**

- **Weekly Reading Test** For Units 1-3 read the test aloud (teacher script for phonemic awareness and phonics items precedes the answer key for each test). For Units 4-6 students must read the assessment themselves (teacher script is not provided for phonics items, teachers should name each picture for the students).

## **Unit 2 Week 4**

### **Essential Question: “How do people help out in a community?”**

#### **Comprehension/Genre/Author’s Craft**

##### **Student Outcomes:**

- Cite relevant evidence from text
- Make inferences to support understanding
- Reread to monitor comprehension
- Determine characters, setting, and events
- Understand the aspects of fantasy stories
- Text features

##### **Core Activities/Instructional Methods**

- Introduce the Concept
- Oral Vocabulary Words
- Listening Comprehension
- Word Work
- Shared Read
- Shared Writing
- Grammar
- Components of Social and Emotional Learning

#### **Writing**

##### **Analytical Writing: Reading Writing Companion**

##### **Write About Texts**

- *Thump Thump Helps Out*
- *Nell’s Books*

##### **Writing Process: This can be found in the back of each Unit Manual**

##### **Student Outcomes:**

The students will ask and answer questions about key details in a text and describe the characters, settings, and major events in a story, using key details.

##### **Core Activities/Instructional Methods:**

- Analyze the expert model
- Analyze the student model
- Plan & Brainstorm: “*Choose Your Character*”
- Draft (Suggestion: Use 2 weeks for writing)
- Revise & Edit
- Final draft
- Components of Social and Emotional Learning

#### **Speaking and Listening**

##### **Student Outcomes**

- Engage in collaborative discussions
- Present writing and research

## **Language Development**

- Oral Vocabulary Acquisition: weekly vocabulary words

## **Grammar**

### **Student Outcomes**

- Identify and use common and proper nouns

### **Core Activities/Instructional Methods**

- Grammar (use practice book page for weekly test)  
Use old Wonders Grammar resources, IXL-assign weekly skill:
- Components of Social and Emotional Learning

### **Phonics Foundational Skills**

- See DV-OG Curriculum

### **Differentiation: Extensions/Correctives**

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

### **Assessments**

#### **Diagnostic**

- IXL Diagnostic

#### **Formative**

- Week 6 Benchmark Assessments (Formative-not for a grade) Used After Unit 3

#### **Summative**

- **Weekly Reading Test** For Units 1-3 read the test aloud (teacher script for phonemic awareness and phonics items precedes the answer key for each test). For Units 4-6 students must read the assessment themselves (teacher script is not provided for phonics items, teachers should name each picture for the students).

## **Unit 2 Week 5**

### **Essential Question: “How can you find your way around?”**

#### **Comprehension/Genre/Author’s Craft**

##### **Student Outcomes:**

- Cite relevant evidence from text
- Make inferences to support understanding
- Reread to monitor comprehension
- Evaluate the main topic and key details
- Understand the aspects of informational text
- Text features

##### **Core Activities/Instructional Methods**

- Introduce the Concept
- Oral Vocabulary Words
- Listening Comprehension
- Word Work
- Shared Read
- Shared Writing
- Grammar



- Components of Social and Emotional Learning

## **Writing**

### **Analytical Writing: Reading Writing Companion**

#### **Write About Texts**

- *Which Way on the Map?*
- *Fun with Maps*

#### **Writing Process: This can be found in the back of each Unit Manual**

#### **Student Outcomes:**

The students will ask and answer questions about key details in a text and describe the characters, settings, and major events in a story, using key details.

#### **Core Activities/Instructional Methods:**

- Analyze the expert model
- Analyze the student model
- Plan & Brainstorm: *"Choose Your Character"*
- Draft (Suggestion: Use 2 weeks for writing)
- Revise & Edit
- Final draft
- Components of Social and Emotional Learning

## **Speaking and Listening**

#### **Student Outcomes**

- Engage in collaborative discussions
- Present writing and research

## **Language Development**

- Oral Vocabulary Acquisition: weekly vocabulary words

## **Grammar**

#### **Student Outcomes**

- Understand and use irregular plural nouns

#### **Core Activities/Instructional Methods**

- Grammar (use practice book page for weekly test)  
Use old Wonders Grammar resources, IXL-assign weekly skill:
- Components of Social and Emotional Learning

## **Phonics Foundational Skills**

- See DV-OG Curriculum

## **Differentiation: Extensions/Correctives**

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

## **Assessments**

### **Diagnostic**

- IXL Diagnostic

### **Formative**

- Week 6 Benchmark Assessments (Formative-not for a grade) Used After Unit 3

## **Summative**

- **Weekly Reading Test** For Units 1-3 read the test aloud (teacher script for phonemic awareness and phonics items precedes the answer key for each test). For Units 4-6 students must read the assessment themselves (teacher script is not provided for phonics items, teachers should name each picture for the students).

## **Unit 2 Week 6**

**Refer to Spiral Review in Reading/Writing Companion**

## **Unit 3 Week 1**

**Essential Question: “How do we measure time?”**

**Comprehension/Genre/Author’s Craft**

**Student Outcomes:**

- Cite relevant evidence from text
- Make inferences to support understanding
- Make and confirm predictions
- Determine character, setting, and plot
- Understand the aspects of fantasy stories
- Reread
- Text features

**Core Activities/Instructional Methods**

- Introduce the Concept
- Oral Vocabulary Words
- Listening Comprehension
- Word Work
- Shared Read
- Shared Writing
- Grammar
- Components of Social and Emotional Learning

## **Writing**

**Analytical Writing: Reading Writing Companion**

**Write About Texts**

- *Nate the Snake is Late*
- *On My Way to School*

**Writing Process: This can be found in the back of each Unit Manual**

**Student Outcomes:**

- Students will ask and answer questions about key details in a text
- Students will use illustrations and details in the text to describe its key ideas
- Students will write about a non-fiction topic.

### **Core Activities/Instructional Methods: Weeks 1-6**

- Analyze the expert model
- Analyze the student model
- Plan & Brainstorm: “” *Choose Your Topic*” (Reading/Writing Companion p 150-151)
- Draft (Suggestion: Use 2 weeks for writing)
- Revise & Edit
- Final draft
- Components of Social and Emotional Learning

### **Speaking and Listening**

#### **Student Outcomes**

- Engage in collaborative discussions
- Present writing and research

#### **Language Development**

- Oral Vocabulary Acquisition: weekly vocabulary words

#### **Grammar**

##### **Student Outcomes**

- Identify and use verbs

### **Core Activities/Instructional Methods**

- Grammar (use practice book page for weekly test)  
Use old Wonders Grammar resources, IXL-assign weekly skill:
- Components of Social and Emotional Learning

### **Phonics Foundational Skills**

- See DV-OG Curriculum

### **Differentiation: Extensions/Correctives**

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

### **Assessments**

#### **Diagnostic**

- IXL Diagnostic

#### **Formative**

- Week 6 Benchmark Assessments (Formative-not for a grade) Used After Unit 3

#### **Summative**

- **Weekly Reading Test** For Units 1-3 read the test aloud (teacher script for phonemic awareness and phonics items precedes the answer key for each test). For Units 4-6 students must read the assessment themselves (teacher script is not provided for phonics items, teachers should name each picture for the students).

### **Unit 3 Week 2**

**Essential Question: “How do plants change as they grow?”**

#### **Comprehension/Genre/Author’s Craft**

##### **Student Outcomes:**

- Cite relevant evidence from text
- Make inferences to support understanding

- Make and confirm predictions
- Determine characters, setting, and plot: sequence
- Understand the aspects of drama
- Reread
- Text features

#### **Core Activities/Instructional Methods**

- Introduce the Concept
- Oral Vocabulary Words
- Listening Comprehension
- Word Work
- Shared Read
- Shared Writing
- Grammar
- Components of Social and Emotional Learning

### **Writing**

#### **Analytical Writing: Reading Writing Companion**

##### **Write About Texts**

- *Time to Plant*
- *The Big Yucca*

#### **Writing Process: This can be found in the back of each Unit Manual**

##### **Student Outcomes:**

- Students will ask and answer questions about key details in a text
- Students will use illustrations and details in the text to describe its key ideas
- Students will write about a non-fiction topic.

##### **Core Activities/Instructional Methods: Weeks 1-6**

- Analyze the expert model
- Analyze the student model
- Plan & Brainstorm: *“Choose Your Topic” (Reading/Writing Companion p 150-151)*
- Draft (Suggestion: Use 2 weeks for writing)
- Revise & Edit
- Final draft
- Components of Social and Emotional Learning

### **Speaking and Listening**

##### **Student Outcomes**

- Engage in collaborative discussions
- Present writing and research

### **Language Development**

- Oral Vocabulary Acquisition: weekly vocabulary words

### **Grammar**

##### **Student Outcomes**

- Identify and use present tense verbs

### **Core Activities/Instructional Methods**

- Grammar: Identify and use present-tense words (use practice book page for weekly test)  
Use old Wonders Grammar resources, IXL-assign weekly skill
- Components of Social and Emotional Learning

### **Phonics Foundational Skills**

- See DV-OG Curriculum

### **Differentiation: Extensions/Correctives**

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

### **Assessments**

#### **Diagnostic**

- IXL Diagnostic

#### **Formative**

- Week 6 Benchmark Assessments (Formative-not for a grade) Used After Unit 3

#### **Summative**

- **Weekly Reading Test** For Units 1-3 read the test aloud (teacher script for phonemic awareness and phonics items precedes the answer key for each test). For Units 4-6 students must read the assessment themselves (teacher script is not provided for phonics items, teachers should name each picture for the students).

## **Unit 3 Week 3**

### **Essential Question: “What is a Folktale?”**

#### **Comprehension/Genre/Author’s Craft**

##### **Student Outcomes:**

- Cite relevant evidence from text
- Make inferences to support understanding
- Make and confirm predictions
- Determine characters, setting, plot: Cause and Effect
- Understand the aspects of folktales
- Reread
- Literary Elements

#### **Core Activities/Instructional Methods**

- Introduce the Concept
- Oral Vocabulary Words
- Listening Comprehension
- Word Work
- Shared Read
- Shared Writing
- Grammar
- Components of Social and Emotional Learning

## **Writing**

### **Analytical Writing: Reading Writing Companion**

#### **Write About Texts**

- *The Nice Mitten*
- *The Gingerbread Man*

#### **Writing Process: This can be found in the back of each Unit Manual**

#### **Student Outcomes:**

- Students will ask and answer questions about key details in a text
- Students will use illustrations and details in the text to describe its key ideas
- Students will write about a non-fiction topic.

#### **Core Activities/Instructional Methods: Weeks 1-6**

- Analyze the expert model
- Analyze the student model
- Plan & Brainstorm: *“Choose Your Topic” (Reading/Writing Companion p 150-151)*
- Draft (Suggestion: Use 2 weeks for writing)
- Revise & Edit
- Final draft
- Components of Social and Emotional Learning

## **Speaking and Listening**

#### **Student Outcomes**

- Engage in collaborative discussions
- Present writing and research

## **Language Development**

- Oral Vocabulary Acquisition: weekly vocabulary words

## **Grammar**

#### **Student Outcomes**

- Use past and present tense words

#### **Core Activities/Instructional Methods**

- Grammar (use practice book page for weekly test)  
Use old Wonders Grammar resources, IXL-assign weekly skill:
- Components of Social and Emotional Learning

## **Phonics Foundational Skills**

- See DV-OG Curriculum

## **Differentiation: Extensions/Correctives**

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

## **Assessments**

### **Diagnostic**

- IXL Diagnostic

### **Formative**

- Week 6 Benchmark Assessments (Formative-not for a grade) Used After Unit 3

## Summative

- **Weekly Reading Test** For Units 1-3 read the test aloud (teacher script for phonemic awareness and phonics items precedes the answer key for each test). For Units 4-6 students must read the assessment themselves (teacher script is not provided for phonics items, teachers should name each picture for the students).

## Unit 3 Week 4

### **Essential Question: “How is life different than it was long ago?”**

#### **Comprehension/Genre/Author’s Craft**

##### **Student Outcomes:**

- Cite relevant evidence from text
- Make inferences to support understanding
- Reread to monitor comprehension
- Connections within text: Compare and Contrast
- Understand informational text: nonfiction
- Text features

##### **Core Activities/Instructional Methods**

- Introduce the Concept
- Oral Vocabulary Words
- Listening Comprehension
- Word Work
- Shared Read
- Shared Writing
- Grammar
- Components of Social and Emotional Learning

## **Writing**

### **Analytical Writing: Reading Writing Companion**

#### **Write About Texts**

- *Long Ago*
- *Life at Home*

#### **Writing Process: This can be found in the back of each Unit Manual**

##### **Student Outcomes:**

- Students will ask and answer questions about key details in a text
- Students will use illustrations and details in the text to describe its key ideas
- Students will write about a non-fiction topic.

##### **Core Activities/Instructional Methods: Weeks 1-6**

- Analyze the expert model
- Analyze the student model
- Plan & Brainstorm: “” *Choose Your Topic*” (Reading/Writing Companion p 150-151)
- Draft (Suggestion: Use 2 weeks for writing)
- Revise & Edit
- Final draft

- Components of Social and Emotional Learning

### **Speaking and Listening**

#### **Student Outcomes**

- Engage in collaborative discussions
- Present writing and research

### **Language Development**

- Oral Vocabulary Acquisition: weekly vocabulary words

### **Grammar**

#### **Student Outcomes**

- Use correct subject-verb agreement in sentences with the words *is* and *are*

### **Core Activities/Instructional Methods**

- Grammar (use practice book page Components of Social and Emotional Learning for weekly test) Use old Wonders Grammar resources, IXL-assign weekly skill:
- Components of Social and Emotional Learning

### **Phonics Foundational Skills**

- See DV-OG Curriculum

### **Differentiation: Extensions/Correctives**

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

### **Assessments**

#### **Diagnostic**

- IXL Diagnostic

#### **Formative**

- Week 6 Benchmark Assessments (Formative-not for a grade) Used After Unit 3

#### **Summative**

- **Weekly Reading Test** For Units 1-3 read the test aloud (teacher script for phonemic awareness and phonics items precedes the answer key for each test). For Units 4-6 students must read the assessment themselves (teacher script is not provided for phonics items, teachers should name each picture for the students).

## **Unit 3 Week 5**

### **Essential Question: “How do we get our food?”**

#### **Comprehension/Genre/Author’s Craft**

##### **Student Outcomes:**

- Cite relevant evidence from text
- Make inferences to support understanding
- Reread to monitor comprehension
- Connections within text: Sequence
- Understand the aspects of informational text
- Text features

#### **Core Activities/Instructional Methods**

- Introduce the Concept



- Oral Vocabulary Words
- Listening Comprehension
- Word Work
- Shared Read
- Shared Writing
- Grammar
- Components of Social and Emotional Learning

## **Writing**

### **Analytical Writing: Reading Writing Companion**

#### **Write About Texts**

- *A Look at Breakfast*
- *From Cows to You*

### **Writing Process: This can be found in the back of each Unit Manual**

#### **Student Outcomes:**

- Students will ask and answer questions about key details in a text
- Students will use illustrations and details in the text to describe its key ideas
- Students will write about a non-fiction topic.

#### **Core Activities/Instructional Methods: Weeks 1-6**

- Analyze the expert model
- Analyze the student model
- Plan & Brainstorm: *“ Choose Your Topic” (Reading/Writing Companion p 150-151*
- Draft (Suggestion: Use 2 weeks for writing)
- Revise & Edit
- Final draft
- Components of Social and Emotional Learning

## **Speaking and Listening**

#### **Student Outcomes**

- Engage in collaborative discussions
- Present writing and research

## **Language Development**

- Oral Vocabulary Acquisition: weekly vocabulary words

## **Grammar**

#### **Student Outcomes**

- Understand and use contractions with not

#### **Core Activities/Instructional Methods**

- Grammar (use practice book page for weekly test)  
Use old Wonders Grammar resources, IXL-assign weekly skill:
- Components of Social and Emotional Learning

## **Phonics Foundational Skills**

- See DV-OG Curriculum

## **Differentiation: Extensions/Correctives**

- Approaching or On Level Practice Book

- Differentiated Workstation Activity Cards

### **Assessments**

#### **Diagnostic**

- IXL Diagnostic

#### **Formative**

- Week 6 Benchmark Assessments (Formative-not for a grade) Units 4-6

#### **Summative**

- **Weekly Reading Test** For Units 1-3 read the test aloud (teacher script for phonemic awareness and phonics items precedes the answer key for each test). For Units 4-6 students must read the assessment themselves (teacher script is not provided for phonics items, teachers should name each picture for the students).

## **Unit 3 Week 6**

- **Refer to Spiral Review in Reading/Writing Companion**

### **Assessments**

#### **Diagnostic**

- IXL Diagnostic

#### **Formative**

- Week 6 Benchmark Assessments (Formative-not for a grade) Units 4-6

#### **Summative**

- **Weekly Reading Test** For Units 1-3 read the test aloud (teacher script for phonemic awareness and phonics items precedes the answer key for each test). For Units 4-6 students must read the assessment themselves (teacher script is not provided for phonics items, teachers should name each picture for the students).

## **Unit 4 Week 1**

### **Essential Question: “How do animals’ bodies help them??”**

#### **Comprehension/Genre/Author’s Craft**

##### **Student Outcomes:**

- Cite relevant evidence from text
- Make inferences to support understanding
- Ask and answer questions
- Determine characters, setting, plot: sequence
- Understand the aspects of folktales
- Reread
- Text features

#### **Core Activities/Instructional Methods**

- Introduce the Concept
- Oral Vocabulary Words
- Listening Comprehension
- Word Work
- Shared Read

- Shared Writing
- Grammar
- Components of Social and Emotional Learning

## **Writing**

### **Analytical Writing: Reading Writing Companion**

#### **Write About Texts**

- *Snail and Frog Race*
- *Little Rabbit*

### **Writing Process: This can be found in the back of each Unit Manual**

#### **Student Outcomes:**

- Students will ask and answer questions about key details in a text.
- With promptings and support, students will read prose and poetry of appropriate complexity for grade 1.

#### **Core Activities/Instructional Methods:**

- Analyze the expert model
- Analyze the student model
- Plan & Brainstorm: “*Choose Your Animal*”
- Draft (Suggestion: Use 2 weeks for writing)
- Revise & Edit
- Final draft
- Components of Social and Emotional Learning

## **Speaking and Listening**

#### **Student Outcomes**

- Engage in collaborative discussions
- Present writing and research

## **Language Development**

- Oral Vocabulary Acquisition: weekly vocabulary words

## **Grammar**

#### **Student Outcomes**

- Use *was* and *were* correctly in sentences

#### **Core Activities/Instructional Methods**

- Grammar (use practice book page for weekly test)  
Use old Wonders Grammar resources, IXL-assign weekly skill:
- Components of Social and Emotional Learning

## **Phonics Foundational Skills**

- See DV-OG Curriculum

#### **Differentiation: Extensions/Correctives**

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

## Assessments

### Diagnostic

- IXL Diagnostic

### Formative

- Week 6 Benchmark Assessments (Formative-not for a grade) Used After Unit 3

### Summative

- **Weekly Reading Test** For Units 1-3 read the test aloud (teacher script for phonemic awareness and phonics items precedes the answer key for each test). For Units 4-6 students must read the assessment themselves (teacher script is not provided for phonics items, teachers should name each picture for the students).

## Unit 4 Week 2

### Essential Question: “How do animals help each other?”

#### Comprehension/Genre/Author’s Craft

##### Student Outcomes:

- Cite relevant evidence from text
- Make inferences to support understanding
- Ask and answer questions
- Determine main idea and key details
- Understand the aspects of informational text
- Reread
- Text features

#### Core Activities/Instructional Methods

- Introduce the Concept
- Oral Vocabulary Words
- Listening Comprehension
- Word Work
- Shared Read
- Shared Writing
- Grammar
- Components of Social and Emotional Learning

## Writing

### Analytical Writing: Reading Writing Companion

#### Write About Texts

- *A Team of Fish*
- *Animal Teams*

#### Writing Process: This can be found in the back of each Unit Manual

##### Student Outcomes:

- Students will ask and answer questions about key details in a text.
- With prompting and support, students will read prose and poetry of appropriate complexity for grade 1.

### **Core Activities/Instructional Methods:**

- Analyze the expert model
- Analyze the student model
- Plan & Brainstorm: “Choose Your Animal”
- Draft (Suggestion: Use 2 weeks for writing)
- Revise & Edit
- Final draft
- Components of Social and Emotional Learning

### **Speaking and Listening**

#### **Student Outcomes**

- Engage in collaborative discussions
- Present writing and research

### **Language Development**

- Oral Vocabulary Acquisition: weekly vocabulary words

### **Grammar**

#### **Student Outcomes**

- Understand and use *has* and *have* in sentences.

### **Core Activities/Instructional Methods**

- Grammar (use practice book page for weekly test)  
Use old Wonders Grammar resources, IXL-assign weekly skill:
- Components of Social and Emotional Learning

### **Phonics Foundational Skills**

- See DV-OG Curriculum

### **Differentiation: Extensions/Correctives**

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

### **Assessments**

#### **Diagnostic**

- IXL Diagnostic

#### **Formative**

- Week 6 Benchmark Assessments (Formative-not for a grade) Used After Unit 3

#### **Summative**

- **Weekly Reading Test** For Units 1-3 read the test aloud (teacher script for phonemic awareness and phonics items precedes the answer key for each test). For Units 4-6 students must read the assessment themselves (teacher script is not provided for phonics items, teachers should name each picture for the students).

## **Unit 4 Week 3**

### **Essential Question: “Where do animals live together?”**

#### **Comprehension/Genre/Author’s Craft**

##### **Student Outcomes:**

- Cite relevant evidence from text

- Make inferences to support understanding
- Reread to monitor comprehension
- Evaluate the main topic and key details
- Understand the aspects of informational text
- Literary Elements

#### **Core Activities/Instructional Methods**

- Introduce the Concept
- Oral Vocabulary Words
- Listening Comprehension
- Word Work
- Shared Read
- Shared Writing
- Grammar
- Components of Social and Emotional Learning

#### **Writing**

##### **Analytical Writing: Reading Writing Companion**

##### **Write About Texts**

- *The Best Spot*
- *At a Pond*

**Writing Process: This can be found in the back of each Unit Manual**

##### **Student Outcomes:**

The students will ask and answer questions about key details in a text and describe the characters, settings, and major events in a story, using key details.

##### **Core Activities/Instructional Methods:**

- Analyze the expert model
- Analyze the student model
- Plan & Brainstorm: “*Choose Your Animal*”
- Draft (Suggestion: Use 2 weeks for writing)
- Revise & Edit
- Final draft
- Components of Social and Emotional Learning

#### **Speaking and Listening**

##### **Student Outcomes**

- Engage in collaborative discussions
- Present writing and research

#### **Language Development**

- Oral Vocabulary Acquisition: weekly vocabulary words

#### **Grammar**

##### **Student Outcomes**

- Understand and use *go* and *do* in sentences

##### **Core Activities/Instructional Methods**

- Grammar (use practice book page for weekly test)  
Use old Wonders Grammar resources, IXL-assign weekly skill:

- Components of Social and Emotional Learning

### **Phonics Foundational Skills**

- See DV-OG Curriculum

### **Differentiation: Extensions/Correctives**

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

### **Assessments**

#### **Diagnostic**

- IXL Diagnostic

#### **Formative**

- Week 6 Benchmark Assessments (Formative-not for a grade) Used After Unit 3

#### **Summative**

- **Weekly Reading Test** For Units 1-3 read the test aloud (teacher script for phonemic awareness and phonics items precedes the answer key for each test). For Units 4-6 students must read the assessment themselves (teacher script is not provided for phonics items, teachers should name each picture for the students).

## **Unit 4 Week 4**

### **Essential Question: “What insects do you know about? How are they alike and different?”**

#### **Comprehension/Genre/Author’s Craft**

##### **Student Outcomes:**

- Cite relevant evidence from text
- Make inferences to support understanding
- Visualize by creating mental images
- Describe character points of view
- Understand the aspects of fantasy stories
- Reread
- Text features

#### **Core Activities/Instructional Methods**

- Introduce the Concept
- Oral Vocabulary Words
- Listening Comprehension
- Word Work
- Shared Read
- Shared Writing
- Grammar
- Components of Social and Emotional Learning

### **Writing**

#### **Analytical Writing: Reading Writing Companion**

##### **Write About Texts**

- *Creep Low, Fly High*

- *Hi! Fly Guy*

### **Writing Process: This can be found in the back of each Unit Manual**

#### **Student Outcomes:**

- Students will ask and answer questions about key details in a text.
- With prompting and support, students will read prose and poetry of appropriate complexity for grade 1.

#### **Core Activities/Instructional Methods:**

- Analyze the expert model
- Analyze the student model
- Plan & Brainstorm: “*Choose Your Animal*”
- Draft (Suggestion: Use 2 weeks for writing)
- Revise & Edit
- Final draft
- Components of Social and Emotional Learning

#### **Speaking and Listening**

##### **Student Outcomes**

- Engage in collaborative discussions
- Present writing and research

#### **Language Development**

- Oral Vocabulary Acquisition: weekly vocabulary words

#### **Grammar**

##### **Student Outcomes**

- Identify and use *see* and *saw* in sentences

#### **Core Activities/Instructional Methods**

- Grammar (use practice book page for weekly test)  
Use old Wonders Grammar resources, IXL-assign weekly skill:
- Components of Social and Emotional Learning

#### **Phonics Foundational Skills**

- See DV-OG Curriculum

#### **Differentiation: Extensions/Correctives**

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

#### **Assessments**

##### **Diagnostic**

- IXL Diagnostic

##### **Formative**

- Week 6 Benchmark Assessments (Formative-not for a grade) Used After Unit 3

##### **Summative**

- **Weekly Reading Test** For Units 1-3 read the test aloud (teacher script for phonemic awareness and phonics items precedes the answer key for each test). For Units 4-6 students must read the assessment themselves (teacher script is not provided for phonics items, teachers should name each picture for the students).



## **Unit 4 Week 5**

**Essential Question: “How do people work with animals?”**

### **Comprehension/Genre/Author’s Craft**

#### **Student Outcomes:**

- Cite relevant evidence from text
- Make inferences to support understanding
- Visualize by creating mental images
- Recognize sequence organizational patterns
- Understand the aspects of informational text
- Reread
- Text features

#### **Core Activities/Instructional Methods**

- Introduce the Concept
- Oral Vocabulary Words
- Listening Comprehension
- Word Work
- Shared Read
- Shared Writing
- Grammar
- Components of Social and Emotional Learning

### **Writing**

#### **Analytical Writing: Reading Writing Companion**

##### **Write About Texts**

- *From Puppy to Guide Dog*
- *Koko and Penny*

**Writing Process: This can be found in the back of each Unit Manual**

#### **Student Outcomes:**

- Students will ask and answer questions about key details in a text.
- With prompting and support, students will read prose and poetry of appropriate complexity for grade 1.

#### **Core Activities/Instructional Methods:**

- Analyze the expert model
- Analyze the student model
- Plan & Brainstorm: “*Choose Your Animal*”
- Draft (Suggestion: Use 2 weeks for writing)
- Revise & Edit
- Final draft
- Components of Social and Emotional Learning

### **Speaking and Listening**

#### **Student Outcomes**

- Engage in collaborative discussions

- Present writing and research

### **Language Development**

- Oral Vocabulary Acquisition: weekly vocabulary words

### **Grammar**

#### **Student Outcomes**

- Use adverbs that tell when

#### **Core Activities/Instructional Methods**

- Grammar (use practice book page for weekly test)  
Use old Wonders Grammar resources, IXL-assign weekly skill:
- Components of Social and Emotional Learning

#### **Phonics Foundational Skills**

- See DV-OG Curriculum

#### **Differentiation: Extensions/Correctives**

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

#### **Phonics**

- See DV-OG

#### **Assessments**

##### **Diagnostic**

- IXL Diagnostic

##### **Formative**

- Week 6 Benchmark Assessments (Formative-not for a grade) Used After Unit 3

##### **Summative**

- **Weekly Reading Test** For Units 1-3 read the test aloud (teacher script for phonemic awareness and phonics items precedes the answer key for each test). For Units 4-6 students must read the assessment themselves (teacher script is not provided for phonics items, teachers should name each picture for the students).

### **Unit 4 Week 6**

#### **Refer to Spiral Review in Reading/Writing Companion**

#### **Assessments**

##### **Diagnostic**

- IXL Diagnostic

##### **Formative**

- Week 6 Benchmark Assessments (Formative-not for a grade) Used After Unit 3

##### **Summative**

- **Weekly Reading Test** For Units 1-3 read the test aloud (teacher script for phonemic awareness and phonics items precedes the answer key for each test). For Units 4-6 students must read the assessment themselves (teacher script is not provided for phonics items, teachers should name each picture for the students).

## **Unit 5 Week 1**

**Essential Question: “How can we classify and categorize things?”**

**Comprehension/Genre/Author’s Craft**

**Student Outcomes:**

- Cite relevant evidence from text
- Make inferences to support understanding
- Make and confirm predictions
- Describe character points of view
- Understand the aspects of fantasy stories
- Reread
- Text features

**Core Activities/Instructional Methods**

- Introduce the Concept
- Oral Vocabulary Words
- Listening Comprehension
- Word Work
- Shared Read
- Shared Writing
- Grammar
- Components of Social and Emotional Learning

**Writing**

**Analytical Writing: Reading Writing Companion**

**Write About Texts**

- *A Barn Full of Hats*
- *A Lost Button*

**Writing Process: This can be found in the back of each Unit Manual**

**Student Outcomes:**

The students will write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**Core Activities/Instructional Methods:**

- Analyze the expert model
- Analyze the student model
- Plan & Brainstorm: “*Choose Your Topic*”
- Draft (Suggestion: Use 2 weeks for writing)
- Revise & Edit
- Final draft
- Components of Social and Emotional Learning

**Speaking and Listening**

**Student Outcomes**

- Engage in collaborative discussions
- Present writing and research

**Language Development**

- Oral Vocabulary Acquisition: weekly vocabulary words

## **Grammar**

### **Student Outcomes**

- Understand and use words that join

### **Core Activities/Instructional Methods**

- Grammar (use practice book page for weekly test)  
Use old Wonders Grammar resources, IXL-assign weekly skill:
- Components of Social and Emotional Learning

### **Phonics Foundational Skills**

- See DV-OG Curriculum

### **Differentiation: Extensions/Correctives**

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

### **Assessments**

#### **Diagnostic**

- IXL Diagnostic

#### **Formative**

- Week 6 Benchmark Assessments (Formative-not for a grade) Used After Unit 3

#### **Summative**

- **Weekly Reading Test** For Units 1-3 read the test aloud (teacher script for phonemic awareness and phonics items precedes the answer key for each test). For Units 4-6 students must read the assessment themselves (teacher script is not provided for phonics items, teachers should name each picture for the students).

## **Unit 5 Week 3** (Switch weeks 5.2 and 5.3 to align with DV-OG)

### **Essential Question: “What inventions do you know about?”**

#### **Comprehension/Genre/Author’s Craft**

##### **Student Outcomes:**

- Cite relevant evidence from text
- Make inferences to support understanding
- Ask and answer questions
- Recognize problem and solution organization in texts
- Understand the aspects of biographies
- Reread
- Literary Elements

##### **Core Activities/Instructional Methods**

- Introduce the Concept
- Oral Vocabulary Words
- Listening Comprehension
- Word Work
- Shared Read
- Shared Writing
- Grammar
- Components of Social and Emotional Learning

## **Writing**

### **Analytical Writing: Reading Writing Companion**

#### **Write About Texts**

- *The Story of a Robot Inventor*
- *Thomas Edison, Inventor*

#### **Writing Process: This can be found in the back of each Unit Manual**

#### **Student Outcomes:**

The students will write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

#### **Core Activities/Instructional Methods:**

- Analyze the expert model
- Analyze the student model
- Plan & Brainstorm: “Choose Your Topic”
- Draft (Suggestion: Use 2 weeks for writing)
- Revise & Edit
- Final draft
- Components of Social and Emotional Learning

#### **Speaking and Listening**

##### **Student Outcomes**

- Engage in collaborative discussions
- Present writing and research

#### **Language Development**

- Oral Vocabulary Acquisition: weekly vocabulary words

#### **Grammar**

##### **Student Outcomes**

- Understand and use Adjectives that Compare

#### **Core Activities/Instructional Methods**

- Grammar (use practice book page for weekly test)  
Use old Wonders Grammar resources, IXL-assign weekly skill:
- Components of Social and Emotional Learning

#### **Phonics Foundational Skills**

- See DV-OG Curriculum

#### **Differentiation: Extensions/Correctives**

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

#### **Assessments**

##### **Diagnostic**

- IXL Diagnostic

##### **Formative**

- Week 6 Benchmark Assessments (Formative-not for a grade) Used After Unit 3

## Summative

- **Weekly Reading Test** For Units 1-3 read the test aloud (teacher script for phonemic awareness and phonics items precedes the answer key for each test). For Units 4-6 students must read the assessment themselves (teacher script is not provided for phonics items, teachers should name each picture for the students).

## Unit 5 Week 2

### Essential Question: “What can you see in the sky?”

#### Comprehension/Genre/Author’s Craft

##### Student Outcomes:

- Cite relevant evidence from text
- Make inferences to support understanding
- Make and confirm predictions
- Determine cause and effect
- Understand the aspects of fantasy stories
- Reread
- Text features

##### Core Activities/Instructional Methods

- Introduce the Concept
- Oral Vocabulary Words
- Listening Comprehension
- Word Work
- Shared Read
- Shared Writing
- Grammar
- Components of Social and Emotional Learning

## Writing

### Analytical Writing: Reading Writing Companion

#### Write About Texts

- *A Bird Named Fern*
- *Kitten’s First Full Moon*

### Writing Process: This can be found in the back of each Unit Manual

#### Student Outcomes:

The students will write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

#### Core Activities/Instructional Methods:

- Analyze the expert model
- Analyze the student model
- Plan & Brainstorm: “Choose Your Topic”
- Draft (Suggestion: Use 2 weeks for writing)
- Revise & Edit
- Final draft
- Components of Social and Emotional Learning

## **Speaking and Listening**

### **Student Outcomes**

- Engage in collaborative discussions
- Present writing and research

### **Language Development**

- Oral Vocabulary Acquisition: weekly vocabulary words

### **Grammar**

#### **Student Outcomes**

- Understand and use adjectives

#### **Core Activities/Instructional Methods**

- Grammar (use practice book page for weekly test)  
Use old Wonders Grammar resources, IXL-assign weekly skill:
- Components of Social and Emotional Learning

#### **Phonics Foundational Skills**

- See DV-OG Curriculum

#### **Differentiation: Extensions/Correctives**

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

#### **Assessments**

##### **Diagnostic**

- IXL Diagnostic

##### **Formative**

- Week 6 Benchmark Assessments (Formative-not for a grade) Used After Unit 3

##### **Summative**

- **Weekly Reading Test** For Units 1-3 read the test aloud (teacher script for phonemic awareness and phonics items precedes the answer key for each test). For Units 4-6 students must read the assessment themselves (teacher script is not provided for phonics items, teachers should name each picture for the students).

## **Unit 5 Week 4**

### **Essential Question: “What sounds can you hear? How are they made”**

#### **Comprehension/Genre/Author’s Craft**

##### **Student Outcomes:**

- Cite relevant evidence from text
- Make inferences to support understanding
- Ask and answer questions
- Describe problem and solution
- Understand aspects of realistic fiction
- Reread
- Text features

#### **Core Activities/Instructional Methods**

- Introduce the Concept
- Oral Vocabulary Words

- Listening Comprehension
- Word Work
- Shared Read
- Shared Writing
- Grammar
- Components of Social and Emotional Learning

## **Writing**

### **Analytical Writing: Reading Writing Companion**

#### **Write About Texts**

- *Now What's That Sound?*
- *Whistle for Willie*

#### **Writing Process: This can be found in the back of each Unit Manual**

#### **Student Outcomes:**

The students will write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

#### **Core Activities/Instructional Methods:**

- Analyze the expert model
- Analyze the student model
- Plan & Brainstorm: *"Choose Your Topic"*
- Draft (Suggestion: Use 2 weeks for writing)
- Revise & Edit
- Final draft
- Components of Social and Emotional Learning

## **Speaking and Listening**

#### **Student Outcomes**

- Engage in collaborative discussions
- Present writing and research

## **Language Development**

- Oral Vocabulary Acquisition: weekly vocabulary words

## **Grammar**

#### **Student Outcomes**

- Understand and use a, an, this, that

#### **Core Activities/Instructional Methods**

- Grammar (use practice book page for weekly test)  
Use old Wonders Grammar resources, IXL-assign weekly skill:
- Components of Social and Emotional Learning

## **Phonics Foundational Skills**

- See DV-OG Curriculum

#### **Differentiation: Extensions/Correctives**

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards



## Assessments

### Diagnostic

- IXL Diagnostic

### Formative

- Week 6 Benchmark Assessments (Formative-not for a grade) Used After Unit 3

### Summative

- **Weekly Reading Test** For Units 1-3 read the test aloud (teacher script for phonemic awareness and phonics items precedes the answer key for each test). For Units 4-6 students must read the assessment themselves (teacher script is not provided for phonics items, teachers should name each picture for the students).

## Unit 5 Week 5

### Essential Question: “How do things get built?”

#### Comprehension/Genre/Author’s Craft

##### Student Outcomes:

- Cite relevant evidence from text
- Make inferences to support understanding
- Visualize by creating mental images
- Evaluate key details
- Understand the aspects of realistic fiction
- Reread
- Text features

##### Core Activities/Instructional Methods

- Introduce the Concept
- Oral Vocabulary Words
- Listening Comprehension
- Word Work
- Shared Read
- Shared Writing
- Grammar
- Components of Social and Emotional Learning

## Writing

### Analytical Writing: Reading Writing Companion

#### Write About Texts

- *The Joy of a Ship*
- *Building Bridges*

### Writing Process: This can be found in the back of each Unit Manual

#### Student Outcomes:

The students will write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

#### Core Activities/Instructional Methods:

- Analyze the expert model
- Analyze the student model

- Plan & Brainstorm: “Choose Your Topic”
- Draft (Suggestion: Use 2 weeks for writing)
- Revise & Edit
- Final draft
- Components of Social and Emotional Learning

### **Speaking and Listening**

#### **Student Outcomes**

- Engage in collaborative discussions
- Present writing and research

### **Language Development**

- Oral Vocabulary Acquisition: weekly vocabulary words

### **Grammar**

#### **Student Outcomes**

- Use prepositions and prepositional phrases

### **Core Activities/Instructional Methods**

- Grammar (use practice book page for weekly test)  
Use old Wonders Grammar resources, IXL-assign weekly skill:
- Components of Social and Emotional Learning

### **Phonics Foundational Skills**

- See DV-OG Curriculum

### **Differentiation: Extensions/Correctives**

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

### **Assessments**

#### **Diagnostic**

- IXL Diagnostic

#### **Formative**

- Week 6 Benchmark Assessments (Formative-not for a grade) Used After Unit 3

#### **Summative**

- **Weekly Reading Test** For Units 1-3 read the test aloud (teacher script for phonemic awareness and phonics items precedes the answer key for each test). For Units 4-6 students must read the assessment themselves (teacher script is not provided for phonics items, teachers should name each picture for the students).

## **Unit 5 Week 6**

### **Refer to Spiral Review in Reading/Writing Companion**

#### **Assessments**

##### **Diagnostic**

- IXL Diagnostic

##### **Formative**

- Week 6 Benchmark Assessments (Formative-not for a grade) Units 4-6

## **Summative**

- **Weekly Reading Test** For Units 1-3 read the test aloud (teacher script for phonemic awareness and phonics items precedes the answer key for each test). For Units 4-6 students must read the assessment themselves (teacher script is not provided for phonics items, teachers should name each picture for the students).

## **Unit 6 Week 1**

**Essential Question: “How can we work together to make our lives better?”**

**Comprehension/Genre/Author’s Craft**

**Student Outcomes:**

- Cite relevant evidence from text
- Make inferences to support understanding
- Reread to monitor comprehension
- Determine theme
- Understand the aspects of fantasy stories
- Text features

**Core Activities/Instructional Methods**

- Introduce the Concept
- Oral Vocabulary Words
- Listening Comprehension
- Word Work
- Shared Read
- Shared Writing
- Grammar
- Components of Social and Emotional Learning

**Writing**

**Analytical Writing: Reading Writing Companion**

**Write About Texts**

- *Super Tools*
- *Click Clack Moo Cows That Type*

**Writing Process: This can be found in the back of each Unit Manual**

**Student Outcomes:**

The students will participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

**Core Activities/Instructional Methods: Teacher’s Manual**

- Analyze the expert model
- Analyze the student model
- Plan & Brainstorm: “*Persuasive Essay*”
- Draft (Suggestion: Use 2 weeks for writing)
- Revise & Edit
- Final draft
- Components of Social and Emotional Learning

**Speaking and Listening**

**Student Outcomes**

- Engage in collaborative discussions
- Present writing and research

**Language Development**

- Oral Vocabulary Acquisition: weekly vocabulary words

## **Grammar**

### **Student Outcomes**

- Use pronouns *I, you, he, she, it, we, the*

### **Core Activities/Instructional Methods**

- Grammar (use practice book page for weekly test)  
Use old Wonders Grammar resources, IXL-assign weekly skill:
- Components of Social and Emotional Learning

### **Phonics Foundational Skills**

- See DV-OG Curriculum

### **Differentiation: Extensions/Correctives**

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

## **Assessments**

### **Diagnostic**

- IXL Diagnostic

### **Formative**

- Week 6 Benchmark Assessments (Formative-not for a grade) Used After Unit 3

### **Summative**

- **Weekly Reading Test** For Units 1-3 read the test aloud (teacher script for phonemic awareness and phonics items precedes the answer key for each test). For Units 4-6 students must read the assessment themselves (teacher script is not provided for phonics items, teachers should name each picture for the students).

## **Unit 6 Week 2**

### **Essential Question: “What Do You Do At Your School?”**

#### **Comprehension/Genre/Author’s Craft**

##### **Student Outcomes:**

- Cite relevant evidence from text
- Make inferences to support understanding
- Reread to monitor comprehension. Discuss the author’s purpose
- Understand the aspects of informational text: non-fiction
- Reread
- Literary Elements

##### **Core Activities/Instructional Methods**

- Introduce the Concept
- Oral Vocabulary Words
- Listening Comprehension
- Word Work
- Shared Read
- Shared Writing
- Grammar
- Components of Social and Emotional Learning

## **Writing**

### **Analytical Writing: Reading Writing Companion**

#### **Write About Texts**

- *All Kinds of Helpers*
- *Meet Rosina*

#### **Writing Process: This can be found in the back of each Unit Manual**

#### **Student Outcomes:**

The students will participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

#### **Core Activities/Instructional Methods: Teacher's Manual**

- Analyze the expert model
- Analyze the student model
- Plan & Brainstorm: "*Persuasive Essay*"
- Draft (Suggestion: Use 2 weeks for writing)
- Revise & Edit
- Final draft
- Components of Social and Emotional Learning

#### **Speaking and Listening**

##### **Student Outcomes**

- Engage in collaborative discussions
- Present writing and research

#### **Language Development**

- Oral Vocabulary Acquisition: weekly vocabulary words

#### **Grammar**

##### **Student Outcomes**

- Understand and use possessive pronouns

#### **Core Activities/Instructional Methods**

- Grammar (use practice book page for weekly test)  
Use old Wonders Grammar resources, IXL-assign weekly skill:
- Components of Social and Emotional Learning

#### **Phonics Foundational Skills**

- See DV-OG Curriculum

#### **Differentiation: Extensions/Correctives**

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

#### **Assessments**

##### **Diagnostic**

- IXL Diagnostic

##### **Formative**

- Week 6 Benchmark Assessments (Formative-not for a grade) Used After Unit 3

## Summative

- **Weekly Reading Test** For Units 1-3 read the test aloud (teacher script for phonemic awareness and phonics items precedes the answer key for each test). For Units 4-6 students must read the assessment themselves (teacher script is not provided for phonics items, teachers should name each picture for the students).

## Unit 6 Week 3

### Essential Question: “How can weather affect us?”

#### Comprehension/Genre/Author’s Craft

##### Student Outcomes:

- Cite relevant evidence from text
- Make inferences to support understanding
- Visualize by creating mental images
- Describe characters, setting, plot-cause and effect
- Understand the aspects of realistic fiction
- Reread
- Text features

#### Core Activities/Instructional Methods

- Introduce the Concept
- Oral Vocabulary Words
- Listening Comprehension
- Word Work
- Shared Read
- Shared Writing
- Grammar
- Components of Social and Emotional Learning

## Writing

### Analytical Writing: Reading Writing Companion

#### Write About Texts

- *Wrapped in Ice*
- *Rain School*

### Writing Process: This can be found in the back of each Unit Manual

#### Student Outcomes:

The students will participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

#### Core Activities/Instructional Methods: Teacher’s Manual

- Analyze the expert model
- Analyze the student model
- Plan & Brainstorm: “*Persuasive Essay*”
- Draft (Suggestion: Use 2 weeks for writing)
- Revise & Edit
- Final draft
- Components of Social and Emotional Learning

## **Speaking and Listening**

### **Student Outcomes**

- Engage in collaborative discussions
- Present writing and research

### **Language Development**

- Oral Vocabulary Acquisition: weekly vocabulary words

### **Grammar**

#### **Student Outcomes**

- Use and understand special pronouns

#### **Core Activities/Instructional Methods**

- Grammar (use practice book page for weekly test)  
Use old Wonders Grammar resources, IXL-assign weekly skill:
- Components of Social and Emotional Learning

#### **Phonics Foundational Skills**

- See DV-OG Curriculum

#### **Differentiation: Extensions/Correctives**

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

#### **Assessments**

##### **Diagnostic**

- IXL Diagnostic

##### **Formative**

- Week 6 Benchmark Assessments (Formative-not for a grade) Used After Unit 3

##### **Summative**

- **Weekly Reading Test** For Units 1-3 read the test aloud (teacher script for phonemic awareness and phonics items precedes the answer key for each test). For Units 4-6 students must read the assessment themselves (teacher script is not provided for phonics items, teachers should name each picture for the students).

## **Unit 6 Week 4**

### **Essential Question: “What traditions do you know about?”**

#### **Comprehension/Genre/Author’s Craft**

##### **Student Outcomes:**

- Cite relevant evidence from text
- Make inferences to support understanding
- Visualize by creating mental images
- Determine Theme
- Understand the aspects of realistic fiction
- Reread
- Text features

#### **Core Activities/Instructional Methods**

- Introduce the Concept
- Oral Vocabulary Words



- Listening Comprehension
- Word Work
- Shared Read
- Shared Writing
- Grammar
- Components of Social and Emotional Learning

## **Writing**

### **Analytical Writing: Reading Writing Companion**

#### **Write About Texts**

- *A Spring Birthday*
- *Lissy's Friends*

#### **Writing Process: This can be found in the back of each Unit Manual**

#### **Student Outcomes:**

The students will participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

#### **Core Activities/Instructional Methods: Teacher's Manual T458**

- Analyze the expert model
- Analyze the student model
- Plan & Brainstorm: "*Persuasive Essay*"
- Draft (Suggestion: Use 2 weeks for writing)
- Revise & Edit
- Final draft
- Components of Social and Emotional Learning

## **Speaking and Listening**

#### **Student Outcomes**

- Engage in collaborative discussions
- Present writing and research

## **Language Development**

- Oral Vocabulary Acquisition: weekly vocabulary words

## **Grammar**

#### **Student Outcomes**

- Understand and use subjective and objective pronouns

#### **Core Activities/Instructional Method**

- Grammar (use practice book page for weekly test)  
Use old Wonders Grammar resources, IXL-assign weekly skill:
- Components of Social and Emotional Learning

## **Phonics Foundational Skills**

- See DV-OG Curriculum

#### **Differentiation: Extensions/Correctives**

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

## Assessments

### Diagnostic

- IXL Diagnostic

### Formative

- Week 6 Benchmark Assessments (Formative-not for a grade) Units 4-6

### Summative

- **Weekly Reading Test** For Units 1-3 read the test aloud (teacher script for phonemic awareness and phonics items precedes the answer key for each test). For Units 4-6 students must read the assessment themselves (teacher script is not provided for phonics items, teachers should name each picture for the students).

## Unit 6 Week 5

### Essential Question: “Why do we celebrate holidays?”

#### Comprehension/Genre/Author’s Craft

##### Student Outcomes:

- Cite relevant evidence from text
- Make inferences to support understanding
- Reread to monitor comprehension
- Discuss the author’s purpose
- Understand aspects of informational text
- Text features

#### Core Activities/Instructional Methods

- Introduce the Concept
- Oral Vocabulary Words
- Listening Comprehension
- Word Work
- Shared Read
- Shared Writing
- Grammar
- Components of Social and Emotional Learning

## Writing

### Analytical Writing: Reading Writing Companion

#### Write About Texts

- *Share the Harvest and Give*
- *ThanksHappy Birthday, USA!*

### Writing Process: This can be found in the back of each Unit Manual

#### Student Outcomes:

The students will participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

#### Core Activities/Instructional Methods: Teacher’s Manual

- Analyze the expert model
- Analyze the student model
- Plan & Brainstorm: “*Persuasive Essay*”

- Draft (Suggestion: Use 2 weeks for writing)
- Revise & Edit
- Final draft
- Components of Social and Emotional Learning

### **Speaking and Listening**

#### **Student Outcomes**

- Engage in collaborative discussions
- Present writing and research

#### **Language Development**

- Oral Vocabulary Acquisition: weekly vocabulary words

#### **Grammar**

#### **Student Outcomes**

- Understand and use adverbs to tell how

#### **Core Activities/Instructional Methods**

- Grammar (use practice book page for weekly test)  
Use old Wonders Grammar resources, IXL-assign weekly skill:
- Components of Social and Emotional Learning

#### **Phonics Foundational Skills**

- See DV-OG Curriculum

#### **Differentiation: Extensions/Correctives**

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

#### **Assessments**

##### **Diagnostic**

- IXL Diagnostic

##### **Formative**

- Week 6 Benchmark Assessments (Formative-not for a grade) Used After Unit 3

##### **Summative**

- **Weekly Reading Test** For Units 1-3 read the test aloud (teacher script for phonemic awareness and phonics items precedes the answer key for each test). For Units 4-6 students must read the assessment themselves (teacher script is not provided for phonics items, teachers should name each picture for the students).

## **Unit 6 Week 6**

### **Refer to spiral review in Reading/Writing Companion**

#### **Assessments**

##### **Diagnostic**

- IXL Diagnostic

##### **Formative**

- Week 6 Benchmark Assessments (Formative-not for a grade) Units 4-6

##### **Summative**

- **Weekly Reading Test** For Units 1-3 read the test aloud (teacher script for phonemic awareness and phonics items precedes the answer key for each test). For Units 4-6

students must read the assessment themselves (teacher script is not provided for phonics items, teachers should name each picture for the students).