

**On-Going ELA Standards
1st Grade ELA Focus Standards**

Speaking and Listening

Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.

*** Linking Standards:** FL.F.5, RL.1-7,9,10, RI.1-10, W.1-3,5-8

1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

1.SL.CC.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

1.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.

1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.

Language

Cornerstone/1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

Reading Foundational Skills

Cornerstone/1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

Cornerstone/1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

Cornerstone/1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.

Reading Informational Text

Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1.RI.KID.1 Ask and answer questions about key details in a text.

Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

1.RI.KID.2 Identify the main topic and retell key details of a text.

1.RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.

Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

1.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.

1.RI.CS.5 Know and use various text features to locate key facts or information in a text.

1.RI.CS.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

1.RI.IKI.7 Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.

1.RI.IKI.8 Identify the reasons an author provides to support points in a text.

1.RI.IKI.9 Identify basic similarities and differences between two texts on the same topic including write ten details and illustrations when developmentally appropriate.

1.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1.

Reading Literature

Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1.RL.KID.1 Ask and answer questions about key details in a text.

Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.

Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.

1.RL.CS.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.

1.RL.CS.5 Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.

1.RL.CS.6 Identify who is telling the story in various points in a text.

Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

1.RL.IKI.7 Either orally or in written when appropriate, use illustrations and words in a text to describe its characters, setting, or events.

1.RL.IKI.9 Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate.

1.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for grade 1.

Writing

Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

1.W.TTP.1 With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.

1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.

Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.

Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach.

1.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

1.W.PDW.5 With guidance and support from adults, focus on topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.

Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

1.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

1.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.

**These skills are to be embedded in day-to-day instruction.*

*** These standards are the Power Standards for 1st Grade.*

Weeks 1-3

First Nine Weeks

Speaking and Listening

1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.

- I can follow rules for discussions.
- I can add to others' talk in conversations.

Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.

1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.

***Linking Standards:** FL.6, W.4-5

- I can make complete sentences.

Reading Foundational Skills

1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

- I can decode regularly spelled one-syllable words.
- I can read grade-level decodable text with purpose and understanding.

1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

- I can print all upper and lowercase letters.
- I can spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- I can write many common, frequently used words and some irregular words.

Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- I can define words by category and by one or more key attributes.

Reading Literature

1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.

- I can describe characters, settings, and events in a story.

Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

1.RL.CS.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.

- I can point out words and phrases in text that show feeling.

1.RL.IKI.7 Either orally or in written when appropriate, use illustrations and words in a text to describe its characters, setting, or events.

- I can point to the pictures and the text that describe parts of a story.

Weeks 1-3 <u>Reading Literature & Informational Text</u>	<u>Speaking and Listening</u>	<u>Language</u>	<u>Writing</u>	<u>Foundational Skills</u>	<u>ELA Vocabulary</u>	<u>Phonics Progression</u> REQUIRED: Follow Phonics Skill Sequence for Fundamentals of																																								
<p>Skills:</p> <ul style="list-style-type: none"> ➤ Identify story elements ➤ Identify words and phrases that show feeling ➤ Use illustrations for information <p>Strategies:</p> <ul style="list-style-type: none"> • Ask questions for comprehension • Retelling • Summarizing • Cite evidence from illustration and text • Graphic Organizers • Analyze • Context Clues • Close Reads 	<p>Skills:</p> <ul style="list-style-type: none"> ➤ Follow rules for discussion ➤ Use accountable talk ➤ Speak in complete sentences 	<p>Skills:</p> <ul style="list-style-type: none"> ➤ Print upper and lower case letters ➤ Use common spelling patterns ➤ Sort words <p>Strategies:</p> <ul style="list-style-type: none"> • Apply phonetic rules • Classify and categorize • Word map • Context Clues • Act out words • Connections between familiar words 	<p>Skills:</p>	<p>Skills:</p> <ul style="list-style-type: none"> ➤ Use basic features of print ➤ Tell about different sounds in words ➤ Apply phonics skills ➤ Read one-syllable words ➤ Fluency: fry words, phrases, passages, weekly fluency check 	<table border="0"> <tr> <td>Character Setting</td> <td>Sort Sound</td> </tr> <tr> <td>Beginning Middle</td> <td>Blend syllable</td> </tr> <tr> <td>End Plot</td> <td>Initial medial</td> </tr> <tr> <td>Title Author</td> <td>Final</td> </tr> <tr> <td>Phoneme</td> <td></td> </tr> <tr> <td>Illustrator</td> <td></td> </tr> <tr> <td>Consonant</td> <td></td> </tr> <tr> <td>Text</td> <td></td> </tr> <tr> <td>Vowel</td> <td></td> </tr> <tr> <td>Illustration</td> <td></td> </tr> <tr> <td>Alphabet</td> <td></td> </tr> <tr> <td>Phrase</td> <td></td> </tr> <tr> <td>Sentence</td> <td></td> </tr> <tr> <td>Information</td> <td></td> </tr> <tr> <td>Discussion</td> <td></td> </tr> <tr> <td>Accountable talk</td> <td></td> </tr> <tr> <td>Upper/Lower case</td> <td></td> </tr> <tr> <td>Problem</td> <td></td> </tr> <tr> <td>Solution</td> <td></td> </tr> <tr> <td>Word family</td> <td></td> </tr> </table>	Character Setting	Sort Sound	Beginning Middle	Blend syllable	End Plot	Initial medial	Title Author	Final	Phoneme		Illustrator		Consonant		Text		Vowel		Illustration		Alphabet		Phrase		Sentence		Information		Discussion		Accountable talk		Upper/Lower case		Problem		Solution		Word family		<p>* Use Tapping Out with tiles phonics progression. Spelling inventory (beginning of year). This will be administered beginning, middle, and end of the year. The first spelling inventory MUST be given before you begin teaching</p> <p>Tapping Out with tiles. It is suggested that an assessment should be administered every 15-20 lesson to check for mastery. There should be two assessments every 9 weeks.</p> <p>Tapping out with Tiles Lessons 1-14 p, b, t, d, short a, k, g, short o, f, v, s, z, silent e, long a, long o</p>
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Solution																																														
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*** Administer first grade ELA pre-assessment, tapping out with tiles spelling inventory, other readiness assessments, rules, procedures, and expectations.**

Student Outcomes
<ul style="list-style-type: none"> ○ Students will describe story elements. ○ Students will point out words and phrases in text that show feeling. ○ Students will use illustrations and the text that describe parts of a story. ○ Students will follow rules for discussion. ○ Students will add to others' talk. ○ Students will make complete sentences. ○ Students will print upper and lower case letters. ○ Students will spell words with common patterns. ○ Students will sort words into categories. ○ Students will read first grade fry words.

Suggested Resources				
<p><u>Fiction/Nonfiction</u> (Texts/Poetry) I'll Always Come Back Froggy Goes to School The Night Before First Grade Clifford's Best School Day How Do Apples Grow? Apples The Kissing Hand Happy Times * A Cupcake Party * Brand New Pencils Chrysanthemum Purple, Green, Yellow</p> <p><small>*Journeys Common Core Resource</small></p>		<p><u>General Resources</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"> TN Department of Education Fry Words and Phrases Lists Read Write Think Tapping with Tiles </td> <td style="width: 50%;"> Read Works Soft Schools CC Curriculum Maps Journeys Leveled Materials Storylineonline.net </td> </tr> </table>	TN Department of Education Fry Words and Phrases Lists Read Write Think Tapping with Tiles	Read Works Soft Schools CC Curriculum Maps Journeys Leveled Materials Storylineonline.net
TN Department of Education Fry Words and Phrases Lists Read Write Think Tapping with Tiles	Read Works Soft Schools CC Curriculum Maps Journeys Leveled Materials Storylineonline.net			

Weeks 4-6	First Nine Weeks
<p>Speaking and Listening Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats. 1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. * Linking Standards: Reading Cornerstone Standards 1 and 10, RL/RI.7, W.8</p> <ul style="list-style-type: none">• I can ask and answer questions about what is read or spoken.• I can ask questions about what is being discussed. <p>Cornerstone: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings. *Linking Standards: RI.7-9, W.6,8</p> <ul style="list-style-type: none">• I can use pictures to help others understand what I am talking about. <p>Language 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <ul style="list-style-type: none">• I can use common and proper nouns. <p>Reading Foundational Skills 1.FL.WC.4 Know and apply grade level phonics and word analysis skills when encoding words; write legibly.</p> <ul style="list-style-type: none">• I can use conventional spelling for one-syllable words using consonant blends. <p>Reading Literature 1.RL.KID.1 Ask and answer questions about key details in a text.</p> <ul style="list-style-type: none">• I can ask and answer questions about a text I have read. <p>1.RL.CS.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.</p> <ul style="list-style-type: none">• I can identify a character’s feelings by using key words or phrases. <p>1.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for grade 1.</p> <p>Reading Informational Text 1.RI.KID.1 Ask and answer questions about key details in a text.</p> <ul style="list-style-type: none">• I can ask and answer questions about details in a text. <p>1.RI.IKI.7 Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.</p> <ul style="list-style-type: none">• I can use pictures and words to describe the key ideas. <p>Writing Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. 1.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.</p> <ul style="list-style-type: none">• I can engage in writing activities to promote writing fluency.	

Weeks 4-6 <u>Reading Literature & Informational Text</u>	<u>Speaking and Listening</u>	<u>Language</u>	<u>Writing</u>	<u>Foundational Skills</u>	<u>ELA Vocabulary</u>	<u>Phonics Progression</u> REQUIRED: Follow Phonics Skill Sequence for Fundamentals of Literacy
<p>Skills:</p> <ul style="list-style-type: none"> ➤ Ask and answer questions about a text ➤ Use pictures and words to describe key ideas. <p>Strategies:</p> <ul style="list-style-type: none"> • Discussions • Partner Talk • Analyze • Close Reads 	<p>Skills:</p> <ul style="list-style-type: none"> ➤ Ask questions about what is being discussed ➤ Ask and answer questions about what is read or spoken ➤ Use pictures to help others understand 	<p>Skills:</p> <ul style="list-style-type: none"> ➤ Use common and proper nouns 	<p>Skills:</p>	<p>Skills:</p> <ul style="list-style-type: none"> ➤ Identify the features of a sentence ➤ Fluency: fry words, phrases, passages, weekly fluency check 	Questions Discussion Analyze Common noun Proper noun Punctuation Marks Informational Text Literature Genre Fiction Nonfiction Realism Fantasy Main idea Consonant blends	<p>* Use Tapping Out with tiles phonics progression. Lessons 15-36.</p> <p>L, r, short and long a and o, l-blends, short and long l, s-blends, review long l, m, n, g, short and long u, h, w, wh, x, qu, hard c and g, th, sh, short and long e, ch, j, all long vowels with silent e</p>

Student Outcomes
<ul style="list-style-type: none"> ○ The student will ask and answer questions about a text. ○ The student will ask questions about what is being discussed. ○ The student will ask and answer questions about what is read or spoken. ○ The student will use pictures to help others understand. ○ The student will use common and proper nouns. ○ The student will identify features of a sentence. ○ The student will read first grade fry words/phrases. ○ Name the three different topics we discussed (day and night, seasons, phases of the moon, and the seasons that affect earth) write and draw some facts about each topic, and end with some closing thoughts about patterns in the universe. Cite details from more than one of the texts read.

Suggested Resources		
<p><u>Teaching Literacy in Tennessee</u> <u>Grade 1:</u></p> <p>Earth and Space</p>		<p style="text-align: center;"><u>General Resources</u></p> <p>TN Department of Education Fry Words and Phrases Lists Read Write Think Read Works CC Curriculum Maps Journeys Leveled Materials Storylineonline.net Tumble Book</p>

First Grade Unit Starter Earth and Space Weeks 4-9

- Note that even those days and instructional strategies are listed to lead the day’s instruction, teachers will normally couple multiple instructional strategies. It is also assumed that teachers will re-read a text on subsequent days as needed, pull in supplementary texts, or provide additional scaffolding based on their knowledge of their students. Teachers are encouraged to be strategic about how many instructional days to spend on this unit. Teachers should use the TN Department of Education, Unit Overview, to guide their unit starter instruction.



Unit Content Goals

Universal Concept	Unit Concept	Enduring Understanding	Enduring Understanding	Disciplinary Understandings	Disciplinary Understandings	Disciplinary Understandings
Observed patterns prompt questions about relationships.	Predictable patterns result from movement of bodies in the universe.	All bodies in the universe are in motion.	Relationships between these moving bodies create observable patterns.	There are many bodies in the universe including earth.	We cannot see all of these bodies with the naked eye because of the vastness of space.	The bodies that we can observe from earth appear to change or move.

		Essential question: Why do objects in space appear to change or move?	Essential question: How does the movement of bodies in the universe create patterns that we observe?	Guiding question: What exists in the universe?	Guiding question: How big is the universe?	Guiding question: What can we observe from earth?
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Unit Standards

Science	Informational Text	Literature	Writing	Speaking and Listening
1.ESS1.1	1.RI.KID.1	1.RL.KID.1	1.W.TTP.2	1.SL.CC.1
1.ESS1.2	1.RI.KID.2	1.RL.KID.2	1.W.PDW.4	1.SL.CC.2
1.ESS1.3	1.RI.KID.3	1.RL.CS.4	1.W.PDW.5	1.SL.CC.3
	1.RI.CS.4	1.RL.IKI.7	1.W.RBPK.8	1.SL.PKI.4
	1.RI.CS.5	1.RL.RRTC.10	1.W.RW.10	1.SL.PKI.5
	1.RI.CS.6			1.SL.PKI.6
	1.RI.IKI.7			
	1.RI.IKI.8			
	1.RI.IKI.9			
	1.RI.RRTC.10			

Unit Vocabulary

Astronomer	Hemisphere	Reflecting
Axis	Lunar	Rotation
Celestial	Migration	Star
Crescent	Observable	Solstice
Cyclical	Orbit	Sunlight
Equator	Phases	Tides
Equinox	Planet	Tilt
Freeze	Poles	Waning
Gibbous	Quarter	Waxing
Gravity	Reflect	Weightless

Learning experiences will need to achieve the desired results.

Students will build the desired understandings with deep exploration of complex text through interactive read aloud and shared reading experiences.

Day	Book Title/Lexile Level/Desired Understanding	Daily Task
Day 1/IRA	<p>On Earth/540L Desired understanding for this read through: Our planet, is constantly in motion spinning on its axis. Earth’s motion causes day/night, and influences the weather and our annual calendar. Earth looks and feels different depending on where it tilts.</p>	<p>Writing Task: Answer the following question in writing: How does earth move? What happens as a result of the movement of earth?</p>
Day 2/IRA	<p>What Makes Day and Night?/500L Desired understanding for this read through: Night and day are caused by earth’s rotation. Earth is one of several planets to orbit the sun, and the moon orbits earth.</p>	<p>Writing Task: After reading, answer the following question in writing: What causes day and night?</p>
Day 3/IRA	<p>Why Does the Earth Spin? And Other Questions About Our Planet/880L Desired understanding for this read through: The rotation and orbital paths of earth create changes and patterns that can be observed and predicted. The seasons are created because earth’s tilting and rotation cause different parts of earth to receive amounts of sunlight.</p>	<p>Writing Task: After reading, answer the following question in writing: What causes seasons?</p>
Days 4 & 5/SR	<p>The Moon Book/740L</p>	<p>Writing Task: Write an informational paragraph about what makes the moon unique.</p>

	<p>Desired understanding for this read through: During this read through students will learn about the moon and earth. They will be able to describe characteristics of the moon and will be able to describe how the moon orbits earth.</p> <p>Desired understanding for this read through: Students will learn that the moon’s orbit around earth causes observable phases. Students will understand that as the moon moves, the amount of light reflected on its changes causing the moon to seem to change shape. Students will be able to name and describe each phase of the moon.</p>	<p>Poster: After reading the text students will use the information from the text to create a poster that illustrates and describes, in proper sequence the nine phases of the moon.</p> <p>Writing Task: After creating their posters students will explain, in writing, why the shape of the moon appears to change.</p>
<p>Days 6 & 7/IRA</p>	<p>If You Decide to Go to the Moon/690L</p> <p>Desired understanding for this read through: During this read through students will gain an understanding of the aspects of earth and of the moon that make it unique and special. This will set them up to compare and contrast the moon and earth during the next read through.</p> <p>Desired understanding for this read through: The moon and earth have very different physical properties.</p>	<p>Writing Task: Answer the following questions in writing: How does the character in the story feel about earth and the end of the story? Why does he feel this way?</p> <p>Daily Task: T-chart: Students and the teacher will work together to create a t-chart to compare details about the moon and earth. Students will use sticky notes to add details from the story about the moon and Earth to the collaborative t-chart.</p> <p>Writing Task: Next, students will work independently to describe how the moon and earth are different.</p>
<p>Day 8/IRA</p>	<p>The Moon Seems to Change/470L</p>	<p>Speaking Task: Students will be given a copy of pages 20-26, a flashlight, and a smaller ball on a stick. They will work in a</p>

	<p>Desired understanding for this read through: The moon has predictable and observable phases that impact life on earth.</p>	<p>group to prepare and deliver a short demonstration of how the moon seems to change based on the location of the sun, moon, and earth.</p> <p>Writing Task: Following the demonstration, have students create a brochure with information about the phases of the moon.</p>
Day 9/SR	<p>Papa, Please Get the Moon for Me/AD450L</p> <p>Desired understanding for this read through: The moon does not actually go away or change. There are phases of the moon, waxing and waning.</p>	<p>Writing Task: Students will use pages 28-29 from <i>The Moon Seems to Change</i>, to label the phases of the moon that Monica observes on pages 11-12, 15-16, 18, and 20-24. Then, they can write a short note to Monica explaining that the moon only seems to change, but actually goes through phases.</p>
Days 10 & 11/IRA	<p>The Moon Rooster/590L</p> <p>Desired understanding for this read through: The moon appears to change over time. The phasing of the moon is cyclical and creates a predictable pattern. Sometimes we need our friends to believe in us and help us, so we can believe in ourselves.</p>	<p>Writing Task: Write, using complete sentences, in response to the following question: Why does Moon Rooster, think his crowing brings up the moon?</p> <p>Writing Task: Using the notes we have taken and the chart we have completed, create a brochure that shows Moon Rooster with each phases of the moon from the story.</p>
Day12/SR	<p>My Stars/550L</p> <p>Desired understanding for this read through: Stars, including our sun have a pattern of appearing and</p>	<p>Writing Task: After reading, write a paragraph explaining why stars, including our sun, seem to disappear.</p>

	disappearing in either the day or night sky. We have tools that can help us see stars and the shapes they make.	
Day 13/IRA	<p>Sunshine Makes the Seasons/510L</p> <p>Desired understanding for this read through: The sun shines down on us, giving warmth and light. The sun also makes the seasons. As earth makes one complete rotation around the sun every year, the seasons on earth change-from winter to spring to summer to fall and back to winter again. Students will find out how the light from the sun affects life on earth for all living things as they look at this star in our solar system.</p>	<p>Activity: Students will do an experiment with an orange as the teacher reads and models the steps, which show the reasons for the seasonal changes by using concrete objects.</p> <p>Writing Task: Following the experiment write a paragraph about how the sun affects life on earth.</p>
Day 14/IRA	<p>The Reasons for Seasons/620L</p> <p>Desired understanding for this read through: The seasons are created by the earth’s tilt and its position relative to the sun. On planet earth, there are four seasons: spring, summer, fall/autumn, winter, each lasting about three months.</p>	<p>Writing Task: After reading, work with a partner to organize facts about each of the seasons. Then write a paragraph explaining all four seasons.</p>
Days 15 & 16	End of unit task	<p>Writing Task: We have read about several observable patterns such as day and night, phases of the moon, and the seasons that affect earth, and we took notes on our class Astronomer’s Log and synthesized many of the things we</p>

		<p>learned along the way. Using that log and our synthesized writings, create a brochure that informs visitors at your school's STEM night about the patterns created by our universe's moving bodies. Be sure to name the three different topics we discussed, write and draw some facts about each topic, and end with some closing thoughts about patterns in the universe. Be sure to site details from more than one of the text we read.</p>
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Weeks 7-9	First Nine Weeks
<p>Speaking and Listening Cornerstone: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. 1.SL.CC.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. * Linking Standards: FL.7, RL.1, RI. 1</p> <ul style="list-style-type: none">• I can ask and answer questions about what was said to help me understand more. <p>Language 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <ul style="list-style-type: none">• I can use common and proper nouns.• I can use singular and plural nouns with correct verbs in basic sentences.• I can identify and use verbs in a sentence.• I can use punctuation to end a sentence. <p>Reading Foundations 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <ul style="list-style-type: none">• I can read and spell words using digraphs.• I can read and spell words with simple inflectional endings. <p>1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none">• I can read with purpose and understanding. <p>Reading Literature 1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <ul style="list-style-type: none">• I can retell stories with understanding. <p>1.RL.CS.5 Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.</p> <ul style="list-style-type: none">• I can tell the difference between fiction and nonfiction. <p>Writing 1.W.PDW.5 With guidance and support from adults, focus on topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.</p> <ul style="list-style-type: none">• I can stick to a topic when writing. <p>1.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none">• <p>Reading Informational Text Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole. 1.RI.CS.5 Know and use various text features to locate key facts or information in a text.</p> <ul style="list-style-type: none">• I can use text features to find facts. <p>Cornerstone: Assess how point of view or purpose shapes the content and style of a text. 1.RI.CS.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	

- I can understand the difference between the information in a picture and in words.

1.RI.IKI.8 Identify the reasons an author provides to support points in a text.

- I can identify the reason an author wrote a text.

Weeks 7-9 <u>Reading Literature & Informational Text</u>	<u>Speaking and Listening</u>	<u>Language</u>	<u>Writing</u>	<u>Foundational Skills</u>	<u>ELA Vocabulary</u>	<u>Phonics Progression</u> REQUIRED: Follow Phonics Skill Sequence for Fundamentals of Literacy
<p>Skills:</p> <ul style="list-style-type: none"> ➤ Retell stories ➤ Fiction vs. Nonfiction ➤ Use text features ➤ Pictures vs. words <p>Strategies:</p> <ul style="list-style-type: none"> • Graphic organizers • Summarizing • Analyzing • Cite evidence from illustrations and text • Question • Evaluate • Investigate • Close Reads 	<p>Skills:</p> <ul style="list-style-type: none"> ➤ Ask and answer questions 	<p>Skills:</p> <ul style="list-style-type: none"> ➤ Make good word choices ➤ Use common and proper nouns (girl, Mrs. Brown) ➤ Use singular possessive nouns (girl's) Use plural nouns (dogs) ➤ Use plural possessive nouns (dogs' bones) ➤ Use verbs ➤ Use end punctuation ➤ Spell words by using letter sounds 	<p>Skills:</p> <ul style="list-style-type: none"> ➤ Stick to a topic when writing <p>Strategies:</p> <ul style="list-style-type: none"> • Brainstorm • Graphic organizer 	<p>Skills:</p> <ul style="list-style-type: none"> ➤ Read with purpose and Understanding ➤ Fluency: fry words, phrases, passages, weekly fluency check 	Retell Text features Table of Context Index Label Heading Glossary Topic Facts Summarize Analyze Text evidence Evaluate Possessive nouns Singular nouns Plural nouns Verb Question mark Period Exclamation mark Brainstorm Graphic Organizer Investigate Suffixes	<p>* Use Tapping Out with tiles phonics progression. Lessons 37-51.</p> <p>Nouns, plurals, -ck, ending blends, ou, ow, compound words, consonant y and vowel y, verbs, inflectional ending –ing, -ed, three sounds of –ed, long a variations.</p>

Student Outcomes	Suggested Resources	
<ul style="list-style-type: none"> ○ Students will retell stories with understanding. ○ Students will tell the difference between fiction and nonfiction. ○ Students will use text features to find facts. ○ Students will determine the difference between information in pictures and words. ○ Students will ask and answer questions about what was said to help me understand more. ○ Students will make good word choices. ○ Students will use possessive nouns. ○ Students will use punctuation to end a sentence. ○ Students will spell words by using letter sounds. ○ Students will stick to a topic when writing. ○ Students will read with purpose and understanding. ○ Students will identify and use verbs in a sentence. ○ Name the three different topics we discussed (day and night, seasons, phases of the moon, and the seasons that affect earth) write and draw some facts about each topic, and end with some closing thoughts about patterns in the universe. Cite details from more than one of the texts read. 	<p><u>Teaching Literacy in Tennessee</u> <u>Grade 1:</u></p> <p>Earth and Space</p>	<p><u>General Resources</u></p> <p>TN Department of Education Fry Words and Phrases Lists PBSLearningMedia.org</p> <p>Read Write Think Read Works CC Curriculum Maps Journeys Leveled Materials Storylineonline.net</p>

Weeks 10 -12

Second Nine Weeks

Speaking and Listening

Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

1.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

***Linking Standards:** RL.1-3, RI.1-3, W. 2-4,7

- I can clearly and accurately describe people, places, things, and events.

Language

1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

- I can use adjectives.
- I can capitalize days of the week, months of the year, and people’s names.
- I can use commas in dates.
- I can use commas to separate single words in a series.

Reading Foundational Skills

1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

- I can use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- I can decode two-syllable words following basic patterns by breaking the words into syllables.

1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.

- I can read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.

- I can use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- I can identify real-life connections between words and their use.

Reading Literature

Cornerstone: Assess how point of view or purpose shapes the content and style of a text.

1.RL.CS.6 Identify who is telling the story at various points in a text.

- I can tell who is telling a story.

Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

1.RL.IKI.9 Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate.

- I can compare and contrast characters in stories.

Reading Informational Text

1.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.

- I can ask and answer questions to figure out the meaning of words and phrases.

Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

1.RI.IKI.9 Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.

- I can tell the things that are the same and different between two texts on the same topic.

Writing

1.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

- I can answer questions by recalling information or researching.

Weeks 10 - 12 Reading Literature & Informational Text	Speaking and Listening	Language	Writing	Foundational Skills	ELA Vocabulary	Phonics Progression REQUIRED: Follow Phonics Skill Sequence for Instruction
<p>Skills:</p> <ul style="list-style-type: none"> ➤ Identify who is telling a story • Compare and contrast characters • Ask and answer questions • Compare and contrast two texts on the same topic <p>Strategies:</p> <ul style="list-style-type: none"> • Compare and contrast • Context clues • Close Reads 	<p>Skills:</p> <ul style="list-style-type: none"> ➤ Describe people, places, things and events 	<p>Skills:</p> <ul style="list-style-type: none"> ➤ Use adjectives ➤ Capitalize days of the week, months of the year and people’s names ➤ Use commas in dates ➤ Identify the meaning of a word by telling details about it ➤ Make real life connections between words and their use 	<p>Skills:</p> <ul style="list-style-type: none"> ➤ Answer questions in a complete sentence by recalling information or researching 	<p>Skills:</p> <ul style="list-style-type: none"> ➤ Read with fluency, accuracy and understanding ➤ Use context clues to correct my reading ➤ Fluency: fry words, phrases, passages, weekly fluency check 	<p>Narrator Evidence Adjective Comma Details Real life connections Recall Research Long vowels Short Vowels Syllables Fluency Accuracy Welded sounds</p>	<p>Use Tapping Out with tiles phonics progression. Lessons 52-63. Long a variations, soft c and g, hard and soft c and g, long e variations, r-blends, doubles at the end of words, plurals changing y to i, abstract/vowel digraphs (lesson 61 and 62), suffixes</p>

Student Outcomes
<ul style="list-style-type: none"> ○ Students will identify who is telling a story. ○ Students will compare and contrast characters in stories. ○ Students will ask and answer questions to figure out the meaning of words. ○ Students will compare and contrast two texts on the same topic. ○ Students will describe people, places, things and events. ○ Students will use adjectives. ○ Students will capitalize days of the week, months of the year, and people’s names. ○ Students will use commas in dates. ○ Students will identify the meaning of a word by telling details of it. ○ Students will make real life connections between words and how they are used. ○ Students will answer questions by recalling information or researching. ○ Students will tell the difference between long and short vowel sounds. ○ Students will count number of syllables by counting number of vowel sounds. ○ Students will read with fluency, accuracy and understanding. ○ Students will use context clues to correct their reading.

Suggested Resources		
<p><u>Teaching Literacy in Tennessee Grade 1:</u></p>		<p><u>General Resources</u></p> <p>TN Department of Education Fry Words and Phrases Lists PBSLearningMedia.org Read Write Think Read Works Soft Schools CC Curriculum Maps Journeys Leveled Materials Storylineonline.net</p>

Weeks 13-15	Second Nine Weeks
<p>Language 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <ul style="list-style-type: none">• I can use commas to separate single words in a series. <p>Reading Foundational Skills 1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <ul style="list-style-type: none">• I can read and write words using magic e spelling pattern. <p>1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <ul style="list-style-type: none">• I can spell two-syllable words that are compound words. <p>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none">• I can identify frequently occurring root words and their inflectional forms. <p>Reading Informational Text 1.RI.KID.2 Identify the main topic and retell key details of a text.</p> <ul style="list-style-type: none">• I can pick out the topic and supporting details. <p>Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 1.RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.</p> <ul style="list-style-type: none">• I can tell how two individuals, events, ideas, or pieces of information in a text are related. <p>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently. 1.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1.</p> <ul style="list-style-type: none">• I can read informational texts. <p>Writing Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 1.W.TTP.1 With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.</p> <ul style="list-style-type: none">• I can write about a topic or a book and tell how I feel about it.	

<p><u>Weeks 13 – 15</u> <u>Reading Literature & Informational Text</u></p>	<p><u>Speaking and Listening</u></p>	<p><u>Language</u></p>	<p><u>Writing</u></p>	<p><u>Foundational Skills</u></p>	<p><u>ELA Vocabulary</u></p>	<p><u>Phonics Progression</u> REQUIRED: Follow Phonics Skill Sequence for Instruction, see Appendix D</p>
<p>Skills:</p> <ul style="list-style-type: none"> ➤ Pick out the topic and supporting details ➤ Tell how two parts of a story are connected ➤ Read nonfiction <p>Strategies:</p> <ul style="list-style-type: none"> • Research • Graphic Organizers • Compare and Contrast • Make connections • Draw Conclusions • Close Reads 	<p>Skills:</p> <ul style="list-style-type: none"> ➤ Use accountable talk ➤ Speak in complete sentences 	<p>Skills:</p> <ul style="list-style-type: none"> ➤ Follow the rules about words and sentences in writing ➤ Use commas between words in series. ➤ Figure out the meaning of words and phrases ➤ Identify root words in all of their forms 	<p>Skills:</p> <ul style="list-style-type: none"> ➤ Write about a topic or a book and tell how I feel about it ➤ Students should write about a topic to demonstrate command of language skills 	<p>Skills:</p> <ul style="list-style-type: none"> ➤ Fluency: fry words, phrases, passages, weekly fluency check 	<p>Supporting details</p>	<p>Use Tapping Out with tiles phonics progression. Lessons 64-79. Long o variations, contractions (not, am, will, have), compound words, vowel variations (ou, ow, oo), suffix –ed, -ing, doubling the last consonant, final –ck, -ke, long I variations, diphthongs (oi, oy), r-controlled vowels.</p>

Student Outcomes
<ul style="list-style-type: none"> ○ Students will pick out the main topic and retell the key details of a text. ○ Students will tell how two parts of a story are connected. ○ Students will read nonfiction texts. ○ Students will follow the rules about words and sentences when writing. ○ Students will use commas between words in a series. ○ Students will figure out the meaning of words and phrases. ○ Students will write about a topic or a book and tell how they feel.

General Resources		
<p><u>Teaching Literacy in Tennessee</u> <u>Grade 1:</u></p>		<p><u>General Resources</u> TN Department of Education Fry Words and Phrases Lists Read Write Think Read Works CC Curriculum Maps Journeys Leveled Materials Storylineonline.net</p>

Weeks 16-18

Second Nine Weeks

Language

1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

- I can use singular and plural nouns with correct verbs in basic sentences (He hops, We hop).
- I can use verbs to convey a sense of past, present, and future (Yesterday I walked home., Today I walk home., Tomorrow I will walk home.).

Reading Foundational Skills

1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

- I know the common vowel team conventions for representing long vowel sounds.
- I can decode two-syllable words following basic patterns by breaking the words into syllables.
- I can use conventional spelling for one-syllable words with common consonant spelling patterns including double letter.

1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

- I can use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe and common vowel teams.

1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.

- I can read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

- I can use sentence-level context as a clue to the meaning of a word or phrase.
- I can use frequently occurring affixes as a clue to the meaning of a word.

Reading Literature

Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

1.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for grade 1.

- I can read prose and poetry.

Weeks 16-18 Reading Literature & Informational Text	Speaking and Listening	Language	Writing	Foundational Skills	ELA Vocabulary	<u>Phonics Progression</u> REQUIRED: Follow Phonics Skill Sequence for Instruction
Skills: <ul style="list-style-type: none"> ➤ Read prose and poetry Strategies: <ul style="list-style-type: none"> • Analyze • Summarize • Close Reads 	Skills: <ul style="list-style-type: none"> ➤ Use accountable talk ➤ Speak in complete sentences 	Skills: <ul style="list-style-type: none"> ➤ Use nouns and verbs that agree in basic sentences ➤ Use context clues to figure out word and phrase meanings ➤ Use prefixes and suffixes to figure out word meanings 	Skills: <ul style="list-style-type: none"> ➤ Write about a topic or a book and tell how I feel about it 	Skills: <ul style="list-style-type: none"> ➤ Read with fluency, accuracy and expression ➤ Fluency: fry words, phrases, passages, weekly fluency check 		Use Tapping Out with tiles phonics progression. Lessons 80-91 Long u variations, review ou, ow, review digraphs, review r-blends, three letter blends, opposite/antonyms, word families (u), adjectives, suffixes –er, -est, contractions had and would, review nouns and verbs, review plural variations Tapping out with tiles mid-year assessment to be administered.

Student Outcomes
<ul style="list-style-type: none"> ○ Students will read prose and poetry. ○ Students will use nouns and verbs that agree. ○ Students will use sentence-level context as a clue to the meaning of a word or phrase. ○ Students will use prefixes or suffixes to help figure out the meaning of a word. ○ Students will use long vowel spelling patterns. ○ Students will read two-syllable words by breaking them into smaller parts. ○ Students will read with fluency, accuracy and expression.

General Resources	
<u>Teaching Literacy in Tennessee</u> <u>Grade 1:</u>	<u>General Resources</u> TN Department of Education Fry Words and Phrases Lists PBSLearningMedia.org Read Write Think Read Works Soft Schools CC Curriculum Maps Journeys Leveled Materials Storylineonline.net

Weeks 19-21	Third Nine Weeks
<p>Language 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <ul style="list-style-type: none">• I can use verbs to convey a sense of past, present, and future.• I can use personal, possessive, and indefinite pronouns.• I can use frequently occurring conjunctions (during, beyond, toward).• I can read and write contractions. <p>Reading Foundational Skills Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 1.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (because).</p> <ul style="list-style-type: none">• I can use new words that I have learned. <p>1.FL.PWR.3 Know and apply grade level phonics and word analysis skills when decoding isolated words and in connected text.</p> <ul style="list-style-type: none">• I can read and write words with hard and soft c and g. <p>Writing 1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.</p> <ul style="list-style-type: none">• I can write a detailed story that has a beginning, middle, and an end. <p>Reading Informational Text Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 1.RI.IKI.8 Identify the reasons an author provides to support points in a text.</p> <ul style="list-style-type: none">• I can tell what the author is thinking and why.	

First Grade Unit Starter Life Science Weeks 19-27

- Note that even those days and instructional strategies are listed to lead the day’s instruction, teachers will normally couple multiple instructional strategies. It is also assumed that teachers will re-read a text on subsequent days as needed, pull in supplementary texts, or provide additional scaffolding based on their knowledge of their students. Teachers are encouraged to be strategic about how many instructional days to spend on this unit. Teachers should use the TN Department of Education, Unit Overview, to guide their unit starter instruction.



Unit Content Goals

Universal Concept	Unit Concept	Enduring Understanding	Enduring Understanding	Enduring Understanding
Mutually Supportive Relationships	Structures and growth processes of plants sustain mutually supportive relationships.	The external parts or structures of plants and their functions work together to support plant growth and survival.	A plant’s changes, growth, and survival during the different phases of its life cycle and in subsequent generations depends on its parts and structures.	A plant has predictable interactions with its surroundings during its life cycle in order to survive.
		Essential question: How do the external	Essential question: How does the repetitive nature of	Essential question: How do the plant’s parts and structures interact with its

		structures of a plant function to help the plant grow?	a plant’s life cycle support the survival of the individual plant and the survival of other plants just like it in the future?	surroundings during its life cycle in order to survive?
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Disciplinary Understandings	Disciplinary Understandings	Disciplinary Understandings
Plants have structures that have specific jobs or functions.	A plant’s life cycle has predictable phases: pollination, seed, fruit/pod, “planting,” germination, plant growth.	Seeds need to be planted in the right environment and under the right conditions in order to grow and move through the phases of its life cycle.
Guiding question: What are the structures or parts of plants? What does each structure do?	Guiding question: Describe the phases of a plant’s life cycle.	Guiding question: What do plants need in order to grow?

Unit Standards

Science	Informational Text	Literature	Writing	Speaking and Listening
1.LS1.1	1.RI.KID.1	1.RL.KID.1	1.W.TTP.1	1.SL.CC.1
1.LS1.2	1.RI.KID.2	1.RL.KID.2	1.W.TTP.2	1.SL.CC.2
	1.RI.KID.3	1.RL.KID.3	1.W.TTP.3	1.SL.CC.3
	1.RI.CS.4	1.RL.CS.4	1.W.PDW.4	1.SL.PKI.4
	1.RI.CS.5	1.RL.CS.5	1.W.PDW.5	1.SL.PKI.5
	1.RI.CS.6	1.RL.CS.6	1.W.RBPK.8	1.SL.PKI.6
	1.RI.IKI.7	1.RL.IKI.7	1.W.RW.10	
	1.RI.IKI.8	1.RL.IKI.9		
	1.RI.IKI.9	1.RL.RRTC.10		
	1.RI.RRTC.10			

Unit Vocabulary

Plant Structures	Plant Needs	Plant Life Cycles
Blossom	Minerals	Photosynthesis
Buds	Nutrition	Germination
Fruit	Soil	Pollination
Leaf	Vitamins	Ripen
Nectar		Cycle
Pedals		Flowering
Pod		dormant
Pollen		
Roots		
Seed		
Shoots		
Stem		
Flower		
Bark		
Branches		

Learning experiences will need to achieve the desired results.

Students will build the desired understandings with deep exploration of complex text through interactive read aloud and shared reading experiences.

Day	Book Title/Lexile Level/Desired Understanding	Daily Task
Days 1 & 2/IRA	<p>From Seed to Plant/560L</p> <p>Desired understanding for this read through: Students understand how plant parts (roots, shoot, leaves, buds/flowers) work together to help it grow.</p> <p>Desired understanding for this read through: Plants have a predictable life cycle that is necessary for their survival and ours.</p>	<p>Daily Task: Draw and label a plant’s structures including the stem, leaves, flowers, buds, pods, and pollen. Write one sentence about how the stem helps the plant grow. Write one sentence about what the fruit or the pod does for the plant.</p> <p>Daily Task: Draw the life cycle of a plant. Then, write a paragraph about each stage of the life cycle that includes an introductory sentence, detail sentences, and a closing sentence. Be sure to include at least one sentence that names each step, and use vocabulary from our text. Refer back to the text when writing your paragraph.</p>
Day 3/SR	<p>Sunflower House/530L</p> <p>Desired understanding for this read through: Seeds grow into mature plants that produce new seeds. The changes during the life cycle of a plant are predictable throughout the seasons and support its sustainability.</p>	<p>Daily Task: You have just read a story about a boy who grew a flower from a seed to a full-grown plant. You have learned important information about plants and their life cycles from the first informational text we read, <i>From Seed to Plant</i>. Using the knowledge you have gained, create a poem about the life cycle of a seed that grows into a beautiful plant. You may include characters like the ones in <i>The Sunflower House</i> if you would like. Be sure to include names of the parts of plants and how they grow. Incorporate our unit vocabulary in your writing.</p>
Days 4 /SR	<p>The Dandelion Seed/560L</p>	<p>Daily Task: The text demonstrates to us how the seasons helped support the growth of the seed into a dandelion.</p>

	<p>Desired understanding for this read through: Seeds grow into mature plants that produce new seeds. The changes during the life cycle of a plant are predictable throughout the seasons and support its sustainability.</p>	<p>Through writing and illustrations, create a narrative that continues the story of the frightened little seed who, at the end of the story, was encouraged by the dandelion. Describe the actions, thoughts, and feelings of the little seed as it is carried far away to develop into a plant.</p> <p>Be sure to use details to describe the actions, thoughts, and feelings of the little seed, and use time-order words to tell what happens. Describe how the wind, rain, and sunshine helped the seed to grow into a healthy, full-grown flower. Using your knowledge of the seasons, explain when this help from nature happens.</p>
<p>Days 5/SR</p>	<p>A Tree is a Plant/AD420L Desired understanding for this read through: Trees are the largest plants. They go through a life cycle. They have parts that help them live including roots, the stem, bark, leaves, and blossoms. Trees go through predictable life cycle. They have important parts that function to keep them alive.</p>	<p>Daily Task: We learned that a tree is a large plant. Just like the other plants we talked about during this unit, a tree goes through a life cycle. Trees have different parts that help them live. Write a paragraph describing how the parts of a tree work together to help them survive.</p>
<p>Day 6/IRA</p>	<p>Miss Maple’s Seeds/AD850L Desired understanding for this read through: All plants go through a predictable life cycle beginning as seeds. Nature helps support the life cycle, especially when seeds begin their journey of being “planted.” The wind, water, and animals can help plant seeds in a place where they can germinate. This story is fiction and tells us about what a seed’s life is like during all four seasons before it gets planted.</p>	<p>Daily Task: Think about all you have learned about the life cycle of a plant. As a plant life cycle expert, write a letter to one of Miss Maple’s orphan seeds. Tell them how they might be planted and what their life may be like as they go through their life cycle. Be sure to introduce your topic, use facts from Miss Maple’s Seeds and the other texts we have read to provide information that the seed needs, and write a supportive conclusion that encourages the seed.</p>

<p>Day 7/SR</p>	<p>Trees: The Seeds Desired understanding for this read through: Trees grow from seeds that have features that allow them to be scattered by wind and animals. Trees have a predictable life cycle like other plants.</p>	<p>Daily Task: This poem is written from the perspective of tree seeds. Pretend you are a seed from your favorite kind of tree. Using what you know from this poem and other texts you have read in this unit, write a narrative in which you describe what happens in your life cycle as a seed. Write about what characteristics you have to help you travel to a spot where you can be planted and germinate. Remember to introduce what you are writing about, to describe your actions, thoughts, and feelings, and to use time order words to show the order in which the parts of your life cycle occur. End your narrative with a sense of closure to show the reader that your story is finished. Use vocabulary we learned in this unit about different parts of a plant life cycle.</p>
<p>Days 8 & 9/IRA</p>	<p>A Seed is Sleepy/750L Desired understanding for this read through: Seeds are Sleepy is a text which uses personification and adjectives to help students understand that seeds have complex and adaptive lives. Seeds have unique characteristics that help them get planted in nature and germinate. Desired understanding for this read through: A Seed is Sleepy is a book which uses personification and adjectives to help students understand that seeds have complex and adaptive lives. Seeds have unique characteristics that help them get planted in nature and germinate.</p>	<p>Daily Task: Today we are going to have a Question and Answer partner discussion that features the five adjectives used in today’s reading. You will be responsible for crafting a question for each adjective that was used to describe the seeds. Your partner will answer these questions. Be sure to begin your questions with, “why” or “how.” This will allow your partner to give you more evidence from the text. Take notes and be prepared to share your partner’s responses with the class. The adjectives are: sleepy secretive fruitful naked adventurous</p>

		<p>The responding partner should cite text evidence from today’s reading and our other unit books to support their responses.</p> <p>Daily Task: Choose two adjectives from A Seed is Sleepy that describe the special characteristics of a seed. Write a paragraph that states your opinion of why those two adjectives best describe the special characteristics that seeds have. Be sure to introduce your topic, give your opinion and a supporting reason, and end your paragraph with a sense of closure to show the reader your paragraph is finished. Use vocabulary from our unit in your writing.</p>
<p>Days 10</p>	<p>End of unit task</p>	<p>Writing Task: Ms. Green is looking for some qualified students to volunteer at her nursery, Green’s Garden Depot. She has sent a volunteer application for each of you to fill out to show what you know about the parts of plants and their life cycles. You will also have an opportunity to practice your interview with a partner to demonstrate your knowledge and qualifications that will make you an effective volunteer.</p>

<p><u>Weeks 19-21</u> <u>Reading Literature & Informational Text</u></p>	<p><u>Speaking and Listening</u></p>	<p><u>Language</u></p>	<p><u>Writing</u></p>	<p><u>Foundational Skills</u></p>	<p><u>ELA Vocabulary</u></p>	<p><u>Phonics Progression</u> REQUIRED: Follow Phonics Skill Sequence for Instruction, see Appendix D</p>
<p><u>Skills:</u></p> <ul style="list-style-type: none"> ➤ Tell what the author is thinking and why <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Analyze • Ask questions • Investigating • Close Read • Draw conclusions • Make connections 	<p><u>Skills:</u></p> <ul style="list-style-type: none"> ➤ Use accountable talk ➤ Speak in complete sentences 	<p><u>Skills:</u></p> <ul style="list-style-type: none"> ➤ Use personal, possessive, and indefinite pronouns ➤ Use verbs to show when something happens ➤ Use new words and phrases 	<p><u>Skills:</u></p> <ul style="list-style-type: none"> ➤ Write a detailed story that has a beginning, middle and an end 	<p><u>Skills:</u></p> <ul style="list-style-type: none"> ➤ Fluency: fry words, phrases, passages, weekly fluency check 	<p>Author Point of view</p>	<p>Use Tapping Out with tiles phonics progression. Lessons 92-108. Doubles in the middle, long vowel –ge, short vowel –dge, diphthong review, inflectional ending, review three sounds of –ed, contractions is and has, review all long and short vowels, review opposites/antonyms, introduce possessives, review adjectives, introduce homophones, introduce inflectional endings –er and –est.</p>

<p style="text-align: center;">Student Outcomes</p>
<ul style="list-style-type: none"> ○ Students will tell what the author is thinking and why. ○ Students will use personal, (I, they), possessive, (my, their), and indefinite, (anyone, everyone), pronouns. ○ Students will use verbs to show when something happens. ○ Students will use new words. ○ Students will write a detailed story that has a beginning, middle and an end. ○ Students will write about the parts of a plant and their life cycles.

<p style="text-align: center;">General Resources</p>		
<p><u>Teaching Literacy in Tennessee</u> <u>Grade 1:</u> Life Science</p>		<p><u>General Resources</u> TN Department of Education Fry Words and Phrases Lists PBSLearningMedia.org Read Write Think Read Works CC Curriculum Maps Journeys Leveled Materials Storylineonline.net</p>

Weeks 22-24	Third Nine Weeks
<p>Reading Foundational Skills</p> <p>1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <ul style="list-style-type: none">• I can read and write words with vowel diphthongs.• I can read and write words with r-controlled vowel combinations. <p>Language</p> <p>1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <ul style="list-style-type: none">• I can use articles and demonstratives.• I can use frequently occurring prepositions such as during, beyond, and toward. <p>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none">• I can distinguish shades of meaning among words by defining or choosing them or by acting out the meanings. <p>Writing</p> <p>1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.</p> <ul style="list-style-type: none">• I can write about a topic with facts and other details.	

<u>Weeks 22-24</u> <u>Reading</u> <u>Literature & Informational Text</u>	<u>Speaking and Listening</u>	<u>Language</u>	<u>Writing</u>	<u>Foundational Skills</u>	<u>ELA Vocabulary</u>	<u>Phonics Progression</u> REQUIRED: Follow Phonics Skill Sequence for Instruction, see
<u>Skills:</u>	<u>Skills:</u> ➤ Use accountable talk ➤ Speak in complete sentences	<u>Skills:</u> ➤ Use articles and demonstrative adjectives ➤ Use common prepositions ➤ Tell the difference between verb and adjectives that mean almost the same thing	<u>Skills:</u> ➤ Write about a topic with facts and details	<u>Skills:</u> ➤ Fluency: fry words, phrases, passages, weekly fluency check	adjectives	Use Tapping Out with tiles phonics progression. Lessons 109-121. Long a variations, review compound words, sounds of -y, plurals, contractions could and should, endings -tch, -ch, synonyms, long e variations, long o variations, introduce au, aw.

Student Outcomes
<ul style="list-style-type: none"> ○ Students will use articles, (a, the), and demonstrative adjectives, (this, that). ○ Students can use common prepositions, (during, beyond, toward). ○ Students will tell the difference between verbs and adjectives that mean almost the same thing, (look, peek, glance, stare, glare, scowl, large, gigantic), by defining or choosing them or by acting out the meanings. ○ Students will write about a topic with facts and other details. ○ Students will write about the parts of a plant and their life cycles.

General Resources		
<u>Teaching Literacy in Tennessee</u> <u>Grade 1:</u> Life Science		<u>General Resources</u> TN Department of Education Fry Words and Phrases Lists PBSLearningMedia.org Read Write Think Read Works Soft Schools CC Curriculum Maps Journeys Leveled Materials Storylineonline.net

Weeks 25-27	Third Nine Weeks
<p>Reading Informational Text</p> <p>1.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.</p> <ul style="list-style-type: none">• I can ask and answer questions to figure out the meaning of words and phrases. <p>Reading Foundational Skills</p> <p>1.FL.WC.4 Know and apply grade level phonics and word analysis skills when encoding words; write legibly.</p> <ul style="list-style-type: none">• I can read and write words with le, ly, and -y endings. <p>1.FL.PWR.3 Know and apply grade level phonics and word analysis skills when decoding isolated words and in connected text.</p> <ul style="list-style-type: none">• I can read and write vowel digraph words. <p>Language</p> <p>1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <ul style="list-style-type: none">• I can use frequently occurring conjunctions. <p>Writing</p> <p>Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>1.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.</p> <ul style="list-style-type: none">• I can use technology to write and publish my work.	

Weeks 25-27 Reading Literature & Informational Text	Speaking and Listening	Language	Writing	Foundational Skills	ELA Vocabulary	Phonics Progression REQUIRED: Follow Phonics Skill Sequence for Instruction
Skills:	Skills: ➤ Use accountable talk ➤ Speak in complete sentences	Skills: ➤ Use conjunctions.	Skills: ➤ Use technology to write and publish work	Skills: ➤ Fluency: fry words, phrases, passages, weekly fluency check	Technology Publish	Use Tapping Out with tiles phonics progression. Lessons 122-136. Plural s, apostrophe s, review plurals, irregular plurals, review –ge, -dge, long l variations, irregular nouns, review double consonants in the middle, prefix un, dis, review three letter blends and three letter digraphs, broad O (ball, all), long u variations, r-controlled, review hard and soft c and g.

Student Outcomes
<ul style="list-style-type: none"> ○ Students will use frequently occurring conjunctions, (and, but, or, so, because). ○ Students will use technology to write and publish their work. ○ Students will write about the parts of a plant and their life cycles.

Resources		
Teaching Literacy in Tennessee Grade 1: Life Science		General Resources TN Department of Education Fry Words and Phrases Lists PBSLearningMedia.org Read Write Think Read Works Soft Schools CC Curriculum Maps Journeys Leveled Materials Storylineonline.net

Weeks 28-36	Fourth Nine Weeks
<p>Language 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <ul style="list-style-type: none">I can produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <p>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none">I can sort words into categories to gain a sense of the concepts the categories represent. <p>Writing Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.</p> <p>1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.</p> <ul style="list-style-type: none">I can write about a topic with facts and other details. <p>Cornerstone: Produce clear and coherent writing the development and organization are appropriate to task, purpose, and audience.</p> <p>1.W.PDW.4 With guidance and support, produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none">I can write clearly about a topic. <p>Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>1.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.</p> <ul style="list-style-type: none">I can use technology to write and publish my work. <p>Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.</p> <p>1.W.RBPK.7 Participate in shared research and writing projects, such as exploring a number of “how to” books on a given topic and using them to write a sequence of instructions.</p> <ul style="list-style-type: none">I can write with others.	

<u>Weeks 28-30</u> <u>Reading</u> <u>Literature &</u> <u>Informational</u> <u>Text</u>	<u>Speaking and</u> <u>Listening</u>	<u>Language</u>	<u>Writing</u>	<u>Foundational Skills</u>	<u>ELA Vocabulary</u>	<u>Phonics Progression</u> REQUIRED: Follow Phonics Skill Sequence for Instruction
Skills:	Skills: ➤ Use accountable talk ➤ Speak in complete sentences	➤ Skills: ➤ Give examples of the four types of sentences ➤ Show the difference and similarities between word meanings.	Skills: ➤ Write with others.	Skills: ➤ Fluency: fry words, phrases, passages, weekly fluency check	Simple Sentence Compound Sentence Complete Sentence Declarative Sentence Interrogative Sentence Imperative Sentence Exclamatory Sentence	Use Tapping Out with tiles phonics progression. Lessons 137-150. Prefix pre and re, review –ing and –ed, review abstract vowels (ou, ow, oi, oy, au, aw), silent consonants (gn, kn, wr), prefix mis, sound OO, review plurals, suffix ful and less, plural possessives, review –er and –est.

*** First grade post-assessment should be administered. The SAME assessment that was given at the beginning of the year to show growth.**

<u>Weeks 31-33</u> <u>Reading</u> <u>Literature &</u> <u>Informational</u> <u>Text</u>	<u>Speaking and</u> <u>Listening</u>	<u>Language</u>	<u>Writing</u>	<u>Foundational Skills</u>	<u>ELA Vocabulary</u>	<u>Phonics Progression</u> REQUIRED: Follow Phonics Skill Sequence for Instruction
Skills:	Skills: <ul style="list-style-type: none"> ➤ Use accountable talk ➤ Speak in complete sentences 	<ul style="list-style-type: none"> ➤ Skills: ➤ Give examples of the four types of sentences ➤ Show the difference and similarities between word meanings. 	Skills: <ul style="list-style-type: none"> ➤ Write with others. 	Skills: <ul style="list-style-type: none"> ➤ Fluency: fry words, phrases, passages, weekly fluency check 	Simple Sentence Compound Sentence Complete Sentence Declarative Sentence Interrogative Sentence Imperative Sentence Exclamatory Sentence	Use Tapping Out with tiles phonics progression. Lessons 151-164. Suffix y and ly, review adjectives and nouns, review possessives and plurals, introduce article a, and, the, suffix ness, adverbs, -le, review -ing, double consonants in the middle, syllabication, polysyllabic compound words (three syllable words), prepositions, long a variations.

<u>Weeks 34-36</u> <u>Reading</u> <u>Literature &</u> <u>Informational</u> <u>Text</u>	<u>Speaking and</u> <u>Listening</u>	<u>Language</u>	<u>Writing</u>	<u>Foundational Skills</u>	<u>ELA Vocabulary</u>	<u>Phonics Progression</u> REQUIRED: Follow Phonics Skill Sequence for Instruction
Skills:	Skills: <ul style="list-style-type: none"> ➤ Use accountable talk ➤ Speak in complete sentences 	<ul style="list-style-type: none"> ➤ Skills: ➤ Give examples of the four types of sentences ➤ Show the difference and similarities between word meanings. 	Skills: <ul style="list-style-type: none"> ➤ Write with others. 	Skills: <ul style="list-style-type: none"> ➤ Fluency: fry words, phrases, passages, weekly fluency check 	Simple Sentence Compound Sentence Complete Sentence Declarative Sentence Interrogative Sentence Imperative Sentence Exclamatory Sentence	Use Tapping Out with tiles phonics progression. Lessons 165-170. Review long e variations, long l variations, long o variations, long u variations End of year spelling inventory assessment

Student Outcomes
<ul style="list-style-type: none"> ○ Students will give examples of the four types of sentences. ○ Students will show the differences and similarities between word meanings. ○ Students will write with others and participate in shared research and writing projects, (explore a number of how-to books on a given topic and write a sequence of instructions.)

Resources		
<p><u>Teaching Literacy in Tennessee</u> <u>Grade 1:</u></p>		<p><u>General Resources</u> TN Department of Education Fry Words and Phrases Lists PBSLearningMedia.org Read Write Think Read Works CC Curriculum Maps Journeys Leveled Materials Storylineonline.net</p>