

ELA Curriculum Mapping

Kindergarten

Subject Area: ELA	Grade Level: Kindergarten	
Unit name / Theme: Reading Fundamentals - Launching	Dates when unit will be taught: September - October	Time Frame: 8 weeks
Writing activity (if applicable) <ul style="list-style-type: none">• Book favorites response sheet (pg. 47)• Illustrated responses in student notebook with optional written extension as appropriate		
Assessment(s) (attach all that apply-here or below) <ul style="list-style-type: none">• See each lesson for corresponding assessment (examples: conferencing, checklists, student writing responses, observations) <p>Formative Assessments:</p> <ul style="list-style-type: none">• Notes: Where Are My Students in the Reading Process?• Renaissance (Early Literacy and/or Star Reading)• DRA		
Rubric(s) (attach all that apply-here or below) Standard Based Scoring Rubric		
<u>Differentiate Instruction</u> by: (list strategies or ways to level learners, if you can) Will vary according to student readiness/interest/learning profile: <ul style="list-style-type: none">• Graphic Organizers• Reading Buddies• Think-Pair-Share• Class Brainstorming• Experts/leaders		

- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Anchor Activities (ongoing-listen to books, websites)

Ways to Level Learners:

- Where Are My Students in the Reading Process? - performance checklist
- DRA

9.1 Personal Financial Literacy Standard **infusion: include indicators from links**

9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them.

9.2 Career Awareness **infusion: include indicators from links**

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Subject Area: Reading / Writing / Social Studies	Grade Level: Kindergarten	
Unit name / Theme: Thanksgiving, Pilgrims, Native Americans	Dates when unit will be taught: November	Time Frame: 4 weeks
See Social Studies Curriculum for mapping		

Subject Area: Reading	Grade Level: Kindergarten	
Unit name / Theme: Reading Fundamentals - Fiction	Dates when unit will be taught: December - January	Time Frame: 8 weeks
<p>Writing activity (if applicable)</p> <ul style="list-style-type: none"> ● Response to reading in journal (found throughout lessons, often found in assessment section) ● Retelling a Story worksheet - page 39 ● Sequencing Activity - page 41 ● Retelling a Story: Adding Inferences - page 47 ● Compare/Contrast Venn Diagram - page 56 ● Story Map - page 66 ● Making Good Predictions - page 73 ● Making Connections - page 82 (Home-School Connection) ● What Are You Wondering? - page 86 ● Characters Inside and Out - page 94 ● Blank story map - page 103 ● Student book review - page 113 		
<p>Assessment(s) (attach all that apply-here or below)</p> <ul style="list-style-type: none"> ● See each lesson for corresponding assessment (examples: conferencing, checklists, student writing responses, observations, anecdotal records, sharing circle, performances) <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Notes: Where Are My Students in the Reading Process? ● Making Good Predictions - page 73 ● Renaissance (Early Literacy and/or Star Reading) ● DRA ● Post It note book marking 		

Summative Assessments:

- Retell Checklist
- Student Performance Checklist - page 114 - 115

Rubric(s) (attach all that apply-here or below)

[Standard Based Scoring Rubric](#)

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

Will vary according to student readiness/interest/learning profile:

- Graphic Organizers
- Reading Buddies
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Anchor Activities (ongoing-listen to books, websites)

Ways to Level Learners:

- Where Are My Students in the Reading Process? - performance checklist
- DRA

9.1 Personal Financial Literacy Standard infusion: include indicators from links

9.2 Career Awareness infusion: include indicators from links

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Subject Area: Reading	Grade Level: Kindergarten	
Unit name / Theme: Reading Fundamentals - Nonfiction	Dates when unit will be taught: February - March	Time Frame: 8 weeks
Writing activity (if applicable) <ul style="list-style-type: none">● Thinking About Nonfiction - page 34 - 35● Dream Big - page 49● Health Quilt - page 60● Discovering New Words - page 86● Feature Hunt - page 91● Hunting for More Information - page 95● Comparing and Contrasting Nonfiction and Literary Nonfiction - page 103		
Assessment(s) (attach all that apply-here or below) <ul style="list-style-type: none">● See each lesson for corresponding assessment (examples: conferencing, checklists, student writing responses, observations, anecdotal records, sharing circle, performances) <p>Formative Assessments:</p> <ul style="list-style-type: none">● Notes: Where Are My Students in the Reading Process?● Running Record● Illustrated visualization <p>Summative Assessments:</p>		

- Student Performance Checklist - pages 104 - 105

Rubric(s) (attach all that apply-here or below)

[Standard Based Scoring Rubric](#)

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

Will vary according to student readiness/interest/learning profile:

- Graphic Organizers
- Reading Buddies
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Anchor Activities (ongoing-listen to books, websites)

Ways to Level Learners:

- Where Are My Students in the Reading Process? - performance checklist
- DRA

9.1 Personal Financial Literacy Standard infusion: include indicators from links

9.2 Career Awareness infusion: include indicators from links

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Subject Area: Reading	Grade Level: Kindergarten	
Unit name / Theme: Reading Fundamentals - Plants (Science)	Dates when unit will be taught: April	Time Frame: 4 weeks
<p>Writing activity (if applicable)</p> <ul style="list-style-type: none"> ● Let's Study Plants - page 37 ● My Science Wondering and Observation Notebook <ul style="list-style-type: none"> ○ Stop and Sketch - page 45 ○ Notice and Note: Flowers - page 51 ○ I Can Define These Words - page 53 ○ Notice and Note: Stems - page 54 ○ Word Web: S.E.E.D. - page 62 ○ List - Group - Label - page 70 ○ What's the BIG Idea? - page 87 ○ Acorns and Trees - page 88 ○ Taking Care of a Plant - page 101 ○ Stop and Jot - page 108 ○ The Life Cycle of a Dandelion - page 121 ○ Response to Reading - page 128 ○ My Tree Observations - page 129 ○ Response to Reading - page 140 ○ Writing Like Scientists - page 148-149 ○ Celebrating My Learning - page 165 ○ Response to Reading: Poem - page 166 		
<p>Assessment(s) (attach all that apply-here or below)</p> <ul style="list-style-type: none"> ● See each lesson for corresponding assessment (examples: conferencing, checklists, student writing responses, observations, 		

anecdotal records, sharing circle, performances)

Formative Assessments:

- Notes: Where Are My Students in the Reading Process?
- DRA as necessary
- Running record

Rubric(s) (attach all that apply-here or below)

[Standard Based Scoring Rubric](#)

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

Will vary according to student readiness/interest/learning profile:

- Graphic Organizers
- Reading Buddies
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Anchor Activities (ongoing-listen to books, websites)

9.1 Personal Financial Literacy Standard infusion: include indicators from links

9.2 Career Awareness infusion: include indicators from links

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Subject Area: Reading/Writing/Science	Grade Level: Kindergarten	
Unit name / Theme: Reading: Author Study - Eric Carle Writing: Nonfiction Research Project Science: Insects, Life Cycles	Dates when unit will be taught: May - June	Time Frame: 6 weeks
Writing activity (if applicable): <ul style="list-style-type: none">● Insects I am Interested In● Insect Fact Book Draft (Habitat, Food, Life Cycle, Body Parts, Fun Fact)● Final Insect Fact Book● Insect Fact Sheet● Making connections prompts - response to each of the anchor texts● How to illustrate like Eric Carle writing● Written retellings		
Assessment(s) (attach all that apply-here or below) Formative Assessments: <ul style="list-style-type: none">● Conferencing● Checklists● Student writing responses● Observations● Notes: Where Are My Students in the Writing Process? -Schoolwide resource● Evaluation II: Teacher Assessment of Student Performance -Schoolwide resource● Graphic organizers● Story re-enactments● Partner writing revisions and editing● Renaissance (Early Literacy and/or Star Reading)		

- DRA

Summative Assessments:

- Grade level writing rubric
- Teaching day presentations

Rubric(s) (attach all that apply-here or below)

[Standard Based Scoring Rubric](https://drive.google.com/a/bedminsterschool.org/file/d/0ByZjkDtvDee2R0Z4Q0tEbDh5emc/view?usp=sharing)

<https://drive.google.com/a/bedminsterschool.org/file/d/0ByZjkDtvDee2R0Z4Q0tEbDh5emc/view?usp=sharing>

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

Will vary according to student readiness/interest/learning profile:

- Graphic Organizers
- Reading Buddies
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Anchor Activities (ongoing-listen to books, websites)

9.1 Personal Financial Literacy Standard infusion: include indicators from links

9.2 Career Awareness infusion: include indicators from links

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and

professional goals.

Subject Area: Writing	Grade Level: Kindergarten	
Unit name / Theme: Writing Fundamentals - How Writers Work	Dates when unit will be taught: September - November	Time Frame: 8 weeks
Writing activity (if applicable) <ul style="list-style-type: none">• Class charts• Special Memories (page 21)• My Favorite Thing to Do (page 23)• Revise and Take Another Look (page 29)• Final book (4-6 pages suggested), free writing books		
Assessment(s) (attach all that apply-here or below) <p>See each lesson for corresponding assessment (examples: conferencing, checklists, student writing responses, observations, writer's notebook)</p> <p>Formative Assessments:</p> <ul style="list-style-type: none">• Notes: Where Are My Students in the Writing Process?• Student writing samples• Evaluation II: Teacher Assessment of Student Performance <p>Summative Assessments:</p> <ul style="list-style-type: none">• Grade level writing rubric <p>Student Self Assessments:</p> <ul style="list-style-type: none">• Evaluation 1: Reflecting On My Work		

Rubric(s) (attach all that apply-here or below)

<https://drive.google.com/a/bedminsterschool.org/file/d/0ByZjkDtvDee2R0Z4Q0tEbDh5emc/view?usp=sharing>

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

- Strategy groups
- Tiered instruction
- Compacting
- Learning contracts
- Choice boards
- Class brainstorming
- Graphic organizers
- Experts/Leaders
- Think/Pair/Share
- Enrichment/Remediation
- Anchor activities
- Student grouping based on strengths/needs

9.1 Personal Financial Literacy Standard infusion: include indicators from links

9.2 Career Awareness infusion: include indicators from links

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Subject Area: Writing	Grade Level: Kindergarten	
Unit name / Theme: Writing Fundamentals - Functional Writing	Dates when unit will be taught: November - December	Time Frame: 6 weeks
Writing activity (if applicable) <ul style="list-style-type: none">● Final book (4-6 pages suggested), free writing books● Letter form (page 15)● Things I Can Ask for in a Letter (page 17)● Types of Lists (page 19) and List Paper (page 20)● My Map of ___ (page 22) and My Map of Outer Space (page 23)● Environmental Print in Our Classroom (page 25)● My Advertisement (page 27)● Why Writers Write Letters (page 29)● What? Who? Why? (page 31) and The Piece I Chose to Publish (page 32)● Parts of a Friendly Letter (page 34) and A Letter from Me (page 35)● A Note from Me (page 37) and Invitation Template (page 38)● My Partner's Draft (page 40)● The Voices Our Writers Convey (page 42) and The Voice I Want to Convey (page 43)● Comma Check (page 45)● Capitalization Worksheet (page 47)● Address an Envelope (page 49) and Ideas for Celebrating (page 50)● Self-Assessment Questionnaire (page 52)		
Assessment(s) (attach all that apply-here or below) <p>See each lesson for corresponding assessment (examples: conferencing, checklists, student writing responses, observations, writer's</p>		

notebook)

Formative Assessments:

- Notes: Where Are My Students in the Writing Process?
- Teacher Assessment of Student Performance: Evaluation II- p.53
- See each lesson for corresponding assessment (examples: conferencing, checklists, student writing responses, observations, writer's notebook)

Summative Assessment:

- Grade level writing rubric

Student Assessments:

- Appendix "Self-Assessment Questionnaire" p.52

Rubric(s) (attach all that apply-here or below)

<https://drive.google.com/a/bedminsterschool.org/file/d/0ByZjkDtvDee2R3FhYzNTU2hySk0/view?usp=sharing>

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

- Strategy groups
- Tiered instruction
- Compacting
- Learning contracts
- Choice boards
- Class brainstorming
- Graphic organizers
- Experts/Leaders
- Think/Pair/Share
- Enrichment/Remediation

- Anchor activities
- Student grouping based on strengths/needs

9.1 Personal Financial Literacy Standard **infusion: include indicators from links**

9.2 Career Awareness **infusion: include indicators from links**

Subject Area: Writing	Grade Level: Kindergarten	
Unit name / Theme: Writing Fundamentals - Personal Narrative	Dates when unit will be taught: February - March	Time Frame: 8 weeks
Writing activity (if applicable) <ul style="list-style-type: none"> ● Class Charts ● Reader Response (page 37) ● My Keepsake (page 42) ● Memorable Moment (page 46) ● Places I Explore (page 51) ● Memorable Sensations (page 52) ● Narrow the Topic (page 56) ● Personal Narrative: Deciding What to Publish (page 59) ● Snapshot Structure: Planning Paper (page 63) ● Snapshot (page 64) ● Chronological Order of One Event: Planning Paper (page 67) ● Getting to the Heart of It (page 70) 		

- Tell Me More (page 77)
- Mo's and My Punctuation (page 80)
- Punctuation Check (page 83)
- Finishing Touches Checklist (page 86)
- How Have I Grown? (page 90)
- Final book (4-6 pages suggested), free writing books

Assessment(s) (attach all that apply-here or below)

See each lesson for corresponding assessment (examples: conferencing, checklists, student writing responses, observations, writer's notebook)

Formative Assessments:

- See each lesson for corresponding assessment (examples: conferencing, checklists, student writing responses, observations, writer's notebook)
- Notes: Where Are My Students in the Writing Process?
- Student writing samples
- Student Performance Checklist

Summative Assessments:

- Grade level writing rubric

Student Self Assessments:

- Appendix 1: How Have I Grown?

Rubric(s) (attach all that apply-here or below)

<https://drive.google.com/a/bedminsterschool.org/file/d/0ByZjkDtvDee2R0Z4Q0tEbDh5emc/view?usp=sharing>

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

- Strategy groups

- Tiered instruction
- Compacting
- Learning contracts
- Choice boards
- Class brainstorming
- Graphic organizers
- Experts/Leaders
- Think/Pair/Share
- Enrichment/Remediation
- Anchor activities
- Student grouping based on strengths/needs

9.1 Personal Financial Literacy Standard **infusion: include indicators from links**

9.2 Career Awareness **infusion: include indicators from links**

Subject Area: Writing	Grade Level: Kindergarten	
Unit name / Theme: Writing Fundamentals - How to	Dates when unit will be taught: April - May	Time Frame: 8 weeks
Writing activity (if applicable)		
<ul style="list-style-type: none"> ● My How - To - Be Idea (page 13) ● Things I Know How to Do (page 15) 		

- How - To Brainstorm (page 17)
- What Can I Teach? (page 19)
- 4 Snapshots of 4 Seasons (page 23)
- The How - To Writing I Selected (page 25)
- Things You Will Need to Do My How - To (page 27)
- Drawing My How - To (page 29)
- Write Steps Out (page 32)
- My How - To Moment (page 34)
- Vivid Verbs (page 36)
- Dedication page (page 42)
- How - To Writing Self Assessment (page 44)
- Final book (4-6 pages suggested), free writing books

Assessment(s) (attach all that apply-here or below)

Formative Assessments:

- See each lesson for corresponding assessment (examples: conferencing, checklists, student writing responses, observations, writer's notebook)
- Notes: Where Are My Students in the Writing Process?
- Student writing samples
- Evaluation II: Teacher Assessment of Student Performance (page 45)

Summative Assessments:

- Grade level writing rubric

Student Self Assessments:

- Appendix 1: Reflecting on my Work (page 44)

Rubric(s) (attach all that apply-here or below)

<https://drive.google.com/a/bedminsterschool.org/file/d/0ByZjkDtvDee2R3FhYzNTU2hySk0/view?usp=sharing>

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

- Strategy groups
- Tiered instruction
- Compacting
- Learning contracts
- Choice boards
- Class brainstorming
- Graphic organizers
- Experts/Leaders
- Think/Pair/Share
- Enrichment/Remediation
- Anchor activities
- Student grouping based on strengths/needs

9.1 Personal Financial Literacy Standard infusion: include indicators from links

9.2 Career Awareness infusion: include indicators from links

Subject Area: Phonics	Grade Level: Kindergarten	
Unit name / Theme: Foundations - Units 1 & 2	Dates when unit will be taught: September - February	Time Frame: 6 months
Writing activity (if applicable) <ul style="list-style-type: none">● Letter formation (upper and lower case)● Whole class sentence formation (Word Play)● Sentence dictation		

Assessment(s) (attach all that apply-here or below)

Formative Assessments

- White board responses
- Conferencing
- Student responses

Summative Assessments

- Foundations unit assessments

Rubric(s) (attach all that apply-here or below)

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

- See first page in each unit- *Differentiation* (misconceptions)section (example: Unit 2 p. 186)
- See *Learning Activity* Overview p. 21-48
- Access the Foundations Professional Learning Community (PLC) for DI (access code found on 1st page of manual)
- Tiered instruction
- Compacting
- Learning contracts
- Class brainstorming
- Think/Pair/Share
- Enrichment/Remediation
- Anchor activities
- Choral responses
- Whole body sound exercises
- Use of sensory sand
- Strategy groups

- Whiteboard and chalk responses
- Sky writing
- Small group instruction, focus groups

9.1 Personal Financial Literacy Standard **infusion: include indicators from links**

9.2 Career Awareness **infusion: include indicators from links**

Subject Area: Phonics	Grade Level: Kindergarten	
Unit name / Theme: Foundations - Units 3, 4	Dates when unit will be taught: March - June	Time Frame: 4 months
Writing activity (if applicable) <ul style="list-style-type: none"> ● Sentence dictation ● CVC word dictation ● Journal entries 		
Assessment(s) (attach all that apply-here or below) Formative Assessments <ul style="list-style-type: none"> ● White board responses ● Conferencing ● Student responses 		

- Student observation
- Written responses across curriculum

Summative Assessments

- Foundations unit assessments

Rubric(s) (attach all that apply-here or below)

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

- See first page in each unit- *Differentiation* (misconceptions)section (example: Unit 2 p. 186)
- See *Learning Activity* Overview p. 21-48
- Access the Foundations Professional Learning Community (PLC) for DI (access code found on 1st page of manual)
- Tiered instruction
- Compacting
- Learning contracts
- Class brainstorming
- Think/Pair/Share
- Enrichment/Remediation
- Anchor activities
- Choral responses
- Whole body sound exercises
- Use of sensory sand
- Strategy groups
- Whiteboard and chalk responses
- Sky writing
- Small group instruction, focus groups

9.1 Personal Financial Literacy Standard infusion: include indicators from links

9.2 Career Awareness infusion: include indicators from links

First Grade

Subject Area: Reading	Grade Level: First	
Unit name / Theme: Reading Fundamentals/ Launching	Dates when unit will be taught: September-October	Time Frame: weeks/months 6-8 weeks
Lessons and Writing Activities (if applicable) <ul style="list-style-type: none">● Lesson 1- Students will learn what it means to be part of a community that values listening, sharing, learning, and reading. Create a class web while reading the mentor text about what good readers do. Appendix 1: “What Good Readers Do” p.38, Appendix 2: “What Good Readers Do (Teacher’s Reference)” p.39, Appendix 3: “Letter Home” p.40● Lesson 2- Students will identify book parts and text features, examine their purposes, and think about what they contribute to a book’s overall message. Students will complete a checklist. Appendix: “The Parts of a Book: Checklist” p.44		

- **Lesson 3-** Students will learn about the rituals, routines, and experiences for reading workshop. Have students complete the reading workshop checklist. Appendix: “Reading Workshop Checklist” p.48
- **Lesson 4-** Students will determine the best places in their environment where they can do their best thinking and reading work. Have students write about and discuss these places with a partner. Appendix: “The Best Place to Read” p.53
- **Lesson 5-** Students will learn the strategies for sharing thoughts in the classroom as they engage with text and exhibit a greater appreciation for the conversation and discussion components of reading workshop. Appendix: “Sharing Strategies” p.57
- **Lesson 6-** Students will identify story elements of fictional stories. Have students fill out the Fiction’s Features Appendix while listening to the story Library Mouse: A World to Explore. Students can read their independent books and fill out another copy of this Appendix for assessment. Appendix 1: “Fiction’s Features” p.61 and Appendix 2: “Fiction’s Features (Teacher Reference)” p.62
- **Lesson 7-** Students will make personal connections and ask questions as they read in order to develop a better understanding of texts. Students will write about the connections they made while listening to the story Born to Read. Appendix: “Making Connections” p.66
- **Lesson 8-** Students will begin using their knowledge of the elements of fiction- including character, setting, problem, and solution- in order to support comprehension, make predictions, and understand texts. Appendix 1: “Building on Fiction” p.70 and Appendix 2: “Building on Fiction (Teacher Reference)” p.71
- **Lesson 9-** Students will draw their mental images to clarify their thinking and enhance their understanding of texts. Appendix: “Visualizing What I Read” p.75
- **Lesson 10-** Students will act out poems by using inflection, expression, gesture, and movement. Appendix: “Poetry Moves Us!” p.79
- **Lesson 11-** Students will use context clues and word meaning strategies to determine the meaning of unfamiliar words. Appendix: “Learning New Words” p.83
- **Lesson 12-** Students will use pictures to assist them in gaining deeper meaning from the text. Students will draw a picture and write a sentence about it. Appendix: “Say It With a Picture” p.87
- **Mini Lessons 1-6-** These lessons will be used to support student understanding and build on the knowledge gained throughout this unit.
 - ML 1- Appendix: “Just-Right Books” p.91
 - ML 2- Appendix: “Dig Into Genre” p.95
 - ML 3- Appendix: “Let’s Think About It!” p.99
 - ML 4- Appendix 1: “In My Own Words” p.103 and Appendix 2: “Watching Whales’ Excerpt” p.104
 - ML 5- Appendix 1: “My Reading Goals” p.108 and Appendix 2: “Tracking My Goals” p.109

- ML 6- Appendix: “My Reading Diet: Balanced Nutrition” p.113

Assessment(s) (attach all that apply-here or below)

Formative Assessments:

- See each lesson for corresponding assessment (examples: conferencing, checklists, student writing responses, observations, anecdotal records)
- Notes: Where Are My Students in the Reading Process?

Summative Assessment:

- Student Performance Checklist p.114-115

Additional Assessments:

- Renaissance (Early Literacy and/or Star Reading)
- DRA (Beginning of year assessment)
- Running Records

Rubric(s) (attach all that apply-here or below)

[Standard Based Scoring Rubric](#)

[Guided Reading Rubric](#)

[Partner Reading Rubric](#)

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

Will vary according to student readiness/interest/learning profile:

- Graphic Organizers
- Reading Buddies
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups

- Questioning
- White Board Responses
- Anchor Activities (ongoing-listen to books, websites)

[9.1 Personal Financial Literacy Standard](#) infusion: include indicators from links

[9.2 Career Awareness](#) infusion: include indicators from links

Subject Area: Reading	Grade Level: First	
Unit name / Theme: Reading Fundamentals/ Fiction	Dates when unit will be taught: Mid October-November	Time Frame: weeks/months 6-8 weeks
<p>Lessons and Writing Activities (if applicable)</p> <ul style="list-style-type: none"> ● Lesson 1- Students will use what they know about the look, sound, and purpose of different genres to engage with and understand texts. Have students work in groups to compare and contrast fiction storybooks and informational books using a Venn Diagram. Appendix 1: “Storybooks and Informational Books” p.32, Appendix 2: “Venn Diagram” p.33, and Appendix 3: “Parent Letter” p.34 ● Lesson 2- Students will work with partners to reread and retell stories thinking closely about the story elements from beginning to end. Have students write about the elements of a traditional tale and provide examples of various traditional tales that they have heard or have been discussed in class. Appendix 1: “Elements of Fiction” p.39 and Appendix 2: “Elements of Traditional Tales” p.40 ● Lesson 3- Students will learn how wordless picture books tell a detailed story, including a predictable structure and elements. Have students retell the story by writing about the elements and moral presented. Appendix 1: “Retelling <i>The Lion and the Mouse</i>” p.44 and Appendix 2: “Retelling the Story” p.45 ● Lesson 4- Students will recall a traditional tale and examine how storybook language, transition words, and illustrations are used to move stories along. Appendix: “Transition Words and Phrases” p.49 ● Lesson 5- Students will notice similarities and differences when reading different versions of a familiar story. They will be able to compare and contrast two tales on a chart and Venn Diagram. Appendix 1: “Comparing Two Tales” p.53 and 		

Appendix 2: “Venn Diagram: Comparing Two Tales” p.54

- **Lesson 6-** Students will listen to the story *Poppleton* and use the words and illustrations to describe the main character inside and out. Appendix: “Understanding Our Characters” p.58
- **Lesson 7-** Students will continue to read *Poppleton*, making connections and developing ideas about the main character while using evidence from the text. Students will complete a character web about Poppleton. Appendix 1: “Character Web” p.62 and Appendix 2: “Character Web (Teacher Reference)” p.63
- **Lesson 8-** Students will use their schema and textual evidence to make predictions and follow a series of realistic events that unfold over time and conclude in a surprising way. Appendix: “Lessons We Have Learned” p.68
- **Mini Lessons 1-10-** These lessons will be used to support student understanding and build on the knowledge gained throughout this unit.
 - ML 1- Appendix: “Making Connections” p.72
 - ML 2- Appendix 1: “Words to Describe My Movie” p.76 and Appendix 2: “Lights, Camera...ACTION!” p.77
 - ML 3- Appendix: “Questions to Help If...” p.81
 - ML 4- Appendix 1: “We Can Figure It Out!” p.85 and Appendix 2: “Difficult Words in *The Three Little Pigs* by James Marshall” p.86
 - ML 5- Appendix 1: “Use Your Voice” p.91 and Appendix 2: “Use Your Voice: *The Mightiest*” p.92
 - ML 6- Appendix 1: “Opposite Character Traits” p.96, Appendix 2: “My Characters Are...” p.97, Appendix 3: “My Characters Are...(Teacher Reference)” p.98
 - ML 7- Appendix: “Map It-Key Details” p.102
 - ML 8- Appendix 1: “Retelling a Story” p.107 and Appendix 2: “Retelling Partner Checklist” p.108
 - ML 9- Appendix 1: “Retelling a Story (Teacher Reference)” p.112, Appendix 2: “Practice Retelling a Story” p.113, Appendix 3: “Book Review” p.114
 - ML 10- Appendix 1: “Common Themes and Messages” p.118 and Appendix 2: “Sharing the Message” p.119

Assessment(s) (attach all that apply-here or below)

Formative Assessments:

- See each lesson for corresponding assessment (examples: conferencing, checklists, student writing responses, observations, anecdotal records)
- Notes: Where Are My Students in the Reading Process?

Summative Assessment:

- Student Performance Checklist p.120-121

Additional Assessments:

- Renaissance (Early Literacy and/or Star Reading)
- DRA (as needed)
- Running Records

Rubric(s) (attach all that apply-here or below)

[Standard Based Scoring Rubric](#)

[Guided Reading Rubric](#)

[Partner Reading Rubric](#)

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

Will vary according to student readiness/interest/learning profile:

- Graphic Organizers
- Reading Buddies
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Anchor Activities (ongoing-listen to books, websites)

9.1 Personal Financial Literacy Standard infusion: include indicators from links

9.2 Career Awareness infusion: include indicators from links

Subject Area: Reading	Grade Level: First	
Unit name / Theme: Reading Fundamentals/ Nonfiction	Dates when unit will be taught: December -January	Time Frame: weeks/months 6-8 weeks
<p>Lessons and Writing Activities (if applicable)</p> <ul style="list-style-type: none"> ● Lesson 1- Students will be introduced to the genre of nonfiction through discussion and exploration of the three types of unit mentor texts (reference, literary nonfiction, and biography). Appendix 1: “Let’s Learn About Nonfiction” p.33 and Appendix 2: “Letter Home” p.34 ● Lesson 2- Students will learn about nonfiction text features and will learn how to use these features to locate, understand, and analyze information. Students will identify which text features are in our mentor texts. Appendix: “Text Features in Our Books” p.38 ● Lesson 3- Students will learn stop, read, reread, and notice the key details and new ideas that nonfiction writers include in their books. Appendix: “Noticings Help Us Find Meaning” p.42 ● Lesson 4- Students will learn how nonfiction text structures can help readers find answers to questions and compare, contrast, and summarize key ideas. Have students use “Frog and Toad” from the Nonfiction Shared Texts to complete a Venn Diagram looking at the similarities and differences between frogs and toads. Appendix 1: “Signal Words Are Structure Clues!” p.46 and Appendix 2: “Frog or Toad’ Venn Diagram” p.47 ● Lesson 5- Students will use dates, time lines, and key ideas that are organized chronologically to help them learn about history and important people. Students will fill in a time line about Dr. Seuss. Appendix 1: “Elements of Biography” p.51 and Appendix 2: “Dr. Seuss Time Line” p.52 ● Lesson 6- Students will monitor for meaning and use fix-up strategies while reading nonfiction texts in order to ensure understanding and improve comprehension. Appendix: “What Does It Mean?” p.56 ● Lesson 7- Students will identify important information and details in literary nonfiction texts in order to determine point of view, perspective, and purpose. Have students record what is different between the books <u>Grow Your Own Sandwich</u> by John Malam and <u>Are You a Butterfly?</u> Appendix: “Bringing Fiction and Nonfiction Together” p.60 ● Lesson 8- Students will notice the descriptive language that is used and ask questions to identify important information in nonfiction text. Appendix 1: “Collecting Evidence” p.65 and Appendix 2: “Noticing Words” p.66 ● Mini Lessons 1-10- These lessons will be used to support student understanding and build on the knowledge gained throughout this unit. <ul style="list-style-type: none"> ○ ML 1- Appendix 1: “Looking at a Table of Contents” p.70, Appendix 2: “Let’s Find It” p.71, Appendix 3: “Can You 		

Find It?” p.72

- ML 2- Appendix 1: “What Is a Caption? What Is a Label?” p.77 and Appendix 2: “Let’s Compare Captions and Labels” p.78
- ML 3- Appendix 1: “Let’s Look for Clues” p.83 and Appendix 2: “We Can Figure It Out!” p.84
- ML 4- Appendix 1: “Making Connections” p.88, Appendix 2: “My Own Connections” p.89, Appendix 3: “My Own Connections (Teacher Reference)” p.90
- ML 5- Appendix: “Curious Questions” p.95
- ML 6- Appendix: “What Is Literary Nonfiction?” p.99
- ML 7- Appendix: “Step by Step” p.103
- ML 8- Appendix 1: “Elements of a Time Line” p.107 and Appendix 2: “Let’s Make a Time Line” p.108
- ML 9- Appendix: “Check It Out!” p.112
- ML 10- Appendix: “I Get It!” p.116

Assessment(s) (attach all that apply-here or below)

Formative Assessments:

- See each lesson for corresponding assessment (examples: conferencing, checklists, student writing responses, observations, anecdotal records)
- Notes: Where Are My Students in the Reading Process?

Summative Assessment:

- Student Performance Checklist p.117-118

Additional Assessments:

- Renaissance (Early Literacy and/or Star Reading)
- DRA (Mid-year assessment)
- Running Records

Rubric(s) (attach all that apply-here or below)

[Standard Based Scoring Rubric](#)

[Guided Reading Rubric](#)

[Partner Reading Rubric](#)

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

Will vary according to student readiness/interest/learning profile:

- Graphic Organizers
- Reading Buddies
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Anchor Activities (ongoing-listen to books, websites)

9.1 Personal Financial Literacy Standard infusion: include indicators from links

9.2 Career Awareness infusion: include indicators from links

Subject Area: Reading/Science	Grade Level: First	
Unit name / Theme: Reading Fundamentals/ Life Cycles of Animals	Dates when unit will be taught: February-March	Time Frame: weeks/months 6-8 weeks
Lessons and Writing Activities (if applicable) <ul style="list-style-type: none">● Lesson 1- Students will ask questions and use their schema in order to link new information with key ideas. Students will identify what a life cycle is after listening and exploring some of our mentor texts, particularly <i>Animal Life Cycles</i> by Anita Ganeri. Appendix 1: “Table of Contents” p.32, Appendix 2: “Life Cycle” p.33, Appendix 3: “Readers Are Like Scientists”		

p.34, Appendix 4: “Tools Scientists Use” p.35, Appendix 5: “Parent Letter” p.36

- **Lesson 2-** Students will deepen their understanding of science concepts by determining what is important in a text and taking notes to keep track of their questions, wonderings, observations, and learning using a K-W-L note-taking tool. Students will also create a Science Wonderings and Observation Notebook. Appendix 1: “K-W-L Chart” p.41, Appendix 2: “Animal Groups” p.42, Appendix 3: “K-W-L Chart (Teacher Reference)” p.43, Appendix 4: “Creating a Science Wondering and Observation Notebook” p.44
- **Lesson 3-** Students will learn how to use vocabulary word webs to develop a deeper understanding of important vocabulary terms related to the topic of the life cycle of animals. Appendix 1: “Words We Will Use to Help Us Learn About Our Topics” p.50, Appendix 2: “Word Webs: S.E.E.D.” p.51, Appendix 3: “Let’s Learn New Words” p.52, Appendix 4: “Life Cycle of a Frog” p.53
- **Lesson 4-** Students will access their genre knowledge about literary nonfiction while listening to and learning about the life cycle of baby rabbits. Appendix 1: “Bringing Fiction and Nonfiction Together” p.58, Appendix 2: “Descriptive Language Helps Reader To...” p.59, Appendix 3: “The Life Cycle of Rabbits” p.60
- **Lesson 5-** Students will listen to *Chicks and Chickens* by Gail Gibbons for the purpose of exploring facts, comparing new pieces of information, and discovering similarities and differences among chicks, hens, and roosters. Appendix 1: “Chicks, Hens, and Roosters” p.65, Appendix 2: “Addition to Science Observation Notebook: Chicks, Hens, and Roosters” p.66, Appendix 3: “Illustrations Help Readers...” p.67, Appendix 4: “Similarities and Differences” p.68
- **Lesson 6-** Students will read about ladybugs and use context clues, genre knowledge, and awareness of key terms and temporal phrases to help them better understand this insect’s life cycle. Appendix 1: “Two-Spotted Ladybugs” p.74, Appendix 2: “Temporal Words and Phrases Help Readers Understand Cycles” p.75, Appendix 3: “Life Cycle of a Ladybug” p.76, Appendix 4: “Addition to Science Observation Notebook: Ladybugs and Frogs” p.77
- **Lesson 7-** Students will observe how an author presents factual information and descriptive poems about insects for the purpose of engaging readers, teaching them facts, and helping them recognize the importance of word choice when visualizing the actions of insects. Appendix 1: “Visualizing Helps Me To...” p.82 and Appendix 2: “The Genre(s) I Learn from the Best” p.83
- **Lesson 8-** Students will learn how generating questions will focus their wondering, learning, and research. Appendix 1: “All About Penguins” p.88, Appendix 2: “Addition to Science Observation Notebook: All About Penguins” p.89, Appendix 3: “Questions I Wonder About” p.90, Appendix 4: “Life Cycle of an Emperor Penguin” p.91, Appendix 5: “Curious Questions” p.92
- **Mini Lessons 1-10-** These lessons will be used to support student understanding and build on the knowledge gained throughout this unit.
 - ML 1- Appendix 1: “Additional Information” p.96, Appendix 2: “About Our Authors” p.97, Appendix 3: “Response

to Reading” p.98

- ML 2- Appendix 1: “Categories of Care” p.104, Appendix 2: “Word Web: S.E.E.D.” p.105, Appendix 3: “Word Web: S.E.E.D. (Teacher Reference)” p.106, Appendix 4: “Addition to Science Observation Notebook: Wonderings” p.107, Appendix 5: “Comparing Our Texts” p.108
- ML 3- Appendix 1: “Key Words That Helped Us Understand the Sequential Structure” p.113, Appendix 2: “Addition to Science Observation Notebook: Sequential Structure” p.114, Appendix 3: “My Life Cycle” p.115
- ML 4- Appendix 1: “Using Context Clues” p.120, Appendix 2: “Word Web: S.E.E.D.” p.121, Appendix 3: “Word Web: S.E.E.D. (Teacher Reference)” p.122, Appendix 4: “List-Group-Label” p.123, Appendix 5: “Response to Reading” p.124
- ML 5- Appendix 1: “Reptiles” p.129, Appendix 2: “I Wonder...” p.130, Appendix 3: “Addition to Science Observation Notebook: Investigations and Research” p.131, Appendix 4: “Tortoise and Turtle Facts” p.132, Appendix 5: “Assessment” p.133
- ML 6- Appendix 1: “Animal Life Spans” p.138, Appendix 2: “Addition to Science Observation Notebook: Generating Questions” p.139, Appendix 3: “Sample Questions” p.140, Appendix 4: “Sources I Use to Research and Look for Answers” p.141, Appendix 5: “Addition to Science Observation Notebook: Generating More Questions” p.142
- ML 7- Appendix 1: “How Bees Make Honey” p.147, Appendix 2: “Addition to Science Observation Notebook: Cycles and Steps” p.148, Appendix 3: “Cycles and Steps” p.149, Appendix 4: “Response to Reading Poetry” p.150, Appendix 5: “Parent Letter” p.151
- ML 8- Appendix 1: “What’s My Purpose?” p.156, Appendix 2: “Choosing Wisely” p.157, Appendix 3: “Taking Notes” p.158-159, Appendix 4: “Sample Parent Letter” p.160
- ML 9- Appendix 1: “What to Include in My Picture Dictionary” p.164, Appendix 2: “Order and Organization” p.165, Appendix 3: “Self-Reflection” p.166
- ML 10- Appendix 1: “Look at What We Learned” p.170, Appendix 2: “Strategies We Have Learned: A Reader’s Toolbox” p.171, Appendix 3: “Extra, Extra!” p.172, Appendix 4: “Reflection Page for Science Observation Notebook: What It All Means” p.173

Lesson Extension Reading Responses

- **Lesson 1- Reading Response:** Have students think about their own personal life cycles and record all of the stages they have experienced so far as first graders.
- **Lesson 2- Reading Response:** How are the two life cycles of insects similar? How are they different?
- **Lesson 3- Reading Response:** Compare and contrast the similarities and differences between a toad and a frog.
- **Lesson 4- Reading Response:** What features of literary nonfiction help you gain a deeper understanding of new topics of

study?

- **Lesson 5- Reading Response:** Have you ever had the opportunity to see a chick, hen, or rooster close up? If so, what did you think were the major differences among the behaviors of each? Was one more active than the other?
- **Lesson 6- Reading Response:** Use Appendix 4 to have students write about the similarities and differences between the life cycles of ladybugs and frogs.
- **Lesson 7- Reading Response:** Have students use the factual knowledge that they gained from their nonfiction reading to create poems. They can write their poems with a partner.
- **Lesson 8- Reading Response:** Have students use Appendix 5 to generate questions about the topic of emperor penguins.

Assessment(s) (attach all that apply-here or below)

Formative Assessments:

- See each lesson for corresponding assessment (examples: conferencing, checklists, student writing responses, observations, anecdotal records)
- Notes: Where Are My Students in the Reading Process?

Summative Assessment:

- Student Performance Checklist p.174-176

Additional Assessments:

- Renaissance (Early Literacy and/or Star Reading)
- DRA (as needed)
- Running Records

Rubric(s) (attach all that apply-here or below)

[Standard Based Scoring Rubric](#)

[Guided Reading Rubric](#)

[Partner Reading Rubric](#)

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

Will vary according to student readiness/interest/learning profile:

- Graphic Organizers

- Reading Buddies
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Anchor Activities (ongoing-listen to books, websites)

9.1 Personal Financial Literacy Standard infusion: include indicators from links

9.2 Career Awareness infusion: include indicators from links

- **9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.** The research skills in Lesson 8 will be valuable to students in their future education, but also as they enter careers. Conducting research is a key skill vital to many different roles within the workforce.

Subject Area: Reading	Grade Level: First	
Unit name / Theme: Reading Fundamentals/ Poetry	Dates when unit will be taught: April-May	Time Frame: weeks/months 6-8 weeks
Lessons and Writing Activities (if applicable)		
<ul style="list-style-type: none"> ● Lesson 1- Students will be introduced to the genre of poetry by exploring and discovering what poets write about, considering how poets organize their books or collections, and noticing the similarities and differences among the unit books. Appendix 1: “Let’s Take a Look at Our Books...” p.28 and Appendix 2: “Let’s Take a Look at Our Books...(Teacher Reference)” p.29 ● Lesson 2- Students will consider line break, white space, layout, and punctuation in order to attend to the fluency and 		

meaning of poems and how the poet intended the poem to be read. Students can list what some of the different looks are and how the looks impact how they read or understand the poems. Appendix: “Looks Are Important!” p.33

- **Lesson 3-** By comparing free verse and rhyming poetry, students will recognize that rhyme is a technique that poets use in order to create patterns of rhythm, link words and ideas, or create a certain sound in their poems. Have students complete the poem “I Met a Dragon Face to Face” with missing rhyming words. Appendix: “‘I Met a Dragon Face to Face’: Guessing Rhyme” p.37
- **Lesson 4-** Students will examine different poems and recognize that these patterns can be different in each poem. They will learn that the music that the patterns create helps readers know how to read each poem. Students will use the poem “Grandpa’s Stories” to identify the rhyming pattern in each stanza. Appendix 1: “Rhyming Time!” p.41, Appendix 2: “Grandpa’s Stories” p.42, Appendix 3: “Response to Literature” p.43
- **Lesson 5-** Students will discover how readers gain an understanding of poems by recognizing onomatopoeia, alliteration, and repetition as features or examples of figurative language that help convey the sound and tone of a poem. Create a class chart of “Poetic Devices” and have students write examples on index cards of each identified as they read different poems. Appendix: “Playing With Sound” p.48
- **Lesson 6-** Students will examine and recognize that onomatopoeia includes words that are common, as well as completely invented. Have students work with a partner to discuss and list examples of onomatopoeia. Appendix: “Onomatopoeia” p.52
- **Lesson 7-** Students will use sensory images and details found in poems to help them visualize what poets are trying to convey. Have students chart examples from the mentor texts. Appendix: “Using Our Five Senses in Poetry” p.56
- **Lesson 8-** Students will learn how to use mental pictures to assist them with understanding the meaning of poems. After reading “April Rain Song” have students draw an image of what they visualized and explain what part of the poem inspired them. Appendix: “What I See” p.61
- **Lesson 9-** Students will investigate and explore the purpose and inspiration for the poems they read and use clues to help identify the big ideas. Appendix: “Clues We Use to Identify the Big Idea” p.65
- **Lesson 10-** Students will recognize that readers connect with poetry by finding themselves and their lives inside of a poem. Appendix: “Connecting Through Schema” p.69
- **Lesson 11-** Students will recognize that good readers use the strategies of asking questions and making connections to help them discover and deepen their understanding of the mood and feeling of the poems they read. Appendix: “Mood Questions” p.73
- **Lesson 12-** Students will recognize the value of the genre of poetry by appreciating and enjoying the language and emotions that the words of poems evoke. Appendix: “Emotion Words” p.77
- **Mini Lessons 1-10-** These lessons will be used to support student understanding and build on the knowledge gained throughout this unit.

- ML 1- Appendix 1: “Words That POP!” p.81, Appendix 2: “Words That Pop in the ‘Elephant’ Poem” p.82
- ML 2- Appendix: “Story Map” p.87
- ML 3- Appendix: “Say It Again” p.91
- ML 4- Appendix: “Let’s Look at the Text” p.95
- ML 5- Appendix: “Thinking and Wondering” p.99
- ML 6- Appendix: “Venn Diagram” p.103

Assessment(s) (attach all that apply-here or below)

Formative Assessments:

- See each lesson for corresponding assessment (examples: conferencing, checklists, student writing responses, observations, anecdotal records)
- Notes: Where Are My Students in the Reading Process?

Summative Assessment:

- Student Performance Checklist p.104-105

Additional Assessments:

- Renaissance (Star Reading)
- DRA (End of Year Assessment)
- Running Records

Rubric(s) (attach all that apply-here or below)

[Standard Based Scoring Rubric](#)

[Guided Reading Rubric](#)

[Partner Reading Rubric](#)

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

Will vary according to student readiness/interest/learning profile:

- Graphic Organizers
- Reading Buddies
- Think-Pair-Share

- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Anchor Activities (ongoing-listen to books, websites)

9.1 Personal Financial Literacy Standard **infusion: include indicators from links**

9.2 Career Awareness **infusion: include indicators from links**

Subject Area: Writing	Grade Level: First	
Unit name / Theme: Writing Fundamentals/ How Writer's Work	Dates when unit will be taught: September-Mid October	Time Frame: weeks/months 6 weeks
Writing activity (if applicable)		
<ul style="list-style-type: none"> ● Immersion- ● Generating Ideas I- Have students write about what they enjoy doing-the little things that make you happy, smile, or feel good. Appendix 1: "Little Moments" p.21 ● Generating Ideas II- Have students discuss with a partner the kinds of emotions they like to write about. They should consider some of the experiences they have had and then connect an emotion that they felt to that experience. * Have students choose one emotion and connect it to an experience to complete an entry in their writer's notebook. Appendix: "Emotions We Can Write About" p.24 ● Generating Ideas III- Provide students with the copies of Appendix 1: "When I See...I Notice of Think of..." p.26. Read 		

each item in the “When I See...” column, then have students turn and talk with a partner about what they think and notice. During this time students should share and discuss, not write. * Writers often observe and notice things in their world and use them as inspiration for their writing.

- **Selecting-** Pick an idea to develop further to publish. Have students work with partners to share helpful comments and suggestions with one another and to remember to consider their messages to readers. Appendix: “Picking an Idea to Publish” p.29
- **Drafting-** Help students plan out their books (use the mentor text Puddles by Jonathan London to help do so). Create a class chart titled “The Look of the Book” that can be utilized as a guide as students draft. Appendix: “The Look of the Book” p.31 Have students begin drafting. Their pictures and words should represent their ideas clearly.
- **Revising-** Use Appendix 1: “Learning From Our Mentor Texts” p.33 to help students recall the things the authors did to make their stories interesting and engaging. Have students look at their drafts to find these similar qualities. Then, all students to try and decide how they can make their stories more interesting and exciting. Use Appendix 2: “Questions Writers Ask Themselves When They Reread And Revise” p.34 to
- **Editing-** Using the students’ drafts and the editing checklist, have students practice editing a piece together and then have them carefully read over their stories as editors. Students will also meet with partners to edit each other’s stories. Appendix: “Editing Checklist” p.36
- **Publishing-** Work with writing partners to discuss ideas for their covers. Create covers for their books. Appendix 1: “Take a Look at the Cover!” p.38

Lesson Extensions:

- **Generating Ideas I-** Have students ask a family member to recall a fond childhood memory that he or she believes helped mold who he or she is today. Appendix 2: “Family Member Interview” p.22
- **Generating Ideas II-** Have students try and write about an experience with a different emotion felt.G
- **Generating Ideas III-** Have students come up with their own list of things in the natural world that can make them think about things they notice that they find interesting to look at. Appendix 2: “When I See...I Notice of Think of...” p.27
- **Selecting-** Create and display a class chart that reflects the ideas that each of your students selected to develop and publish.
- **Drafting-** Allow a couple of days for students to finish their drafts.
- **Revising-** Have students swap their pieces with a partner, using the questions from Appendix 2 as a guide for revision.
- **Editing-** Have students look at their spelling of high-frequency words. They can check the word wall, word list, or dictionaries to check for correct spelling.
- **Publishing-** Use one or more of the option on Appendix 2: “Let’s Celebrate Together” p.39 to celebrate students’ achievements.

Assessment(s) (attach all that apply-here or below)

Formative Assessments:

- Formative Assessment Notes: Where Are My Students In the Writing Process
- Teacher Assessment of Student Performance: Evaluation II- p.44
- See each lesson for corresponding assessment (examples: conferencing, checklists, student writing responses, observations, writer's notebook)

Summative Assessment:

- Grade level writing rubric

Student Assessments:

- Appendix 1: "Self Assessment" p.42
- Appendix 2: "What I Have Learned" p.43

Rubric(s) (attach all that apply-here or below)

[Standard Based Scoring Rubric](#)

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

Will vary according to student readiness/interest/learning profile:

- Graphic Organizers
- Partner Activities (ex. Peer editing)
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses

- Tiered Assignments
- Technology

9.1 Personal Financial Literacy Standard **infusion: include indicators from links**

9.2 Career Awareness **infusion: include indicators from links**

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. During the Family Member Interview students will be able to engage in conversations about their parents’ childhood memories that have shaped who they are today. These conversations may directly correlate to their current jobs and professional goals.

Subject Area: ELA	Grade Level: First	
Unit name / Theme: Writing Fundamentals/ Functional	Dates when unit will be taught: Mid October-November	Time Frame: weeks/months 6 weeks
<p>Writing activity (if applicable)</p> <ul style="list-style-type: none"> ● Immersion- Days 1-5 will be spent engaging students in listening to and discussing various stories that include different types of functional writing. Students will recognize that all writing involves purpose and all writers take their audience into account. Use the appendices to support student understanding and involve students in writing experiences that incorporate functional writing. Appendix 1: “Writers on Letter-Writing” p.10, Appendix 2: “Types of FUNCTIONAL Writing” p.11, Appendix 3: “Letter Home” p.12, Appendix 4: “Other Books Available through Schoolwide, Inc. that Feature Environmental Print and Functional Writing” p.13 ● Generating Ideas I- Students will brainstorm in groups who they might write a letter to and what feelings they would like to express to that reader. Then, students will write a letter to a friend or family member. Appendix: “Letter Form” p.15 ● Generating Ideas II- Students will consider how letters can be used to make requests and attempt to persuade a particular reader via their own letter. Appendix: “Things I Can Ask for in a Letter” p.17 ● Generating Ideas III- Students will draw and write lists to generate ideas for writing. Appendix 1: “Types of Lists” p.19 		

and Appendix 2: “List Paper” p.20

- **Generating Ideas IV-** Students will attempt to create their own maps for readers to use. Appendix 1: “My Map of ___” p.22 and Appendix 2: “My Map of Outer Space” p.23
- **Generating Ideas V-** Students will identify and create environmental print. Appendix: “Environmental Print in Our Classroom” p.25
- **Generating Ideas VI-** Students will generate ideas for an ad promoting their school. Appendix: “My Advertisement” p.27
- **Selecting I-** Students will select a letter from their writing folders to revise and send to their specific readers. Appendix: “Why Writers Write Letters” p.29
- **Selecting II-** Students will examine the functional writings in their writing folders and select one to make public and publish. Appendix 1: “What? Who? Why?” p.31 and Appendix 2: “The Piece I Chose to Publish” p.32
- **Drafting I-** Students will create a friendly letter with all its conventional parts. Appendix 1: “Parts of a Friendly Letter” p.34 and Appendix 2: “A Letter from Me” p.35
- **Drafting II-** Have students share the types of cards and notes they get and would like to give. Have students write and draw their own ideas. Appendix 1: “A Note from Me” p.37 and Appendix 2: “Invitation Template” p.38
- **Revision I-** Students will add specific details to a previous draft to make their writing more clear. Have students help each other by reading over a friend’s draft to find places they have questions about. Appendix: “My Partner’s Draft” p.40
- **Revision II-** Students will add specific words or drawings to their drafts to help make their voice come through. Appendix 1: “The Voices Our Writers Convey” p.42 and Appendix 2: “The Voice I Want to Convey” p.43
- **Editing I-** Display the “Comma Checklist” to help students determine if they’ve used commas correctly. Teacher should go over and model how to use it and then students should edit on their own letter drafts. Appendix: “Comma Check” p.45
- **Editing II-** Students will look over drafts being finalized to make sure that all names of people and places and every occurrence of the word “I” are capitalized. Appendix: “Capitalization Worksheet” p.47
- **Publishing-** Students will publish their letters, cards, and notes by addressing, decorating, and sending them to their reader. Appendix 1: “Address an Envelope” p.49 and Appendix 2: “Ideas for Celebrating” p.50
- **Evaluation I-** Students will conduct a self-assessment to measure how they have grown as writers. Appendix: “Self-Assessment Questionnaire” p.52

Lesson Extensions

- **Selecting II-** Allow students to share their selections for publishing and get their classmates’ feedback.
- **Drafting I-** Have students bring in letters from their own mail to share, and revisit student samples to examine as a class the different types of letters, parts of letters, and reasons writers write and send letters.
- **Drafting II-** Have students write invitations to their parents for a classroom celebration.
- **Revision II-** Have students complete Appendix 2: “The Voice I Want to Convey”, which asks them to think about the voice

they want their readers to hear.

- **Editing II-** After students have edited their own work, have them do peer editing.
- **Publishing-** Consider one or more of the “Ideas for Celebrating” provided in Appendix 2 (p.50).

Assessment(s) (attach all that apply-here or below)

Formative Assessments:

- Formative Assessment Notes: Where Are My Students In the Writing Process
- Teacher Assessment of Student Performance: Evaluation II- p.53
- See each lesson for corresponding assessment (examples: conferencing, checklists, student writing responses, observations, writer’s notebook)

Summative Assessment:

- Grade level writing rubric

Student Assessments:

- Appendix “Self-Assessment Questionnaire” p.52

Rubric(s) (attach all that apply-here or below)

[Standard Based Scoring Rubric](#)

[Opinion Student Writing Rubric](#)

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

Will vary according to student readiness/interest/learning profile:

- Graphic Organizers
- Partner Activities (ex. Peer editing)
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment

- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Tiered Assignments
- Technology

9.1 Personal Financial Literacy Standard **infusion: include indicators from links**

9.2 Career Awareness **infusion: include indicators from links**

Subject Area: Writing	Grade Level: First	
Unit name / Theme: Writing Fundamentals/ Nonfiction- All About Books	Dates when unit will be taught: December-January	Time Frame: weeks/months 6-8 weeks
<p>Writing activity (if applicable)</p> <ul style="list-style-type: none"> ● Immersion- Days 1-5 will be spent reading the mentor text and being exposed to different nonfiction all-about books to understand why and how authors communicate information to readers. Use the appendices listed to support student understanding, to introduce nonfiction text features, and to engage in different writing experiences. Appendix 1: “Features of All-About Books” p.11, Appendix 2: “Learning From Our All-About Books!” p.12, Appendix 3: “Finding Features Scavenger Hunt” p.13, Appendix 4: “Wondering About Our World” p.14, Appendix 5: “Fact vs. Opinion” p. 15, Appendix 6: “Model of Fact vs. Opinion” p.16 ● Generating Ideas I- List four categories and write down one or two topics under each category that you could write about for your nonfiction all-about book. Appendix: “Nonfiction All-About Ideas” p.18 ● Generating Ideas II- Continue thinking about topics that really interest you. Write a list of topics/subjects, include pictures that describe each, and tell why you love the topic and find it interesting. Appendix: “What I Love and Why” p.20 		

- **Generating Ideas III-** Look through all lists from work previously completed and choose a topic that you know and have facts about. Share facts with a classmate then write about these on the provided sheet. Appendix: “What I Really Know” p.22
- **Selecting-** Guide students in choosing their nonfiction topics. Appendix 1: “How Do I Choose?” p.24 can be used to review three criteria for selection. Have students choose their topic and write and draw a picture including as many details as possible about their selection. Appendix 2: “My Final Selection” p.25
- **Collecting I-** Make a list of questions you have and want to find out about your topic. Students can work on answering these questions with their parents at home. Appendix 1: “So Many Questions” p.27, Appendix 2: “Asking the Right Questions” p.28, Appendix 3: “Letter to Parents” p.29
- **Collecting II-** Students will use descriptive language to describe the color, size and shape, feels like, and where you find it about their topic. Appendix 1: “My All-About Idea ___” p.31 Using the descriptive details, students should create a detailed diagram, which can be included in their book. Appendix 2: “My Diagram of ___” p.32.
- **Drafting I-** Have students create a Table of Contents that will help guide the direction and layout of their nonfiction books. Appendix: “Table of Contents” p.34
- **Drafting II-** Allow students to begin drafting. Show students the different page layouts to choose from. Appendix: “Various Paper Choices” p.36-39
- **Drafting III-** Have students include visuals to add more information and bring ideas to life. Appendix 1: “Visuals In All-About Books” p.41, Appendix 2: “Extra Visual Paper Choices” p.42-43
- **Revising I-** Create two hooks to revise your opening. Appendix 1: “Hooking Your Readers” p.45 and Appendix 2: “My Two Hooks” p.46
- **Revising II-** Have students write two different endings to see which one wraps up their book in the best way possible. Appendix 1: “How Does It End?” p.48 and Appendix 2: “The End” p.49
- **Revising III-** Students will use their revising checklist to check over their work and complete a partner check as well. Appendix 1: “My Revision Checklist” p.51
- **Editing I-** Have students practice using the correct ending punctuation. Then have students check ending punctuation throughout their writing. Appendix: “Our Ending Punctuation Marks” p.55
- **Editing II-** Practice editing using the editing checklist and then have students edit their stories. Appendix 1: “My All-About Book Editing Checklist” p.57 and Appendix 2: “Edit This Page” p.58
- **Publishing I-** Create covers and let mentor texts inspire your design choice. Appendix 1: “Cover Techniques” p.60 and Appendix 2: “Cover Starters” p.61
- **Publishing II-** Students will write about the author, dedication, and special thanks pages to include as extras in their books. Appendix 1: “About the Author” p.63, Appendix 2: “Special Thanks and Dedication” p.64, and Appendix 3: “Extras In

All-About Books” p.65

- **Evaluation I-** Use the Appendix 1: “Nonfiction All-About Book Strategies” p.66 as a guide to have students think about the qualities, strategies, and techniques authors of all-about books use in their writing. Students should complete the self-reflection to think about, reflect, and share what they’ve learned about nonfiction books. Appendix 2: “What I’ve Learned and What I’ve Taught” p.68

Lesson Extensions

- **Generating Ideas I-** Share lists with partners and add additional ideas and possible topics to each other’s charts.
- **Generating Ideas II-** Have students complete an additional “What I Really Know” sheet about another topic.
- **Collecting-** Distribute multiple copies of Appendix 2 and have them create a small research book. Appendix 2: “Asking the Right Questions” p.28
- **Revising I-** Students can combine more than one type of hook to write a longer and more powerful beginning.
- **Revising II-** Students can combine the two types of endings or they can come up with a different way to end their books.
- **Revising III-** Challenge students to add a nonfiction feature, such as a fun facts page or a glossary. Appendix 2: “Fun Facts” p.52 and Appendix 3: “Words to Know” p.53

Assessment(s) (attach all that apply-here or below)

Formative Assessments:

- Formative Assessment Notes: Where Are My Students In the Writing Process
- Teacher Assessment of Student Performance: Evaluation II- p.69
- See each lesson for corresponding assessment (examples: conferencing, checklists, student writing responses, observations, writer’s notebook)

Summative Assessment:

- Grade level writing rubric

Student Assessments:

- Appendix 2: “What I’ve Learned And What I’ve Taught” p.68

Rubric(s) (attach all that apply-here or below)

[Standard Based Scoring Rubric](#)

Nonfiction Student Writing Rubric

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

Will vary according to student readiness/interest/learning profile:

- Graphic Organizers
- Partner Activities (ex. Peer editing)
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Tiered Assignments
- Technology

9.1 Personal Financial Literacy Standard **infusion: include indicators from links**

9.2 Career Awareness **infusion: include indicators from links**

Subject Area: Writing	Grade Level: First	
Unit name / Theme: Writing Fundamentals/ Mem Fox	Dates when unit will be taught: February-March	Time Frame: weeks/months 6-8 weeks
Writing activity (if applicable) <ul style="list-style-type: none">● Immersion- Days 1-6 will be spent exploring books written by Mem Fox. Students will be able to name and record some common features, such as writing from the heart, rhythm, repetition, and character development. Use appendices to support student understanding and knowledge about Mem Fox as a writer and person. Appendix 1: “Mem Fox Letter Home” p.11, Appendix 2: “Mem Fox Quotes” p.12, Appendix 3: “Ways Mem Fox Lets Us Inside Her Heart” p.13, Appendix 4: “Mem		

Fox's Emotions" p.14, Appendix 5: "Time Line of My Day" p.15, Appendix 6: "Character Traits" p.16, Appendix 7: "Reading Like a Writer" p.17, Appendix 8: "In My Opinion..." p.18

- **Generating Ideas I-** Create a class chart that asks students to identify some of the experience(s) of a few of Fox's story characters. Then, have students share some of the connections they made with those characters. Appendix: "Making Personal Connections" p.20
- **Generating Ideas II-** Students will tap into two different purposes for writing: writing about something you care about or something you remember. Students will create a list including these two purposes. Appendix: "My Purpose Today" p.22
- **Generating Ideas III-** Students will create a writing that is inspired by an artifact and/or memory from their own lives. Appendix: "Me Bag" p.24
- **Generating Ideas IV-** Create a class chart with Appendix 1: "Acting Out Emotions" p.26. Students will choose an emotion, "act out" that emotion, and then record the actions.
- **Generating Ideas V-** Students will share their dreams and wonderings. Appendix 1: "Dream Chart" p.29 and Appendix 2: "Student Worksheet" (In My Dreams...) p.30
- **Selecting Ideas-** Students will choose a topic to write about that would make a good pattern book or a good problem/solution story. Appendix: "Problem/Solution Planner" p.32 and Appendix: "My Pattern Story" p.33.
- **Drafting I-** Students will use Mem's strategy of using who, what, when, and where questions to begin writing. Appendix: "A Way to Begin" p.35
- **Drafting II-** Students will write effective middles that help tell their whole story. Appendix: "Mighty Middle" p.37
- **Drafting III-** Students will write different kinds of endings, looking for one that will best signal to their readers the story is over. Appendix: "Different Types of Endings" p.39
- **Revision I-** Students will practice finding and using the right words. Students will change words to make a stronger picture for their readers. Appendix: "Words I Changed" p.41
- **Revision II-** Students will reread their writing aloud to listen to the rhythm or their words. Students will work on their sentence fluency by moving words around, beginning their sentences in different ways, making their sentences different lengths, or repeating sounds, words, or phrases just like Mem Fox. Appendix: "Word Cards: Listen for the Rhythm" p.43
- **Editing-** Students will develop an editing checklist to assist in writing well. Appendix: "Sample Editing Checklist" p.45
- **Publishing-** Students will think carefully about creating titles to give a preview of the character inside. Appendix: "Cove Paper" p.47
- **Evaluation I-** Use the Appendix: "Self-Reflection: Mem Fox Author Study" p.49 to allow students to reflect on the writing lessons and life lessons Mem has taught them in this unit.

Lesson Extensions

- **Generating Ideas III-** Send home a brown paper bag and a copy of the Appendix "Me Bag" to fill with four to six artifacts

that have a story attached or hold a memory to share in class.

- **Generating Ideas IV-** Compose a class big book. Have each student create an “Emotion” page. Appendix 2: “Big Book Emotion Template” p.27.
- **Drafting I-** Model how to move words around in the beginning so that the beginning sounds strongest. Invite students to work together.
- **Drafting III-** Practice writing different endings for the same story.
- **Revision-** Have students make a list of strong and vivid verbs from Mem Fox’s books.
- **Editing-** Update the editing checklist as new skills are taught. Give students a copy for their writing folders.

Assessment(s) (attach all that apply-here or below)

Formative Assessments:

- Formative Assessment Notes: Where Are My Students In the Writing Process
- Teacher Assessment of Student Performance: Evaluation II- p.50
- See each lesson for corresponding assessment (examples: conferencing, checklists, student writing responses, observations, writer’s notebook)

Summative Assessment:

- Grade level writing rubric

Student Assessments:

- Appendix: “Self-Reflection: Mem Fox Author Study” p.49

Rubric(s) (attach all that apply-here or below)

[Standard Based Scoring Rubric](#)

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

Will vary according to student readiness/interest/learning profile:

- Graphic Organizers
- Partner Activities (ex. Peer editing)

- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Tiered Assignments
- Technology

9.1 Personal Financial Literacy Standard **infusion: include indicators from links**

9.2 Career Awareness **infusion: include indicators from links**

Subject Area: Writing	Grade Level: First	
Unit name / Theme: Writing Fundamentals/ Personal Narratives * Work on Poetry Writing	Dates when unit will be taught: April-June	Time Frame: weeks/months 8 weeks
Writing activity (if applicable)		
<ul style="list-style-type: none"> ● Immersion- Days 1-5 will be spent reading and discussing various stories, learning about personal narrative from these books and becoming personal narrative writers, too. Use the appendices listed to support student understanding and engage students in experiences that allow students to discover the features of personal narratives. Appendix 1: “Good Storytelling” p.10, Appendix 2: “A Scene From My Favorite Story” p.11, Appendix 3: “Postcard From My Special Place” p.12, Appendix 4: “Personal Portrait” p.13 		

- **Generating Ideas I-** Choose a story about yourself or someone close to you that you know by heart and tell it to a partner. Students should write down some details about the idea they shared with their partner in their writer’s notebook.
- **Generating Ideas II-** Students should think of a special place in their lives to write about through detailed illustrations and descriptive words. Appendix: “My Special Place” p.16
- **Generating Ideas III-** Students will think about an experience that they can say a lot about, share details with a partner, and then write and draw about it. Appendix: “Snapshot of ___” p.18
- **Generating Ideas IV-** Students will write about their favorite memories from before they started school and now. Appendix: “Before School/Now” p.20
- **Generating Ideas V-** Students will discuss their favorite traditions/rituals that they treasure with a partner. Have students write about these rituals. Appendix “My Rituals” p.22
- **Selecting Ideas-** Create a class chart of questions to consider when selecting an idea. Students will look through their writing folder to see what ideas they want to use to create a story. Appendix: “Questions to Consider When Selecting an Idea” p.24
- **Drafting I-** Students will think about how they will craft their story and develop their story structure. Students will use planning paper to plan how their story will go. Appendix 1: “Story Structure” p.26 and Appendix 2: “The Shape of My Story” p.27
- **Drafting II-** Students will consider whether or not their stories will make a good list book like the mentor text, *My Big Brother*. Students can use the appendix to begin drafting their list book if this is a type of structure that will work for their personal narrative. Appendix: “Making an Outline” p.29
- **Revision I-** Students will add dialogue to their writing to give life to and provide insight into their characters. Appendix: “Sample Class Chart” p.31
- **Revision II-** Students will revise by adding sensory details and concrete examples to make their writing more interesting and clear to readers. Appendix 1: “Sample Sensory Details Chart” p.33 and Appendix 2: “The 5 Senses in This Story” p.34.
- **Editing I-** Students will work to recognize how quotation marks function and explore the role of editing in the writing process. Students will work in pairs to search for quotation marks to see how they are written. Have students practice adding quotation marks onto provided sentences before adding them within their own writing. Appendix: “Can I Quote You?” p.36
- **Editing II-** Students will edit their papers to ensure clear end punctuation is used. Appendix 1: “Sample Punctuation Chart” p.38 and Appendix 2: “End of the Line” p.39
- **Publishing I-** Examine book jacket components of several selections from the unit and have students work on their personal narrative book covers. Appendix: “Dress Up a Jacket” p.41
- **Publishing II-** Students will add biographical information as they create an “about the author” page. Appendix: “About This Author” p.43

- **Evaluation I-** Have students complete a self-assessment questionnaire to help them understand how they have grown over time. Appendix: “Reflecting on My Work” p.45

Lesson Extensions

- **Generating Ideas IV-** Distribute an additional copy of the Appendix for homework and have students write about two other favorite memories that their parents were able to help them recall.
- **Generating Ideas V-** Have students involve their family members in thinking about their own family rituals. Students can write any additional rituals onto their “My Rituals” appendix sheet.
- **Revision I-** Write a class story using dialogue.
- **Editing I-** Have students swap papers and read each other’s lines of dialogue. See if peers can easily tell where different speakers’ words begin and end.
- **Publishing I-** Encourage students to add biographical information about themselves to their covers.

Assessment(s) (attach all that apply-here or below)

Formative Assessments:

- Formative Assessment Notes: Where Are My Students In the Writing Process
- Teacher Assessment of Student Performance: Evaluation II- p.46
- See each lesson for corresponding assessment (examples: conferencing, checklists, student writing responses, observations, writer’s notebook)

Summative Assessment:

- Grade level writing rubric

Student Assessments:

- Appendix 1: “Reflecting on My Work” p.45

Rubric(s) (attach all that apply-here or below)

[Standard Based Scoring Rubric](#)

[Narrative Student Writing Rubric](#)

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

Will vary according to student readiness/interest/learning profile:

- Graphic Organizers
- Partner Activities (ex. Peer editing)
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Tiered Assignments
- Technology

9.1 Personal Financial Literacy Standard **infusion: include indicators from links**

9.2 Career Awareness **infusion: include indicators from links**

Subject Area: Phonics	Grade Level: First	
Unit name / Theme: FUNdations/ Units 1-2	Dates when unit will be taught: September-October	Time Frame: weeks/months 6 weeks
Skills Covered UNIT 1 <ul style="list-style-type: none"> ● Letter-Keyword-Sound for consonants ● Letter-Keyword-Sound for short vowels ● Letter formation for lower-case letters a-z ● Alphabetical Order 		

- Sound recognition for consonants and short vowels

UNIT 2

- Phonemic awareness skills: sound manipulation (initial, final, medial)
- Blending and reading three-sound short vowel words
- Segmenting and spelling three-sound short vowel words
- Sentence dictation procedures: capitalization, punctuation (period) and proofreading procedures
- Story retelling in detail and sequence

Writing activity (if applicable)

- Student Notebook- letter formation
- Class Writing Grid- letter formation
- Dictations- Dry Erase Boards and Composition Notebooks
- Word of the Day- vocabulary infusion where students will be expected to use newly taught words correctly in a sentence

Assessment(s) (attach all that apply-here or below)

Summative

- Teacher observation
- Dictations- Dry Erase Boards and Composition Notebooks
- Learning Activities
 - Word Play
 - Echo/Letter Formation
 - Trick Word Work
 - Word of the Day
 - Make It Fun Activities
- Applying skills in writing across curriculum

Formative

- Weekly Check-ups
- Unit Tests

Rubric(s) (attach all that apply-here or below)

Home Support Resources

[Orientation to Foundations Grade 1](#)

[Unit 1](#)

[Unit 2](#)

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

- See first page in each unit- *Differentiation* (misconceptions) section
- See *Learning Activity Overview*
- Access the Foundations [Professional Learning Community \(PLC\)](#) for DI (access code found on 1st page of manual)

Will vary according to student readiness/interest/learning profile:

- Multi-Sensory Instruction
- Partner Activities
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Tiered Assignments

[9.1 Personal Financial Literacy Standard](#) infusion: include indicators from links

[9.2 Career Awareness](#) infusion: include indicators from links

Subject Area: ELA	Grade Level: First	
Unit name / Theme:	Dates when unit will be taught:	Time Frame: weeks/months

FUNdations/ Units 3-4

October-November

4 weeks

Skills Covered

UNIT 3

- Phoneme segmentation
- Concept of consonant digraph, keywords and sounds: why, ch, sh, th, ck
- Spelling of ck at end of words
- Punctuation (question mark)
- Narrative story form: character, setting, main events
- Reading with accuracy and prosody
- Retelling with picture notes and visualization

UNIT 4

- Bonus letter spelling rule: ff, ll, ss, and sometimes zz
- Glued sound: all
- Narrative story form: character, setting, main events
- Punctuation: exclamation point, quotation marks
- Reading with accuracy and prosody

Writing activity (if applicable)

- Student Notebook- Digraphs, bonus letters, and glued sound: all
- Class Writing Grid- building words and sentences
- Dictations- Dry Erase Boards and Composition Notebooks
- Word of the Day- vocabulary infusion where students will be expected to use newly taught words correctly in a sentence
- Trick Word Spelling

Assessment(s) (attach all that apply-here or below)

Summative

- Teacher observation
- Dictations- Dry Erase Boards and Composition Notebooks
- Learning Activities
 - Word Play
 - Echo/Find Letters & Words

- Trick Word Work
- Word of the Day
- Make It Fun Activities
- Storytime
- Applying skills in writing across curriculum

Formative

- Weekly Check-ups
- Unit Tests

Rubric(s) (attach all that apply-here or below)

Home Support Resources

[Unit 3](#)

[Unit 4](#)

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

- See first page in each unit- *Differentiation* (misconceptions) section
- See *Learning Activity Overview*
- Access the Foundations [Professional Learning Community \(PLC\)](#) for DI (access code found on 1st page of manual)

Will vary according to student readiness/interest/learning profile:

- Multi-Sensory Instruction
- Partner Activities
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Tiered Assignments

[9.1 Personal Financial Literacy Standard](#) infusion: include indicators from links

[9.2 Career Awareness](#) infusion: include indicators from links

Subject Area: ELA	Grade Level: First	
Unit name / Theme: FUNdations/ Units 5-6	Dates when unit will be taught: Mid November-December	Time Frame: weeks/months 4 weeks
Skills Covered UNIT 5 <ul style="list-style-type: none">● Glued sounds: am, an● Reading with accuracy and prosody● Proofreading UNIT 6 <ul style="list-style-type: none">● Baseword and suffix with suffix -s● Pluralization● Narrative fiction vs. informational books● Reading with accuracy and prosody Writing activity (if applicable) <ul style="list-style-type: none">● Student Notebook- glued sound: am, an, baseword and suffix -s● Class Writing Grid- building words and sentences● Dictations- Dry Erase Boards and Composition Notebooks● Word of the Day- vocabulary infusion where students will be expected to use newly taught words correctly in a sentence● Trick Word Spelling		
Assessment(s) (attach all that apply-here or below)		

Summative

- Teacher observation
- Dictations- Dry Erase Boards and Composition Notebooks
- Learning Activities
 - Word Play
 - Echo/Find Letters & Words
 - Trick Word Work
 - Word of the Day
 - Make It Fun Activities
 - Storytime
- Applying skills in writing across curriculum

Formative

- Weekly Check-ups
- Unit Tests

Rubric(s) (attach all that apply-here or below)

Home Support Resources

[Unit 5](#)

[Unit 6](#)

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

- See first page in each unit- *Differentiation* (misconceptions) section
- See *Learning Activity Overview*
- Access the Foundations [Professional Learning Community \(PLC\)](#) for DI (access code found on 1st page of manual)

Will vary according to student readiness/interest/learning profile:

- Multi-Sensory Instruction
- Partner Activities
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment

- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Tiered Assignments

9.1 Personal Financial Literacy Standard infusion: include indicators from links

9.2 Career Awareness infusion: include indicators from links

Subject Area: ELA	Grade Level: First	
Unit name / Theme: FUNdations/ Units 7-8	Dates when unit will be taught: January- Beginning of February	Time Frame: weeks/months 5 weeks
Skills Covered UNIT 7 <ul style="list-style-type: none"> ● Glued sounds: ang, ing, ong, ung, ank, ink, onk, unk ● Blending and reading words with ng or nk ● Segmenting and spelling words with ng or nk ● Narrative fiction vs. information books ● Reading with accuracy and prosody UNIT 8 <ul style="list-style-type: none"> ● Consonant blends and digraph blends ● Blending and reading words with up to four sounds ● Segmenting and spelling words with up to four sounds ● Suffix -s added to words with four sounds ● R-controlled vowel sounds: ar, or, er, ir, ur 		

- Reading with accuracy and prosody

Writing activity (if applicable)

- Student Notebook- glued sounds, blends, digraph blends, suffix -s, r-controlled vowel sounds, writing words with up to four sounds
- Class Writing Grid- building words and sentences
- Dictations- Dry Erase Boards and Composition Notebooks
- Word of the Day- vocabulary infusion where students will be expected to use newly taught words correctly in a sentence
- Trick Word Spelling

Assessment(s) (attach all that apply-here or below)

Summative

- Teacher observation
- Dictations- Dry Erase Boards and Composition Notebooks
- Learning Activities
 - Word Play
 - Echo/Find Letters & Words
 - Trick Word Work
 - Word of the Day
 - Make It Fun Activities
 - Storytime
- Applying skills in writing across curriculum

Formative

- Weekly Check-ups
- Unit Tests

Rubric(s) (attach all that apply-here or below)

Home Support Resources

[Unit 7](#)

[Unit 8](#)

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

- See first page in each unit- *Differentiation* (misconceptions) section
- See *Learning Activity Overview*
- Access the Foundations [Professional Learning Community \(PLC\)](#) for DI (access code found on 1st page of manual)

Will vary according to student readiness/interest/learning profile:

- Multi-Sensory Instruction
- Partner Activities
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Tiered Assignments

[9.1 Personal Financial Literacy Standard](#) infusion: include indicators from links

[9.2 Career Awareness](#) infusion: include indicators from links

Subject Area: ELA	Grade Level: First	
Unit name / Theme: FUNdations/ Units 9-10	Dates when unit will be taught: February-March	Time Frame: weeks/months 5 weeks
Skills Covered UNIT 9		

- Closed syllable concept with short vowels
- Closed syllable vs. open syllable
- Vowel team sounds for: ai, ay, ee, ea, ey, oi, oy
- Narrative fiction vs. informational books
- Reading with accuracy and prosody

UNIT 10

- Segmenting and blending up to 5 sounds
- Suffix -s added to words with 5 sounds
- Suffix -ed, -ing added to unchanging basewords and closed syllables
- Vowel team sounds for: oa, oe, ow, ou, oo, us, ew, au, aw
- Narrative fiction vs. informational books
- Reading with accuracy and prosody

Writing activity (if applicable)

- Student Notebook- closed syllable, open syllable, suffixes: -s, -ed, -ing, writing words with up to 5 sounds
- Class Writing Grid- building words and sentences
- Dictations- Dry Erase Boards and Composition Notebooks
- Word of the Day- vocabulary infusion where students will be expected to use newly taught words correctly in a sentence
- Trick Word Spelling

Assessment(s) (attach all that apply-here or below)

Summative

- Teacher observation
- Dictations- Dry Erase Boards and Composition Notebooks
- Learning Activities
 - Word Play
 - Echo/Find Letters & Words
 - Trick Word Work
 - Word of the Day
 - Make It Fun Activities
 - Storytime
- Applying skills in writing across curriculum

Formative

- Weekly Check-ups
- Unit Tests

Rubric(s) (attach all that apply-here or below)

Home Support Resources

[Unit 9](#)

[Unit 10](#)

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

- See first page in each unit- *Differentiation* (misconceptions) section
- See *Learning Activity Overview*
- Access the Foundations [Professional Learning Community \(PLC\)](#) for DI (access code found on 1st page of manual)

Will vary according to student readiness/interest/learning profile:

- Multi-Sensory Instruction
- Partner Activities
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Tiered Assignments

[9.1 Personal Financial Literacy Standard](#) **infusion: include indicators from links**

[9.2 Career Awareness](#) **infusion: include indicators from links**

Subject Area: ELA	Grade Level: First	
Unit name / Theme: FUNdations/ Units 11-12	Dates when unit will be taught: April-May	Time Frame: weeks/months 6-8 weeks
<p>Skills Covered</p> <p>UNIT 11</p> <ul style="list-style-type: none"> ● Vowel-consonant-e syllable in one-syllable words ● Long vowel sounds ● Narrative fiction vs. informational books ● Reading with accuracy and prosody <p>UNIT 12</p> <ul style="list-style-type: none"> ● Concept of syllable in multisyllabic words ● Compound words ● Syllable division rules ● Reading and spelling words with two closed syllables or closed and v-e syllables ● Reading with accuracy and prosody ● Paragraph structure <p>Writing activity (if applicable)</p> <ul style="list-style-type: none"> ● Student Notebook- vowel-consonant-e, multisyllabic words, compound words, and spelling of words with two closed syllables or closed and v-e syllables ● Class Writing Grid- building words and sentences ● Dictations- Dry Erase Boards and Composition Notebooks ● Word of the Day- vocabulary infusion where students will be expected to use newly taught words correctly in a sentence ● Trick Word Spelling 		
<p>Assessment(s) (attach all that apply-here or below)</p> <p>Summative</p> <ul style="list-style-type: none"> ● Teacher observation 		

- Dictations- Dry Erase Boards and Composition Notebooks
- Learning Activities
 - Word Play
 - Echo/Find Letters & Words
 - Trick Word Work
 - Word of the Day
 - Make It Fun Activities
 - Storytime
- Applying skills in writing across curriculum

Formative

- Weekly Check-ups
- Unit Tests

Rubric(s) (attach all that apply-here or below)

Home Support Resources

[Unit 11](#)

[Unit 12](#)

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

- See first page in each unit- *Differentiation* (misconceptions) section
- See *Learning Activity Overview*
- Access the Foundations [Professional Learning Community \(PLC\)](#) for DI (access code found on 1st page of manual)

Will vary according to student readiness/interest/learning profile:

- Multi-Sensory Instruction
- Partner Activities
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups

- Questioning
- White Board Responses
- Tiered Assignments

[9.1 Personal Financial Literacy Standard](#) infusion: include indicators from links

[9.2 Career Awareness](#) infusion: include indicators from links

Subject Area: ELA	Grade Level: First	
Unit name / Theme: FUNdations/ Units 13-14	Dates when unit will be taught: May-June	Time Frame: weeks/months 6-8 weeks
<p>Skills Covered</p> <p>UNIT 13</p> <ul style="list-style-type: none"> ● Suffix -s, -ing, -ed added to multisyllabic words ● Suffix -es added to basewords with closed syllables ● Reading with accuracy and prosody ● Paragraph structure <p>UNIT 14</p> <ul style="list-style-type: none"> ● Review of word structure and concepts ● Review sentence construction and proofreading ● Review narrative vs. informational text <p>Writing activity (if applicable)</p> <ul style="list-style-type: none"> ● Student Notebook- basewords and suffixes: -s, -ing, -ed, and -es, word structure, and sentence construction ● Class Writing Grid- building words and sentences ● Dictations- Dry Erase Boards and Composition Notebooks 		

- Word of the Day- vocabulary infusion where students will be expected to use newly taught words correctly in a sentence
- Trick Word Spelling

Assessment(s) (attach all that apply-here or below)

Summative

- Teacher observation
- Dictations- Dry Erase Boards and Composition Notebooks
- Learning Activities
 - Word Play
 - Echo/Find Letters & Words
 - Trick Word Work
 - Word of the Day
 - Make It Fun Activities
 - Storytime
- Applying skills in writing across curriculum

Formative

- Weekly Check-ups
- Unit Tests

Rubric(s) (attach all that apply-here or below)

Home Support Resources

[Unit 13](#)

[Unit 14](#)

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

- See first page in each unit- *Differentiation* (misconceptions) section
- See *Learning Activity Overview*
- Access the Foundations [Professional Learning Community \(PLC\)](#) for DI (access code found on 1st page of manual)

Will vary according to student readiness/interest/learning profile:

- Multi-Sensory Instruction

- Partner Activities
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Tiered Assignments

[9.1 Personal Financial Literacy Standard](#) infusion: include indicators from links

[9.2 Career Awareness](#) infusion: include indicators from links

Second Grade

Subject Area: ELA	Grade Level: Grade 2	
Unit name / Theme: Reading Fundamentals-Launching	Dates when unit will be taught: September- October	Time Frame: weeks/months 6-8 Weeks
Writing activity (if applicable) <ul style="list-style-type: none"> ● Draw ideal reading spot p. 50 ● My Reading Life handout p. 57 ● Growing as Readers handout p. 62 ● KWL chart p. 66 		

- Response to reading- illustrate facts about sharks p. 65
- Response to reading- illustrate scene from “Termite Tune” p. 74
- Making Movies in Our Minds handout p. 76
- Practice using sticky notes p. 79

Assessment(s) (attach all that apply-here or below)

Formative

- See each lesson for corresponding assessment (examples: conferencing, checklists, student writing responses, observations, reading notebook)
- DRA
- Renaissance

Rubric(s) (attach all that apply-here or below)

NA

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

Will vary according to student readiness/interest/learning profile:

- Leveled Books
- Graphic Organizers
- Reading Buddies
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Anchor Activities (ongoing-listen to books, websites)

9.1 Personal Financial Literacy Standard infusion: include indicators from links

NA

9.2 Career Awareness infusion: include indicators from links
NA

Subject Area: ELA	Grade Level: Grade 2	
Unit name / Theme: Reading Fundamentals- Fiction	Dates when unit will be taught: mm/yy October-November	Time Frame: weeks/months 6-8 Weeks
Writing activity (if applicable) <ul style="list-style-type: none">● Illustrate book covers for their favorite fiction books p. 36● Create large bulletin board-Elements of Folktales p. 45● The Movie in My Mind handout p. 51● Common Themes in Literature p. 56● Getting to Know the Character p. 60● Response to Reading- Write about a fictional character based on real life experiences p. 59● Graphic Organizer- Let's Compare p. 65		
Assessment(s) (attach all that apply-here or below) <p>Formative</p> <ul style="list-style-type: none">● See each lesson for corresponding assessment (examples: conferencing, checklists, student writing responses, observations, reading notebook)● Conferencing <p>Summative</p> <ul style="list-style-type: none">● Student Performance Checklist p. 121-23● Summative Assessment p. 124		
Rubric(s) (attach all that apply-here or below) NA		
<u>Differentiate Instruction</u> by: (list strategies or ways to level learners, if you can) Will vary according to student readiness/interest/learning profile:		

- Leveled Books
- Graphic Organizers
- Reading Buddies
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Anchor Activities (ongoing-listen to books, websites)

9.1 Personal Financial Literacy Standard **infusion: include indicators from links**

NA

9.2 Career Awareness **infusion: include indicators from links**

NA

Subject Area: ELA	Grade Level: Grade 2	
Unit name / Theme: Reading Fundamentals- Nonfiction <i>*Under extensions see correlating lessons in Writing Fundamental Gail Gibbons Author Study</i>	Dates when unit will be taught: December-January	Time Frame: weeks/months 8 Weeks
Writing activity (if applicable)		
<ul style="list-style-type: none"> ● Can you Find it handout p. 45 ● Nonfiction Interview p. 48 ● Sticky note practice p. 51 		

- KWL chart p.57
- Graphic Organizer- Compare/Contrast p. 64
- Description Text Structure handout p. 63
- Chronological Text Structure p. 68
- What Does it Mean handout p. 73
- What's the Purpose handout p. 78
- What do I Know? How do I Feel? handout p. 83

Assessment(s) (attach all that apply-here or below)

Formative

- See each lesson for corresponding assessment (examples: conferencing, checklists, student writing responses, observations, reading notebook)
- DRA
- Renaissance

Summative

- Student Performance Checklist p. 132-33
- Summative Assessment p. 134

Rubric(s) (attach all that apply-here or below)

NA

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

Will vary according to student readiness/interest/learning profile:

- Leveled Books
- Graphic Organizers
- Reading Buddies
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups

- Questioning
- White Board Responses
- Anchor Activities (ongoing-listen to books, websites)

9.1 Personal Financial Literacy Standard **infusion: include indicators from links**
NA

9.2 Career Awareness **infusion: include indicators from links**
NA

Subject Area: ELA	Grade Level: Grade 2	
Unit name / Theme: Reading Fundamentals- Poetry	Dates when unit will be taught: February	Time Frame: weeks/months 4 Weeks
<p>Writing activity (if applicable)</p> <ul style="list-style-type: none"> ● Checklist for Student Readings of Poems- handout p. 37 ● Illustrate a poem you have read. ● Is That What you Mean? handout p. 49 ● I Think it Means... handout p. 53 ● Monitoring Meaning -handout p. 58 ● Pair of Poems- handout p. 63 		
<p>Assessment(s) (attach all that apply-here or below)</p> <p>Formative</p> <ul style="list-style-type: none"> ● See each lesson for corresponding assessment (examples: conferencing, checklists, student writing responses, observations, reading notebook) ● DRA <p>Summative</p> <ul style="list-style-type: none"> ● Student Performance Checklist p. 111-12 ● Summative Assessment p. 114 		

Rubric(s) (attach all that apply-here or below)

NA

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

Will vary according to student readiness/interest/learning profile:

- Leveled Books
- Graphic Organizers
- Reading Buddies
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Anchor Activities (ongoing-listen to books, websites)

9.1 Personal Financial Literacy Standard infusion: include indicators from links

NA

9.2 Career Awareness infusion: include indicators from links

NA

Subject Area: ELA	Grade Level: Grade 2	
Unit name / Theme: Book Clubs- Books in a Series (see Grade 2 packet)	Dates when unit will be taught: March- April	Time Frame: weeks/months 6-8 Weeks
Writing activity (if applicable) Books in a series packet- Students will read books in a series and write about what they notice;		

- Characters
- Setting
- Problem/Solution
- Big idea
- Lesson learned
- How the author begins (lead)
- How the author ends

Venn Diagram- Compare two books in a series

Assessment(s) (attach all that apply-here or below)

Formative

- examples: conferencing, student writing responses, observations, reading notebook
- Book in a Series packet pages
- DRA

Rubric(s) (attach all that apply-here or below)

NA

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

Will vary according to student readiness/interest/learning profile:

- Leveled Books
- Graphic Organizers
- Reading Buddies
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Anchor Activities (ongoing-listen to books, websites)

9.1 Personal Financial Literacy Standard **infusion: include indicators from links**

NA

9.2 Career Awareness **infusion: include indicators from links**

NA

Subject Area: ELA	Grade Level: Grade 2	
Unit name / Theme: Reading Fundamentals- Patterns in the Natural World *Meadow Unit	Dates when unit will be taught: April-June	Time Frame: weeks/months 8 Weeks
Writing activity (if applicable) <ul style="list-style-type: none">● Where is the Sun -handout p. 43● What is My Shadow Like- handout p. 44● KWL- handout p. 49● Phases of the Moon -handout p. 50● Word Web: S.E.E.D. -handout p. 56● Using our Senses- handout p. 68● Our Weather and Our Lives- handout p. 76● Let's Sum it Up (Summary Frame)- handout p. 82● Weekly Weather Chart: Cloud Cover- handout p. 89 *Meadow Unit <ul style="list-style-type: none">● Did you Know bubble● Animal Poem● Power Point Slide		
Assessment(s) (attach all that apply-here or below)		

Formative

- See each lesson for corresponding assessment (examples: conferencing, checklists, student writing responses, observations, reading notebook)
- DRA

Summative

- Student Performance Checklist p. 164
- Summative Assessment p. 163

Rubric(s) (attach all that apply-here or below)

[Scoring Rubric p. 163](#)

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

Will vary according to student readiness/interest/learning profile:

- Leveled Books
- Graphic Organizers
- Reading Buddies
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Anchor Activities (ongoing-listen to books, websites)

9.1 Personal Financial Literacy Standard infusion: include indicators from links

NA

9.2 Career Awareness infusion: include indicators from links

NA

Subject Area: Writing	Grade Level: Second Grade	
Unit name / Theme: Writing Fundamentals-How Writers Write	Dates when unit will be taught: September-October	Time Frame: weeks/months 8 Weeks
Writing activity (if applicable) <ul style="list-style-type: none"> ● Decorate Writer’s Notebook (homework) ● List observations from walk outside p. 7 ● Create a “What to do When You are Stuck” Chart ● Create a “What is a Writer’s Notebook?” Chart ● Memorable Moments- handout p. 19 ● What’s In My Heart- handout p. 21 ● What Matter’s Most- handout p. 23 ● Graphic Organizer- Timing is Everything- handout p. 28 ● My Main Message- handout p. 30 ● Editing Checklist- handout p. 32 ● Reflecting On Our Own Work- handout p. 38 		
Assessment(s) (attach all that apply-here or below) Formative <ul style="list-style-type: none"> ● See each lesson for corresponding assessment (examples: conferencing, checklists, student writing responses, observations, writer’s notebook) Summative <ul style="list-style-type: none"> ● Grade Level Writing Sample- See Rubric ● Personal Narrative- Memorable Moment- See Rubric 		
Rubric(s) (attach all that apply-here or below) Writing Fundamentals Narrative Rubric Writer’s Notebook Rubric		
<u>Differentiate Instruction</u> by: (list strategies or ways to level learners, if you can) Will vary according to student readiness/interest/learning profile:		

- Graphic Organizers
- Partner Activities (ex. Peer editing)
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Tiered Assignments
- Technology

9.1 Personal Financial Literacy Standard **infusion: include indicators from links**

NA

9.2 Career Awareness **infusion: include indicators from links**

NA

Subject Area: Writing	Grade Level: Grade 2	
Unit name / Theme: Writing Fundamentals-Personal Narrative	Dates when unit will be taught: October-November	Time Frame: weeks/months 8 Weeks
Writing activity (if applicable)		
<ul style="list-style-type: none"> ● Where do my Personal Story Ideas Come From? handout p. 38 ● Graphic Organizers- My Celebration p. 42 My Traditions p. 43 ● Story Quilt p. 47 ● Important Events: The Stories of My Life- handout p. 50 ● Looking Back -handout p. 55 		

- Sharing From the Heart- handout p. 58
- That's a Great Idea- handout p. 61
- Who Can I Ask? handout p. 65
- What's the Sense- handout p. 72
- Timing is Everything- handout p. 76
- Say What? (dialogue)- handout p. 94
- A Way With Words- handout p. 101
- How Do I Spell- handout p. 108
- Author's Note/Dedication- handout p. 111
- Student Self Reflections- handout p. 114

Assessment(s) (attach all that apply-here or below)

Formative

- See each lesson for corresponding assessment ((examples: conferencing, checklists, student writing responses, observations, writer's notebook)
- Student Performance Checklist p. 115
- Where are my Students in the Writing Process? p. 117

Summative

- Grade Level Rubric
- Personal Narrative (see rubric)

Rubric(s) (attach all that apply-here or below)

[Writing Fundamentals Narrative Rubric](#)

[Writer's Notebook Rubric](#)

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

Will vary according to student readiness/interest/learning profile:

- Graphic Organizers
- Partner Activities (ex. Peer editing)
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders

- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Tiered Assignments
- Technology

9.1 Personal Financial Literacy Standard **infusion: include indicators from links**

NA

9.2 Career Awareness **infusion: include indicators from links**

NA

Subject Area: Writing	Grade Level: Grade 2	
Unit name / Theme: Writing Fundamentals-Letter Writing	Dates when unit will be taught: December-January	Time Frame: weeks/months 8 Weeks
Writing activity (if applicable) Shared Writing Activities: <ul style="list-style-type: none"> ● Chart- Purposes for Letter Writing p. 18 ● Shared Writing: Write a persuasive letter p. 5 ● Shared Writing: Write a letter to the principal p. 6 ● Shared Writing: Edit and revise letter to newspaper editor p. 7 ● Shared Writing: Edit and revise letter to librarian p. 8 ● Shared Writing: Edit and revise thank you letter to someone in school p. 9 Writing Activities: <ul style="list-style-type: none"> ● Write a letter to your favorite author p. 22 		

- Write a letter to a character p. 24
- Write a friendly letter p. 27
- Why Ask Questions- handout p. 27
- Ten of My Favorite Things- handout p. 29
- Write to a School Friend p. 31
- Graphic Organizer- Persuasive Letter- handout p. 37
- Inside and Outside My Two Characters- handout p. 39
- A Good Story to Tell- handout p. 41
- Draft a Friendly Letter p. 42-48
- Peer editing- My Partner's Letter Draft- handout p. 49
- Tell Me More- handout p. 50
- Things I Can Illustrate- handout p. 52
- One More Thing Before I Go (p.s.)- handout p. 54
- Parts of a Letter: Checklist for Editing- handout p. 56
- Reflection- The Letter Writer I've Become- handout p. 62

Assessment(s) (attach all that apply-here or below)

Formative

- See each lesson for corresponding assessment (examples: conferencing, checklists, student writing responses, observations, writer's notebook)

Summative

- Grade Level Writing Sample
- Friendly Letters (see rubric)

Rubric(s) (attach all that apply-here or below)

[Writing Fundamentals Narrative Rubric](#)

[Writing Fundamentals Opinion Rubric](#)

[Writer's Notebook Rubric](#)

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

Will vary according to student readiness/interest/learning profile:

- Graphic Organizers
- Partner Activities (ex. Peer editing)
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Tiered Assignments
- Technology

9.1 Personal Financial Literacy Standard **infusion: include indicators from links**

NA

9.2 Career Awareness **infusion: include indicators from links**

NA

Subject Area: Writing	Grade Level: Grade 2	
Unit name / Theme: Poetry	Dates when unit will be taught: February-March	Time Frame: weeks/months 6-8 Weeks
Writing activity (if applicable) *Curriculum to be written 2015-16 school year		
Assessment(s) (attach all that apply-here or below) Formative <ul style="list-style-type: none"> ● Examples: conferencing, checklists, student writing responses, observations, writer's notebook Summative		

- Student Poems (see Rubrics)

Rubric(s) (attach all that apply-here or below)

[Writing Fundamentals Narrative Rubric](#)

[Writing Fundamentals Opinion Rubric](#)

[Writer's Notebook Rubric](#)

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

Will vary according to student readiness/interest/learning profile:

- Graphic Organizers
- Partner Activities (ex. Peer editing)
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Tiered Assignments
- Technology

9.1 Personal Financial Literacy Standard **infusion: include indicators from links**

NA

9.2 Career Awareness **infusion: include indicators from links**

NA

Subject Area: Writing	Grade Level: Grade 2	
Unit name / Theme:	Dates when unit will be taught:	Time Frame: weeks/months

Gail Gibbons Author Study	April-May	8 Weeks
<p>Writing activity (if applicable)</p> <ul style="list-style-type: none"> ● List observations from walk outside p. 7 ● Writing letters to Gail Gibbons p. 10 ● Learning from Gail Gibbons p. 12 ● Gail Gibbons Double Entry Journal- handout p.14 ● The How in the Everyday -handout p. 17 ● Everyday Activity Ideas -handout p. 21 ● My Observation Chart -handout p. 23 ● Ideas for a Topic- handout p. 25 ● Collecting Like Gail Gibbons -handout p. 27 ● What Can I Illustrate -handout p. 22 ● Sketching My Text -handout p. 44 ● Students will follow stages of writer’s workshop for Informative Writing Piece ● Peer Editing Checklist p. 52 ● Dedication p. 54 ● Reflecting on My Work -handout p. 56 		
<p>Assessment(s) (attach all that apply-here or below)</p> <p>Formative</p> <ul style="list-style-type: none"> ● See each lesson for corresponding assessment ((examples: conferencing, checklists, student writing responses, observations, writer’s notebook) <p>Summative</p> <ul style="list-style-type: none"> ● Student Performance Checklist p. 57 ● Grade Level Writing Sample ● Informational Writing Piece (see rubric) 		
<p>Rubric(s) (attach all that apply-here or below)</p> <p><u>Writing Fundamentals Informational Rubric</u></p> <p><u>Writer’s Notebook Rubric</u></p>		

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

Will vary according to student readiness/interest/learning profile:

- Graphic Organizers
- Partner Activities (ex. Peer editing)
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Tiered Assignments
- Technology- [Gail Gibbons website](#)

9.1 Personal Financial Literacy Standard **infusion: include indicators from links**

NA

9.2 Career Awareness **infusion: include indicators from links**

NA

Subject Area: Foundations	Grade Level: Grade 2	
Unit name / Theme: Unit 1-4	Dates when unit will be taught: September-October	Time Frame: weeks/months 8 Weeks
Writing activity (if applicable) <ul style="list-style-type: none">● Student Notebook Entry● Dictation Dry Erase and Composition Book● Make it Fun Activities● Storytime Activities		

Assessment(s) (attach all that apply-here or below)

Summative

- Teacher observation
- Whiteboard Dictation
- Learning Activities
- Applying skills in writing across curriculum

Formative

- Weekly Checkup Quizzes
- Unit Test

Rubric(s) (attach all that apply-here or below)

NA

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

- See first page in each unit- *Differentiation* (misconceptions) section (example: Unit 1 p. 70)
- See *Learning Activity* Overview p. 27-60
- Access the Foundations [Professional Learning Community \(PLC\)](#) for DI (access code found on 1st page of manual)

Will vary according to student readiness/interest/learning profile:

- Multi-Sensory Instruction
- Partner Activities
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Tiered Assignments

9.1 Personal Financial Literacy Standard infusion: include indicators from links

NA

9.2 Career Awareness infusion: include indicators from links

NA

Subject Area: Foundations	Grade Level: Grade 2	
Unit name / Theme: Unit 5-7	Dates when unit will be taught: October-November	Time Frame: weeks/months 8 Weeks
Writing activity (if applicable) <ul style="list-style-type: none">● Student Notebook Entry● Dictation Dry Erase and Composition Book● Make it Fun Activities● Storytime Activities		
Assessment(s) (attach all that apply-here or below) <p>Summative</p> <ul style="list-style-type: none">● Teacher observation● Whiteboard Dictation● Learning Activities● Applying skills in writing across curriculum <p>Formative</p> <ul style="list-style-type: none">● Weekly Checkup Quizzes● Unit Test		
Rubric(s) (attach all that apply-here or below) <p>NA</p>		
<u>Differentiate Instruction</u> by: (list strategies or ways to level learners, if you can) <ul style="list-style-type: none">● See first page in each unit- <i>Differentiation</i> (misconceptions)section (example: Unit 5 p. 172)● See <i>Learning Activity</i> Overview p. 27-60● Access the Foundations Professional Learning Community (PLC) for DI (access code found on 1st page of manual)		

Will vary according to student readiness/interest/learning profile:

- Multi-Sensory Instruction
- Partner Activities
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Tiered Assignments

9.1 Personal Financial Literacy Standard **infusion: include indicators from links**

NA

9.2 Career Awareness **infusion: include indicators from links**

NA

Subject Area: Foundations	Grade Level: Grade 2	
Unit name / Theme: Unit 8-9	Dates when unit will be taught: January	Time Frame: weeks/months 4 Weeks
Writing activity (if applicable) <ul style="list-style-type: none">● Student Notebook Entry● Dictation Dry Erase and Composition Book● Make it Fun Activities● Storytime Activities		
Assessment(s) (attach all that apply-here or below)		

Summative

- Teacher observation
- Whiteboard Dictation
- Learning Activities
- Applying skills in writing across curriculum

Formative

- Weekly Checkup Quizzes
- Unit Test

Rubric(s) (attach all that apply-here or below)

NA

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

- See first page in each unit- *Differentiation* (misconceptions) section (example: Unit 8 p. 268)
- See *Learning Activity Overview* p. 27-60
- Access the Foundations [Professional Learning Community \(PLC\)](#) for DI (access code found on 1st page of manual)

Will vary according to student readiness/interest/learning profile:

- Multi-Sensory Instruction
- Partner Activities
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Tiered Assignments

9.1 Personal Financial Literacy Standard infusion: include indicators from links

NA

9.2 Career Awareness infusion: include indicators from links

NA

Subject Area: Foundations

Grade Level: Grade 2

Unit name / Theme:

Unit 10-11

Dates when unit will be taught:

February

Time Frame: weeks/months

4 Weeks

Writing activity (if applicable)

- Student Notebook Entry
- Dictation Dry Erase and Composition Book
- Make it Fun Activities
- Storytime Activities

Assessment(s) (attach all that apply-here or below)

Summative

- Teacher observation
- Whiteboard Dictation
- Learning Activities
- Applying skills in writing across curriculum

Formative

- Weekly Checkup Quizzes
- Unit Test

Rubric(s) (attach all that apply-here or below)

NA

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

- See first page in each unit- *Differentiation* (misconceptions) section (example: Unit 10 p. 314)
- See *Learning Activity Overview* p. 27-60
- Access the Foundations [Professional Learning Community \(PLC\)](#) for DI (access code found on 1st page of manual)

Will vary according to student readiness/interest/learning profile:

- Multi-Sensory Instruction
- Partner Activities
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Tiered Assignments

9.1 Personal Financial Literacy Standard infusion: include indicators from links

NA

9.2 Career Awareness infusion: include indicators from links

NA

Subject Area: Foundations	Grade Level: Grade 2	
Unit name / Theme: Unit 12-14	Dates when unit will be taught: March/April	Time Frame: weeks/months 8 Weeks
Writing activity (if applicable)		
<ul style="list-style-type: none"> ● Student Notebook Entry ● Dictation Dry Erase and Composition Book ● Make it Fun Activities ● Storytime Activities 		
Assessment(s) (attach all that apply-here or below)		
Summative		
<ul style="list-style-type: none"> ● Teacher observation 		

- Whiteboard Dictation
- Learning Activities
- Applying skills in writing across curriculum

Formative

- Weekly Checkup Quizzes
- Unit Test

Rubric(s) (attach all that apply-here or below)

NA

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

- See first page in each unit- *Differentiation* (misconceptions) section (example: Unit 12 p. 370)
- See *Learning Activity* Overview p. 27-60
- Access the Foundations [Professional Learning Community \(PLC\)](#) for DI (access code found on 1st page of manual)

Will vary according to student readiness/interest/learning profile:

- Multi-Sensory Instruction
- Partner Activities
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Tiered Assignments

9.1 Personal Financial Literacy Standard infusion: include indicators from links

NA

9.2 Career Awareness infusion: include indicators from links

NA

Subject Area: Foundations	Grade Level: Grade 2	
Unit name / Theme: Unit 15-17	Dates when unit will be taught: May-June	Time Frame: weeks/months 8 Weeks
Writing activity (if applicable) <ul style="list-style-type: none"> ● Student Notebook Entry ● Dictation Dry Erase and Composition Book ● Make it Fun Activities ● Storytime Activities 		
Assessment(s) (attach all that apply-here or below) Summative <ul style="list-style-type: none"> ● Teacher observation ● Whiteboard Dictation ● Learning Activities ● Applying skills in writing across curriculum Formative <ul style="list-style-type: none"> ● Weekly Checkup Quizzes ● Unit Test 		
Rubric(s) (attach all that apply-here or below) NA		
<u>Differentiate Instruction</u> by: (list strategies or ways to level learners, if you can) <ul style="list-style-type: none"> ● See first page in each unit- <i>Differentiation</i> (misconceptions) section (example: Unit 15 p. 444) ● See <i>Learning Activity Overview</i> p. 27-60 ● Access the Foundations Professional Learning Community (PLC) for DI (access code found on 1st page of manual) Will vary according to student readiness/interest/learning profile: <ul style="list-style-type: none"> ● Multi-Sensory Instruction ● Partner Activities 		

- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Tiered Assignments

9.1 Personal Financial Literacy Standard **infusion: include indicators from links**

NA

9.2 Career Awareness **infusion: include indicators from links**

NA

3rd Grade

Subject Area: ELA	Grade Level: Grade 3	
Unit name / Theme: Reading Fundamentals: Launching	Dates when unit will be taught: Sept. 10-Sept. 30	Time Frame: weeks/month 2 ½ weeks
Writing activity (if applicable)		
<ul style="list-style-type: none"> ● Lesson 1: Write a response to the book <u>Henry and the Buccaneer Bunnies</u> (pg. 41) ● Lesson 5: Creating poems using rich adjectives just like author Sidman does. (pg. 62) ● Lesson 6: Write a short paragraph in Reading Notebooks about something they are passionate about. (pg. 66) 		
Assessment(s) (attach all that apply-here or below)		

Formative

- Examples: conferencing, student writing responses, observations, reading notebook
- DRA-2/Fountas & Pinnell Benchmark Assessment System

Rubric(s) (attach all that apply-here or below)

- Schoolwide *Launching*: Student Performance Checklist
- Reader's Response Rubric (For Writing Activities)

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

Will vary according to student readiness/interest/learning profile:

- Leveled Books
- Graphic Organizers
- Reading Buddies
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Anchor Activities (ongoing-listen to books, websites)

9.1 Personal Financial Literacy Standard infusion: include indicators from links

NA

9.2 Career Awareness infusion: include indicators from links

NA

Subject Area: ELA	Grade Level: Grade 3	
Unit name / Theme: Reading Fundamentals: Fiction	Dates when unit will be taught: Oct. 1-Oct. 30	Time Frame: weeks/month 4 weeks
<p>Writing activity (if applicable)</p> <ul style="list-style-type: none"> ● Weekly reading responses using the RSSE format. ● Lesson 2: “Story Elements of My Fictional Text” handout (pg. 40) ● Lesson 3: “Language To Remember in Folktales” (pg. 47) ● Lesson 5: “What’s the Message?” (pg. 59) ● Lesson 6: “Identifying Characters’ Traits in Fables” (pg. 65) ● Lesson 7: “What’s the Mood” (pg. 71) ● Lesson 8: “Putting the Pieces Together” (pg. 75) ● Mini Lesson 2: “Characters Change” (pg. 87) ● Mini Lesson 4: “Looking at Mood and Tone” (pg. 98) ● Mini Lesson 5: “What’s the Moral?” (pg. 104) ● Mini Lesson 7: “What’s Their Point of View?” (pg. 117) ● Mini Lesson 9: “My Text-To-Text Connections” (pg. 129) ● 		
<p>Assessment(s) (attach all that apply-here or below)</p> <p>Formative</p> <ul style="list-style-type: none"> ● Examples: conferencing, student writing responses, observations, reading notebook <p>Summative:</p> <ul style="list-style-type: none"> ● Fiction Grade 3 Summative Assessment: “No Ordinary Frog” (pg. 147) 		
<p>Rubric(s) (attach all that apply-here or below)</p> <ul style="list-style-type: none"> ● Schoolwide <i>Fiction</i>: Student Performance Checklist ● Reader’s Response Rubric (For Writing Activities) 		
<p><u>Differentiate Instruction</u> by: (list strategies or ways to level learners, if you can)</p> <p>Will vary according to student readiness/interest/learning profile:</p>		

- Leveled Books
- Graphic Organizers
- Reading Buddies
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Anchor Activities (ongoing-listen to books, websites)

9.1 Personal Financial Literacy Standard **infusion: include indicators from links**

NA

9.2 Career Awareness **infusion: include indicators from links**

NA

Subject Area: ELA	Grade Level: Grade 3	
Unit name / Theme: Close Reading and Molly's Pilgrim	Dates when unit will be taught: Nov. 2-Nov. 25	Time Frame: weeks/month 3 ½ weeks
<p>Writing activity (if applicable) <u>Close Reading:</u></p> <ul style="list-style-type: none"> ● Lesson 1: Students think about the main character in the book <u>Thank you M'am</u> and jot down character traits ● Lesson 2: Students add to their thoughts on why the character acted a certain way ● Lesson 3: Students use the RSSE format to write a paragraph on the actions of the character <p><u>Molly's Pilgrim:</u></p>		

- Molly's Pilgrim Comprehension foldable book
- Molly's Pilgrim Before, During, and After Activity Packet

Assessment(s) (attach all that apply-here or below)

Formative

- Molly's Pilgrim Comprehension foldable book
- Molly's Pilgrim Common Core Assessment

Rubric(s) (attach all that apply-here or below)

- Grading Scale (Points Vary by Questions, stated explicitly on assessment)

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

Will vary according to student readiness/interest/learning profiles

- Reading Buddies
- Think-Pair-Share
- Class Brainstorming
- Enrichment
- Remediation
- Questioning
- Small group
- Reduce amount of writing/Change format

9.1 Personal Financial Literacy Standard infusion: include indicators from links

NA

9.2 Career Awareness infusion: include indicators from links

NA

Subject Area: ELA

Grade Level: Grade 3

Unit name / Theme: Reading Fundamentals: Non-Fiction	Dates when unit will be taught: Dec. 1-Jan. 29	Time Frame: weeks/month 6 1/2 weeks
Writing activity (if applicable) <ul style="list-style-type: none"> ● Lesson 1: “Nonfiction Scavenger Hunt” (pg. 42) ● Lesson 4: “What Do You See? What Do You Think?” (pg. 59) ● Lesson 6: “I Think It Means” (pg. 67) ● Lesson 7: “What’s The Purpose?” (pg. 71) ● Lesson 8: “Sum It Up” (pg. 76) ● Mini Lesson 1: “Sorting Literary Nonfiction” (pg. 80) ● Mini Lesson 5: “Chronological Text Structure” (pg. 95) ● Mini Lesson 6: “Let’s Compare” (pg. 102) ● Mini Lesson 7: “Problem/Solution Text Structure” (pg. 107) ● Mini Lesson 8: “Description Text Structure” (pg. 111) 		
Assessment(s) (attach all that apply-here or below) Formative <ul style="list-style-type: none"> ● Examples: conferencing, student writing responses, observations, reading notebook ● Student Performance Checklist 		
Rubric(s) (attach all that apply-here or below) <ul style="list-style-type: none"> ● Schoolwide <i>Non Fiction</i>: Student Performance Checklist ● Reader’s Response Rubric (For Writing Activities) 		
<u>Differentiate Instruction</u> by: (list strategies or ways to level learners, if you can) Will vary according to student readiness/interest/learning profile: <ul style="list-style-type: none"> ● Leveled Books ● Graphic Organizers ● Reading Buddies ● Think-Pair-Share ● Class Brainstorming ● Experts/leaders 		

- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Anchor Activities (ongoing-listen to books, websites)

9.1 Personal Financial Literacy Standard **infusion: include indicators from links**

NA

9.2 Career Awareness **infusion: include indicators from links**

NA

Subject Area: ELA	Grade Level: Grade 3	
Unit name / Theme: Reading: Fiction Clubs	Dates when unit will be taught: Feb. 1-Feb. 29	Time Frame: weeks/month 4 weeks
Writing activity (if applicable) <ul style="list-style-type: none"> ● Written questions for group discussions. ● RSSE reading responses ● Character Jots 		
Assessment(s) (attach all that apply-here or below) Formative <ul style="list-style-type: none"> ● Examples: conferencing, student writing responses, observations, reading notebook ● Self-Assessment 		

Rubric(s) (attach all that apply-here or below)

- Student Self Assessment Rubric
- Reader's Response Rubric (For Writing Activities)

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

Will vary according to student readiness/interest/learning profile:

- Leveled Books
- Graphic Organizers
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- Anchor Activities (ongoing-listen to books, websites)

9.1 Personal Financial Literacy Standard infusion: include indicators from links

NA

9.2 Career Awareness infusion: include indicators from links

NA

Subject Area: ELA	Grade Level: Grade 3	
Unit name / Theme: Dr. Seuss Biography	Dates when unit will be taught: March 1-March 18	Time Frame: weeks/month 3 weeks
Writing activity (if applicable)		

- Dr. Seuss Comprehension Tri-fold.

Assessment(s) (attach all that apply-here or below)

Formative

- Examples: conferencing, student writing responses, observations, reading notebook
- Comprehension Tri-fold

Rubric(s) (attach all that apply-here or below)

- Grading Scale (Points Vary by Questions, stated explicitly on assessment)

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

Will vary according to student readiness/interest/learning profile:

- Graphic Organizers
- Reading Buddies
- Think-Pair-Share
- Class Brainstorming
- Enrichment
- Remediation
- Flexible groups
- Questioning
- Anchor Activities (ongoing-listen to books, websites)

9.1 Personal Financial Literacy Standard infusion: include indicators from links

NA

9.2 Career Awareness infusion: include indicators from links

NA

Subject Area: ELA

Grade Level: Grade 3

Unit name / Theme: Reading Fundamentals: Poetry	Dates when unit will be taught: April 1-April 29	Time Frame: weeks/month 4 weeks
Writing activity (if applicable) <ul style="list-style-type: none"> ● Lesson 2: “I Hear It” (pg. 38) ● Lesson 4: “Inspire Me” (pg. 48) ● Lesson 5: “I Feel” (pg. 53) ● Lesson 8: “Side by Side” (pg. 66) ● Mini Lesson 1: “From Start to Finish” (pg. 71) ● Mini Lesson 3: “I Can Sense It” (pg. 79) ● Mini Lesson 6: “In the Mood” (pg. 93) ● Mini Lesson 7: “Sifting Through My Poem” (pg. 97) ● Mini Lesson 8: “What’s the Purpose” (pg. 102) ● Mini Lesson 10: “Piece by Piece” (pg. 112) 		
Assessment(s) (attach all that apply-here or below) Formative <ul style="list-style-type: none"> ● Examples: conferencing, student writing responses, observations, reading notebook ● Student Performance Checklist 		
Rubric(s) (attach all that apply-here or below) <ul style="list-style-type: none"> ● Schoolwide <i>Poetry</i>: Student Performance Checklist ● Reader’s Response Rubric (For Writing Activities) 		
<u>Differentiate Instruction</u> by: (list strategies or ways to level learners, if you can) Will vary according to student readiness/interest/learning profile: <ul style="list-style-type: none"> ● Leveled Books ● Graphic Organizers ● Reading Buddies ● Think-Pair-Share ● Class Brainstorming ● Experts/leaders 		

- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Anchor Activities (ongoing-listen to books, websites)

9.1 Personal Financial Literacy Standard **infusion: include indicators from links**

NA

9.2 Career Awareness **infusion: include indicators from links**

NA

Subject Area: ELA	Grade Level: Grade 3	
Unit name / Theme: Reading: Mystery Book Clubs	Dates when unit will be taught: May 2-June 10	Time Frame: weeks/month 4 weeks
Writing activity (if applicable)		
<ul style="list-style-type: none"> ● Written questions for group discussions. ● RSSE reading responses ● Character Jots 		
Assessment(s) (attach all that apply-here or below)		
Formative		
<ul style="list-style-type: none"> ● Examples: conferencing, student writing responses, observations, reading notebook ● Self-Assessment 		

Rubric(s) (attach all that apply-here or below)

- Student Self Assessment Rubric
- Reader's Response Rubric (For Writing Activities)

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

Will vary according to student readiness/interest/learning profile:

- Leveled Books
- Graphic Organizers
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- Anchor Activities (ongoing-listen to books, websites)

9.1 Personal Financial Literacy Standard infusion: include indicators from links

NA

9.2 Career Awareness infusion: include indicators from links

NA

Subject Area: Writing	Grade Level: 3 Grade	
Unit name / Theme: Writing Fundamentals-How Writers Write	Dates when unit will be taught: Sept. 11-Oct. 9	Time Frame: weeks/months 4 weeks
Writing activity (if applicable)		

- Immersion Day 1: List writing ideas in writing notebook
- Generating Ideas 1: “My Meaningful Memories” (pg. 20)
- Generating Ideas 2: “The Power of Persuasion” (pg. 22)
- Drafting: “Mapping It Out-Narrative Genre” (pg. 29)
“Mapping It Out-Persuasive Letter Genre” (pg. 30)

Assessment(s) (attach all that apply-here or below)

Formative

- See each lesson for corresponding assessment (examples: conferencing, checklists, student writing responses, observations, writer’s notebook)

Summative

- Grade Level Writing Sample- See Rubric
- Personal Narrative- Memorable Moment/Persuasive Letter- See Rubric

Rubric(s) (attach all that apply-here or below)

- Writing Fundamentals Narrative Rubric

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

Will vary according to student readiness/interest/learning profile:

- Graphic Organizers
- Partner Activities (ex. Peer editing/Rainbow editing)
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Tiered Assignments
- Technology

9.1 Personal Financial Literacy Standard **infusion: include indicators from links**

NA

9.2 Career Awareness **infusion: include indicators from links**

NA

Subject Area: Writing	Grade Level: 3 Grade	
Unit name / Theme: Writing Fundamentals-Touchstone Text	Dates when unit will be taught: Oct. 13-Nov. 24	Time Frame: weeks/months 6 Weeks
Writing activity (if applicable) <ul style="list-style-type: none">● Writing Quotes for Display● Write memorable sentences from ordinary ones● Write memorable words● Write a story based upon partner conversation● Write about an internal conflict● Snapshot writing● Write sensory details● Write use visualization to add details to their writing● Write about a special event● Practice writing personification● Determine where to add details to writing pieces● Write jump-in or gradual leads● Write repetitive word structures● Write using time passing techniques● Write using a writerly voice● Revise using vivid verbs● Revise so that writing conveys writer's intention		

- Write dedication page
- Write about the author page

Assessment(s) (attach all that apply-here or below)

Formative

- See each lesson for corresponding assessment (examples: conferencing, checklists, student writing responses, observations, writer's notebook, self assessment)

Summative

- Personal Narrative- Memorable Moment- See Schoolwide Rubric

Rubric(s) (attach all that apply-here or below)

<http://resources.schoolwide.com/dashboard/#listings>

[Writer's Notebook Rubric](#)

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

Will vary according to student readiness/interest/learning profile:

- Graphic Organizers
- Partner Activities (ex. Peer editing)
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Tiered Assignments
- Technology

9.1 Personal Financial Literacy Standard infusion: include indicators from links

NA

9.2 Career Awareness infusion: include indicators from links

NA

Subject Area: Writing	Grade Level: 3 Grade	
Unit name / Theme: Writing Fundamentals-Non Fiction	Dates when unit will be taught: Dec. 1-Jan. 29	Time Frame: weeks/months 7 Weeks
Writing activity (if applicable) <ul style="list-style-type: none">● Immersion Day 1: List topics they are experts on. Choose one and write facts about it.● Immersion Day 3: Write a list of vocabulary words and new names for things they find--Add to non fiction word wall● Immersion Day 5: Write a riddle of 3 questions about a factual topic.● Generating Ideas 1: "What I Wonder About" (pg. 15)● Generating Ideas 2: "My Passions" (pg. 18)● Generating Ideas 3: "Questions To Help Me Think" (pg. 20)● Generating Ideas 4: "My Fascinations" (pg. 22)● Collecting 2: "Collecting My Thoughts" (pg. 29)● Collecting 3: "Writing From a Different Perspective" (pg. 31)● Collecting 4: "World Map" (pg. 34)● Alphabet, Biography, Reference, Compare/Contrast planner●		
Assessment(s) (attach all that apply-here or below) <p>Formative</p> <ul style="list-style-type: none">● See each lesson for corresponding assessment (examples: conferencing, checklists, student writing responses, observations, writer's notebook)● Student Reflection (pg. 63)		

Summative

- Grade Level Writing Sample- See Rubric
- Non-Fiction Alphabet, Compare/Contrast, Reference or Biography book

Rubric(s) (attach all that apply-here or below)

Writing Fundamentals Rubric for 3rd Grade Non Fiction (pg. 64)

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

Will vary according to student readiness/interest/learning profile:

- Graphic Organizers
- Partner Activities (ex. Peer editing/Rainbow Editing)
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Tiered Assignments
- Technology

9.1 Personal Financial Literacy Standard infusion: include indicators from links

NA

9.2 Career Awareness infusion: include indicators from links

NA

Subject Area: Writing	Grade Level: 3 Grade	
Unit name / Theme: Persuasive Writing	Dates when unit will be taught: Feb. 1-Feb. 29	Time Frame: weeks/months 4 Weeks
<p>Writing activity (if applicable)</p> <ul style="list-style-type: none"> ● “Pick a Topic” Activity ● Persuasive Letter Brainstorming/Draft Writing <ul style="list-style-type: none"> ○ Make a Claim Paragraph ○ Use Persuasive Strategies to write 2 “Reason” (body) paragraphs with factual support. ○ Write a conclusion/Call-to-Action Paragraph ● Persuasive Letter Final Draft 		
<p>Assessment(s) (attach all that apply-here or below)</p> <p>Formative</p> <ul style="list-style-type: none"> ● See each activity for corresponding assessment (examples: conferencing, checklists, student writing responses, observations, writer’s notebook) <p>Summative</p> <ul style="list-style-type: none"> ● Grade Level Writing Sample- See Rubric ● Persuasive Letter Rubric 		
<p>Rubric(s) (attach all that apply-here or below)</p> <ul style="list-style-type: none"> ● Persuasive Letter Rubric ● <u>Writer’s Notebook Rubric</u> 		
<p><u>Differentiate Instruction</u> by: (list strategies or ways to level learners, if you can)</p> <p>Will vary according to student readiness/interest/learning profile:</p> <ul style="list-style-type: none"> ● Graphic Organizers ● Partner Activities (ex. Peer editing) ● Think-Pair-Share ● Class Brainstorming ● Experts/leaders ● Enrichment 		

- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Tiered Assignments
- Technology

9.1 Personal Financial Literacy Standard **infusion: include indicators from links**

NA

9.2 Career Awareness **infusion: include indicators from links**

NA

Subject Area: Writing	Grade Level: 3 Grade	
Unit name / Theme: Expository Writing	Dates when unit will be taught: March 1-March 18	Time Frame: weeks/months 3 Weeks
<p>Writing activity (if applicable)</p> <ul style="list-style-type: none"> ● Understand and decide on topic ● Develop graphic organizer (4 square) ● Use writing strategy to develop descriptive writing about expository topic ● Generate ideas for writing using questions that help me think ● Develop ideas for social reasoning for expository topic ● Write lead using visualization and show not tell ● Develop body paragraphs ● Revise using vivid verbs ● Revise so that writing conveys writer's intention 		

Assessment(s) (attach all that apply-here or below)

Formative

- See each lesson for corresponding assessment (examples: conferencing, checklists, student writing responses, observations, writer's notebook)

Summative

Expository Rubric

Rubric(s) (attach all that apply-here or below)

Schoolwide Informational Rubric

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

Will vary according to student readiness/interest/learning profile:

- Graphic Organizers
- Partner Activities (ex. Peer editing)
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Tiered Assignments
- Technology

9.1 Personal Financial Literacy Standard **infusion: include indicators from links**

NA

9.2 Career Awareness **infusion: include indicators from links**

NA

Subject Area: Writing	Grade Level: 3 Grade	
Unit name / Theme: Writing: Poetry	Dates when unit will be taught: March 28-April 29	Time Frame: weeks/months 5 Weeks
<p>Writing activity (if applicable)</p> <p>Elements of Poetry:</p> <ul style="list-style-type: none"> ● Write “Like What” Poem (Similes) ● Write “Energy Wheel” Poem (Metaphors) ● Write “Animal in Me” Poem (Onomatopoeia) ● Write “Quiet Poem” (Imagery/ Adding Sensory Details) ● Write “Portrait” Poems (sensory language) <ul style="list-style-type: none"> ○ Self-portrait ○ Parent portraits ● Write “Go Inside” Poem (perspective/point-of-view) ● Write “Tongue Twister” Poem (Alliteration) <p>Types of Poetry</p> <ul style="list-style-type: none"> ● Write a Haiku 		
<p>Assessment(s) (attach all that apply-here or below)</p> <p>Formative</p> <ul style="list-style-type: none"> ● See each lesson for corresponding assessment (examples: conferencing, checklists, student writing responses, observations, writer’s notebook) ● “What I learned In My Own Words” <p>Summative</p> <ul style="list-style-type: none"> ● Published Book of Completed Poems ● Written Poetry Assessment (Point Values Vary by Question, stated explicitly on assessment) 		
<p>Rubric(s) (attach all that apply-here or below)</p>		

NA

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

Will vary according to student readiness/interest/learning profile:

- Graphic Organizers
- Partner Activities (ex. Peer editing)
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation
- Flexible groups
- Questioning
- White Board Responses
- Tiered Assignments
- Technology

9.1 Personal Financial Literacy Standard infusion: include indicators from links

NA

9.2 Career Awareness infusion: include indicators from links

NA

Subject Area: Writing	Grade Level: 3 Grade	
Unit name / Theme: Writing Fundamentals: Patricia Polacco Author Study	Dates when unit will be taught: May 2-June 10	Time Frame: weeks/months 6 Weeks

Writing activity (if applicable)

- Immersion Day 3: Homework: Discuss traditions they have observed and write about it.
- Generating Ideas 1: “Marvelous Memorials” (pg. 17)
- Generating Ideas 2: “Tales of Family, Friends, and Feuds” (pg. 20)
- Generating Ideas 3: “From Fact to Fiction Map” (pg. 23)
- Generating Ideas 4: “The Stories of Our Lives” (pg. 28)
- Collecting 1: “Framing a Moment” (pg. 32)
- Drafting 2: “Taking Charge of My Writing” (pg. 43)

Assessment(s) (attach all that apply-here or below)

Formative

- See each lesson for corresponding assessment (examples: conferencing, checklists, student writing responses, observations, writer’s notebook)
- Student Reflection (pg. 65)

Summative

- Grade Level Writing Sample- See Rubric
- Personal Narrative- Memorable Moment- See Rubric

Rubric(s) (attach all that apply-here or below)

Writing Fundamentals Patricia Polacco Rubric

Differentiate Instruction by: (list strategies or ways to level learners, if you can)

Will vary according to student readiness/interest/learning profile:

- Graphic Organizers
- Partner Activities (ex. Peer editing/Rainbow Editing)
- Think-Pair-Share
- Class Brainstorming
- Experts/leaders
- Enrichment
- Remediation

- Flexible groups
- Questioning
- Tiered Assignments
- Technology

9.1 Personal Financial Literacy Standard **infusion: include indicators from links**

NA

9.2 Career Awareness **infusion: include indicators from links**

NA