| Units of Study | Unit/Content
What topics will be taught and learned? What is the essential vocabulary for the unit? What do students need to know?
Topic   Vocabulary | | Skills
What do students have to be able to do related to the content? | Essential Questions
What are the fundamental, enduring questions that will guide study and instruction? | CCSS & WIDA
What benchmarks will be achieved through this topic?
~
Instruction
What activities will be used to develop the skills and knowledge? | Resources
What materials, texts, videos, Internet, software, or human resources support instruction? | Assessment
What evidence (products and/or performances/ will be collected to establish that the Content and Skills have been learned? |
|---|---|---|---|---|---|---|---|
| Unit 1

Part 1 | Family

Focus: A World of Families | **Key Words:**
family, home, family member, meal, holiday

Academic Vocab:
care, help, world, celebrate, play

Basic Vocab:
family, father, daughter, grandfather, granddaughter, grandmother, grandson, mother, son, sister, brother | **Language Function:**
-Describe
-Ask and Answer questions
-Nouns
-Singular and Plural nouns
-Eye contact

Reading Strategies:
-Plan
-Preview
-Set a purpose
-Predict
-Organize ideas
-Text features of a magazine article

Fluency:
-Phrasing
-Accuracy and rate

Writing:
Daily writing tasks

Genre:
-Story
-Photo Book | What makes a family?

Part 1:
How are families alike? | **RL.1.3:** Describe the connection between two individuals, events, ideas, or pieces of information in a text. (T26-27)
RL.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (T26-27)
RL.1.9: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (T16-17, T26-27)
RL.1.7: Use the illustrations and details in a text to describe its key ideas. (T25)
RL.1.10: With prompting and support, read informational texts appropriately complex for grade 1. (T10-21)
RF1.2b: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (T8C, T22b, T23b, T31a)
RF.1.2c: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (T4, T7a, T23b, T32)
RF1.3b: Decode regularly spelled one-syllable words. (T8c, T22b, T23b, T31a)
RF.1.4b: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (T20-21)
SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (T4-5)
SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (T32c)
L.1.1b: Use common, proper, and possessive nouns. (T31)
L.1.5c: Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). (T7)
L.1.6: 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 (e.g., *I named my hamster Nibblet because she nibbles too much because she likes that*). (T24a)
Listening - Pattern Books/Predictable Books
Level 1: Identify characters, places or objects from visuals and oral phrases in illustrated pattern or predictable books after numerous recitations. (T4c, T4e)
Level 2: Match visuals of characters, places or objects with oral statements from illustrated pattern or predictable books after numerous recitations. (T4f)
Level 4: Interpret visual connections between characters, places or objects in pages read aloud from illustrated pattern or predictable books. (T4f)
Speaking - Fiction (Literary Text) | Mystery Bottle (big book)

Families in Many Cultures (student book)

The World is Your Family (student book)

Teacher Edition – Volume 1: T2a-T32h

Sing with Me Language Songs – Level B

Practice Masters:
1.1: My Family
1.2: Organize Ideas
1.3: Family Fun
1.4: Families in Many Cultures
1.5: One or More
1.6: Yes or No?
1.7: Families in Many Cultures
1.8: Families in Many Cultures
1.9: Compare Author's Purpose
1.10: Name It!

NGReach.com
● Build Background Video
● Key Word Images
● Language Builder Picture Cards
● eVisual 1.1
● eVisual 1.2
● eVisual 1.3
● eVisual 1.4 | Unit 1 – Part 1 - Key Words Test – Content Words

Unit 1 – Part 1 - Key Words Test – Academic Vocabulary

Unit 1 – Part 1 - Oral Language Rubrics – Optional

Daily observations – participation and practice masters work |

| | | | | | | Level 1: Name people (e.g., "boy," "man") or objects depicted on illustrated covers of fictional stories with a partner in L1 or L2. (T4a)
Level 2: Describe people or objects in titles and illustrated covers of fictional stories with a partner. (T4a)
Level 3: Predict ideas in story lines based on titles and illustrated covers of fictional stories and share with a partner. (T4a)
Level 4: Make up the beginning of story lines based on titles and illustrated covers of fictional stories and share with a partner. (T4a)
Level 5: Connect story lines to personal experiences based on titles and illustrated covers of fictional stories. (T4a)
Speaking - Story Telling
Level 5: Create original stories from a series of pictures, wordless picture books or personal experiences (T32c-32d)
Reading - Non-Fiction (Expository Text)
Level 2: Connect illustrated features or photographs of places or objects with descriptive words or phrases in non-fiction books in small groups. (T11, T16-17, T25)
Level 5: Summarize features of places or objects from multiple compound sentences in non-fiction books. (T25)
Reading - Phonics
Level 2Match voice to print by pointing to icons, letters or illustrated words. (T18-19, T25)
Speaking - Story Elements
Level 1: Name persons (characters) or settings of stories from pictures books. (T4a)
Level 2: Describe characters or settings of stories from picture books. (T4a)
Level 4: Narrate main events of plot sequences in given time frames of picture books or illustrated short stories. (T4f)
Reading - Phonemic Awareness
Level 2: Blend sounds together to make words, shown visually. (T8c, T22b, T23b, T31a)
Level 5: Identify spell/sound correspondence in grade-level text. (T10) | ● eVisual 1.5
● eVisual 1.6
● eVisual 1.7
● eVisual 1.8
● eVisual 1.9
● eVisual 1.10

Leveled Books: (See attached Lesson Plans for each book)
Fiction Books:
Just Like My Grandpa By Lada Kratky
Key Words:
● Food
● Just
● Music
● Wiggle

Nana's New Room By Eliza Robbins
Key Words:
● Coming
● Painted
● Picture
● Room

Tortillas and Lullabies By Lynn Reiser
Key Words:
● Doll
● Every
● Made
● Time

Non-Fiction Books:
In My Family By Faridah Yusof
Key Words:
● Read
● School
● Story | |

						● Walks Brothers By Lola M. Schaefer Key Words: ● As ● Boys ● Children ● Other You and Me Together: Moms, Dads, and Kids Around the World By Barbara Kerley Key Words: ● Some ● Telling ● Time ● Walk **Additional Resources:** ● Language and Literacy Teamwork Activities ● Cross-Curricular Teamwork Activities	

Unit 1
 	
Part 2
	Family Focus: Family Events and Celebrations	**Key Words:** extended family, special, fun, together, parents, visit
		
		Academic Vocab: group, place, trip, idea, share
		
		Basic Vocab: decorate a home, light candles, share a meal, wrap a present
			Language Strategies: -Give Information -Ask For and Give Information -Common and Proper Nouns -Listen Actively -Ask for Clarification
			
			Reading Strategies: -Plan -Identify Setting -Text Features
				What makes a family?
				
				Part 2:
				What brings families together?
					RL.1.3: Describe characters, settings, and major events in a story, using key details. (T39, T50-51, T55)
					RL.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1. (T38-T52-53)
					RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (T58)
					RI.1.7: Use the illustrations and details in a text to describe its key ideas. (T57, T58)
					RF.1.2b: Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. (T55b, T56a, T61a)
					RF.1.2c: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (T32, T35a, T55b, T56a)
					RF.1.3b: Decode regularly spelled one-syllable words. (T36c)
					RF.1.3c: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (T35)
					RF.1.4: Read with sufficient accuracy and fluency to support comprehension.
					  a. Read on-level text with purpose and understanding. (T39)
					  b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (T52-53)
						Papá and Me (student book)
						
						Postcard to Grandpa (student book)
						
						Teacher Edition – Volume 1: T32i-T65a
						
						Sing with Me Language Songs – Level B
						
						Practice Masters:
						1.11: Identify Setting
						1.12: Common or Proper?
						1.13: Papa and Me
						1.14: Meet My Family
						1.15: Family Trip Bingo
						1.16: Papa and Me
						1.17: Papa and Me
						1.18: Compare Genres
							Unit 1 – Part 2 - Key Words Test – Content Words
							
							Unit 1 – Part 2 - Key Words Test – Academic Vocabulary
							
							Unit 1 – Part 2 - Oral Language Rubrics – Optional
							
							Daily observations – participation and practice masters work

			Fluency:
			-Intonation
			-Accuracy and Rate
			
			Writing:
			Daily writing tasks
			
			Genre:
			-Story
			-Postcard
					W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (T63e-63f)
					W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (T63a)
					SL1.1b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (T36c-36d)
					SL1.1c: Ask questions to clear up any confusion about the topics and texts under discussion. (T55a)
					SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (T55a)
					L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
					   a. Print all upper- and lowercase letters. (T63g)
					   b. Use common, proper, and possessive nouns. (T35a, T36b, T54a, T54, T61a-61, T62g, T63)
					L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
					   a. Capitalize dates and names of people. (T61a, T61, T62g, T63g)
					   D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (T63g)
					   E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (T63g)
					L.1.5b: Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). (T33)
					L.1.5c: Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). (T35)
					L.1.6: Use words and phrases acquired though conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *I named my hamster Nibblet because she nibbles too much because she likes that*). (T56a)
					Listening - Pattern Books/Predictable Books
					Level 1: Identify characters, places or objects from visuals and oral phrases in illustrated pattern or predictable books after numerous recitations. (T44-45, T46-47, T48-49, T50-51)
					Level 3: Compare/contrast visuals of characters, places or objects from a series of oral sentences from illustrated pattern or predictable books after numerous recitations. (T50-51)
					Listening - Role Play
					Level 1: Follow along with classmates in role play activities modeled and described orally (e.g., gestures for songs, chants or poems). (T62c-62d)
					Level 2: Role play familiar, everyday activities modeled in illustrated books read by teachers in small groups. (T62c-62d)
						1.19: Name Game
						1.20: Organization
						1.21: Idea Web
						1.22: Revise
						1.23: Edit and Proofread
						
						NGReach.com
						  ● Build Background Video
						  ● Key Word Images
						  ● Language Builder Picture Cards
						  ● eVisual 1.11
						  ● eVisual 1.12
						  ● eVisual 1.13
						  ● eVisual 1.14
						  ● eVisual 1.15
						  ● eVisual 1.16
						  ● eVisual 1.16a
						  ● eVisual 1.17
						  ● eVisual 1.18
						  ● eVisual 1.19
						  ● eVisual 1.20
						  ● eVisual 1.21
						  ● eVisual 1.22
						  ● eVisual 1.23
						  ● eVisual 1.24
						  ● eVisual 1.25
						  ● eVisual 1.26
						
						Leveled Books: (See attached Lesson Plans for each book)
						Fiction:
						In the Yard By Dana Meachen Rau
						Key Words:
						  ● Plants
						  ● Sun
						  ● Waters
						  ● Yard
						
						What a Week! By Ina Cumpiano
						Key Words:
						  ● Better
						  ● Birthday	

					Level 3: Role play characters in plays, videos or illustrated stories ready by teachers in small groups. (T62c-62d) **Level 4:** Reenact scenes in plays, videos or illustrated stories read by teachers in small groups. (T62c-62d) **Speaking - Fiction (Literary Text)** **Level 1:** Name people (e.g., "boy," "man") or objects depicted on illustrated covers of fictional stories with a partner in L1 or L2. (T36) **Level 3:** Predict ideas in story lines based on titles and illustrated covers of fictional stories and share with a partner. (T36) **Speaking - Story Telling** **Level 1:** Repeat new language related to story pictures or wordless picture books modeled by teachers. (T62c-62d) **Level 2:** Describe people or places depicted in story pictures or wordless picture books in small groups or pairs. (T44-45, T46-47, T48-49, T52-53, T55a) **Level 3:** State actions of characters or describe events depicted in story pictures or wordless picture books in small groups or pairs. (T44-45, T46-47, T48-49, T55a) **Level 4:** Tell stories from pictures or wordless picture books in small groups or pairs. (T62c-62d) **Reading - Phonics** **Level 2:** Match voice to print by pointing to icons, letters or illustrated words. (T50-51, T57 **Reading - Phonemic Awareness** **Level 4:** Segment illustrated sentences into words or phrases. (T57) **Level 5:** Identify spell/sound correspondence in grade-level text. (T36a, T38, T62a)	● Morning ● Nothing Ten Days and Nine Nights By Yumi Heo Key Words: ● Days ● Nights ● Puts ● Tell **Non-Fiction Books:** Shopping with Dad By Lesley Pether Key Words: ● Birthday ● Buy ● Store ● They Family Fun By John Serrano Key Words: ● Books ● Like ● Read ● Sing Do Something in Your Family By Barbara Kerley Key Words: ● Brings ● Difference ● Healthy ● Others **Additional Resources:** ● Language and Literacy Teamwork Activities ● Cross-Curricular Teamwork Activities	

Unit 2
 	
Part 1
	Shoot for the Sun
	
	Focus: Living Versus Nonliving Things
		Key Vocab:
		
		Science Vocab:
		breathe, eat, move, drink, living, nonliving
		
		Academic Vocab:
		alive, exercise, health, energy, food
		
		Basic Vocab:
		tray, plate, lunch, milk, P.E., play soccer, ride a skateboard
			Language Strategies:
			-Describe
			-Express Likes and Dislikes
			-Adjectives That Describe
			-Adjectives: How Many/How Much?
			-Adjectives: Color, Size, and Shape
			-Speak Clearly
			-Compare and Contrast
			
			Reading Strategies:
			-Monitor
			-List Facts
			-Rhythm and Rhyme
			-Text Features
			
			Fluency:
			-Phrasing
			-Accuracy and Rate
			
			Writing:
			Daily writing tasks
			
			Genre:
			-Fairy Tale
			-Song
			-Diagram
				When is something alive?
				
				Part 1:
				What makes something a living thing?
					RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (T91)
					RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (T92a-92)
					RI.1.10: With prompting and support, read informational texts appropriately complex for grade 1. (T89a-91)
					RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
					    a. Distinguish long from short vowel sounds in spoken single-syllable words. (T74, T86a)
					    D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (T68, T71a, T87b, T88a)
					RF.1.3b: Decode regularly spelled one-syllable words. (T68, T88a)
					RF.1.4: Read with sufficient accuracy and fluency to support comprehension.
					    a. Read on-level text with purpose and understanding. (T75, T89)
					    b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (T84-85)
					SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings. (T68-69, T87c, T94h)
					L.1.1f: Use frequently occurring adjectives. (T71a, T86a, T86, T93a-93, T94g)
					L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
					    a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. (T94h)
					    b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). (T69)
					    c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). (T71)
					    d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings. (T71a, T86a, T86)
					L.1.6: 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 (e.g., *I named my hamster Nibblet because she nibbles too much because she like that*). (T72c)
					Speaking - Fiction (Literary Text)
					Level 3: Predict ideas in story lines based on titles and illustrated covers of fictional stories and share with a partner. (T68a)
					Level 4: Make up the beginning of story lines based on titles and illustrated covers of fictional stories and share with a partner. (T68a)
					Level 5: Connect story lines to personal experiences based on titles and illustrated covers of fictional stories. (T68a)
					Reading - Non-Fiction (Expository Text)
						Zina, the Wooden Puppet (big book)
						
						Are You Living (student book)
						
						A Straw Hat (student book)
						
						Teacher Edition – Volume 1: T66a-T94h
						
						Sing with Me Language Songs – Level B
						
						Practice Masters:
						2.1: Shoot for the Sun
						2.2: List Facts
						2.3: Time for Dinner
						2.4: Are You Living?
						2.5: How Many? How Much?
						2.6: Rivet
						2.7: Are You Living?
						2.8: Are You Living?
						2.9: Compare Genres
						2.10: Draw It!
						
						NGReach.com
						● Build Background Video
						● Key Word Images
						● Language Builder Picture Cards
						● eVisual 2.1
						● eVisual 2.2
						● eVisual 2.3
						● eVisual 2.4
						● eVisual 2.5
						● eVisual 2.6
						● eVisual 2.7
						● eVisual 2.8
						● eVisual 2.9
						
						Leveled Books: (See attached Lesson Plans for each book)
						Fiction:
						I'm a Seed By Jean Marzollo
							Unit 2 – Part 1 - Key Words Test – Content Words
							
							Unit 2 – Part 1 - Key Words Test – Academic Vocabulary
							
							Unit 2 – Part 1 - Oral Language Rubrics – Optional
							
							Daily observations – participation and practice masters work

| | | | | | | Level 2: Connect illustrated features or photographs of places or objects with descriptive words or phrases in non-fiction books in small groups. (T90)
Level 3: Compare/contrast illustrated features of places or objects using graphic organizers and phrases or short sentences in non-fiction books in small groups. (T90, T91)
Level 4: Categorize illustrated features of places or objects using graphic organizers and sentences in non-fiction books in small groups. (T90, T91)
Reading - Phonics
Level 2: Match voice to print by pointing to icons, letters or illustrated words. (T89)
Speaking - Story Elements
Level 2: Describe characters or settings of stories from picture books. (T68d)
Reading - Phonemic Awareness
Level 5: Identify spell/sound correspondence in grade-level text. (T72a, T74, T94a) | Key Words:
● Called
● Flowers
● Grow
● How
● Name

Growing Like Me By Holly Keller
Key Words:
● Baby
● Grow
● Just
● Soon

The Story of Pinocchio By Katie Daynes
Key Words:
● Along
● Lost
● Puppet
● Real

Non-Fiction Books:
Is It Alive? By Kimberlee Graves
Key Words:
● Alive
● Boy
● Rock
● Tree

Living Things Need Food By Keith Pigdon
Key Words:
● Eats
● Food
● Living
● Water

What's Alive? By Kathleen Weidner Zoehfeld
Key Words:
● Alive
● Animal | |

						● Growing ● Plants **Additional Resources:** ● Language and Literacy Teamwork Activities ● Cross-Curricular Teamwork Activities	

Unit 2
 	
Part 2
	Shoot for the Sun
	
	Focus: Structures of Living Things
		Key Words:
		
		Science Vocab:
		bud, leaf, seed, flower, petal, sun
		
		Academic Vocab:
		height, light, ready, length, project
		
		Basic Vocab:
		corn, flower shop, flowers, fall activity, rake leaves, fruit stand, apples, flag, flagpole, spring activity, plant seeds
			Language Strategies:
			-Retell a Story
			-Express Intentions
			-Number Words
			-Count and Non-count Words
			-Adjectives: How Many or How Much
			-Listening and Take Notes
			-Ask for Clarification
			
			Reading Strategies:
			-Monitor
			-Identify Plot
			-Photographs
			
			Fluency:
			-Phrasing
			-Accuracy and Rate
			
			Writing:
			Daily writing tasks
			
			Genre:
			-Folk Tale
				When is something alive?
				
				Part 2:
				What do living things need?
					RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson. (T94-95, T120a, T128g)
					RL.1.3: Describe characters, settings, and major events in a story, using key details. (T96a-96, T101, T106-107, T112-113, T119c-199)
					RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (T116-117, T118-119, T126)
					RL.1.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (T126)
					RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events. (T98-99, T112-113, T124-125)
					RL.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1. (T100-T116-117)
					RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. (T90, T91)
					RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (T124-125)
					RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (T122-123)
					RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (T126a-126)
					RF.1.2b: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (T98a, T128a)
					RF.1.2c: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (T94, T97a, T120a)
					RF.1.2d: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (T118b)
					RF.1.3b: Decode regularly spelled one-syllable words. (T118b)
					RF.1.3e: Decode two-syllable words following basic patterns by breaking the words into syllables. (T94a, T95b)
					RF.1.4: Read with sufficient accuracy and fluency to support comprehension.
					   a. Read on-level text with purpose and understanding. (T101)
					   b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (T116-117)
						The Daisy (student book)
						
						Michael Fay and the Giant Redwoods (student book)
						
						Teacher Edition – Volume 1: T94i-T131a
						
						Sing with Me Language Songs – Level B
						
						Practice Masters:
						2.11: Identify Plot
						2.12: I Spy
						2.13: The Daisy
						2.14: My Puppy's Needs
						2.15: Around the World
						2.16: The Daisy
						2.17: The Daisy
						2.18: Compare Genres
						2.19: At School
						2.20: Organization
						2.21: Plan
						2.22: Revise
						2.23: Edit and Proofread
						
						NGReach.com
						● Build Background Video
						● Key Word Images
						● Language Builder Picture Cards
						● eVisual 2.10
						● eVisual 2.11
						● eVisual 2.12
						● eVisual 2.13
							Unit 2 – Part 2 - Key Words Test – Content Words
							
							Unit 2– Part 2 - Key Words Test – Academic Vocabulary
							
							Unit 2 – Part 2 - Oral Language Rubrics – Optional
							
							Daily observations – participation and practice masters work

			-Project Notebook		**W.1.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (T128k-129)
					W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (T129e-129f)
					W.1.7: Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (T128k-129)
					W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (T129a)
					SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (T119c)
					L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
					    a. Print all upper- and lowercase letters. (T129c)
					L.1.2b: Use end punctuation for sentences. (T129g)
					L.1.2d: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (T129g)
					L.1.2e: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (T129g)
					L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
					    a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. (T127, T128h)
					    c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). (T97)
					    d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings. (T127a-127)
					Listening - Pattern Books/Predictable Books
					Level 1: Identify characters, places or objects from visuals and oral phrases in illustrated pattern or predictable books after numerous recitations. (T112-113, T114-115)
					Level 3: Compare/Contrast visuals of characters, places or objects from a series of oral sentences from illustrated pattern or predictable books after numerous recitations. (T114-115)
					Listening - Role Play
					Level 4: Reenact scenes in plays, videos or illustrated stories read by teachers in small groups. (T128c-128d)
					Level 5: Dramatize grade-level stories that are read by teachers or viewed. (T128c-128d)
					Speaking - Story Telling
						● eVisual 2.14
						● eVisual 2.15
						● eVisual 2.16
						● eVisual 2.17
						● eVisual 2.18
						● eVisual 2.19
						● eVisual 2.20
						● eVisual 2.21
						● eVisual 2.22
						● eVisual 2.23
						● eVisual 2.24
						
						Leveled Books: (See attached Lesson Plans for each book)
						Fiction Books:
						<u>Daniel's Pet</u> By Alma Floor Ada
						Key Words:
						● Baby
						● Eggs
						● Pet
						● Very
						
						<u>The Carrot Seed</u> By Ruth Krauss
						Key Words:
						● Around
						● Come
						● Ground
						● Pulled
						
						<u>Little Beauty</u> By Anthony Browne
						Key Words:
						● Angry
						● Friend
						● Gave
						● Sign
						
						Non-Fiction Books:
						<u>What Do Pets Need?</u> By Ellie Roper
						Key Words:
						● Does
						● Dog
						● Need	

| | | | | | | Level 1: Repeat new language related to story pictures or wordless picture books modeled by teachers. (128c-128d)
Level 2: Describe people or places depicted in story pictures or wordless picture books in small groups or pairs. (T106-107, T112-113, T114-115)
Level 3: State actions of characters or describe events depicted in story pictures or wordless picture books in small groups or pairs. (T106-107, T112-113, T116-117)
Level 4: Tell stories from pictures or wordless picture books in small groups or pairs. (T128c-128d)
Reading - Non-Fiction (Expository Text)
Level 2: Connect illustrated features or photographs of places or objects with descriptive words or phrases in non-fiction books in small groups. (T122-123, T124-125)
Level 5: Summarize features of places or objects from multiple compound sentences in non-fiction books. (T124-125)
Reading - Phonics
Level 2: Match voice to print by pointing to icons, letters or illustrated words. (T121)
Writing - Folktales
Level 1: Copy words related to settings or characters in illustrated folktales from word walls or big books. (T116-117, T118, T119)
Level 2: Describe settings or characters in illustrated folktales from phrase walls or big books. (T116-117, T118, T119c-119)
Level 3: Compare/contrast two characters, settings or events in illustrated folktales using graphic organizers with a partner. (T119)
Level 4: Relate sequence of events to characters and settings in illustrated folktales using graphic organizers with a partner. (T119c-119)
Level 5: Connect events, characters or morals in illustrated folktales. (T112-113)
Speaking - Story Elements
Level 2: Describe characters or settings of stories from picture books. (T106-107, T114-115, T116-117, T128g)
Level 3: State main ideas or themes of stories, including characters or settings, from picture books or illustrated short stories. (T106-107, T118c, T128g)
Level 4: Narrate main events of plot sequences in given time frames of picture books or illustrated short stories. (T128g)
Level 5: Re/tell stories using story elements from picture books or short stories. (T128g)
Reading - Phonemic Awareness
Level 3: Remove or add sounds to existing words to make new words, shown visually (e.g., "Cover up the t in cart. What do you have now?") (T118b, T119b)
Level 4: Segment illustrated sentences into words or phrases. (T121)
Level 5: Identify spell/sound correspondence in grade-level text. (T98a, T100, T128a) | ● Pets

Meet the Johnson Family By Jan Pritchett
Key Words:
● Each
● Live
● Them
● Water

Feeding Time By Lee Davis
Key Words:
● Eating
● grass
● ready
● their

Additional Resources:
● Language and Literacy Teamwork Activities
● Cross-Curricular Teamwork Activities | |

Unit 3	To Your Front Door	Key Vocab:	Language Function:	How do we get what we need?	RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (T134h)	Wen-Mei and Her Clay Pot (big book)	Unit 3 – Part 1 - Key Words Test – Content Words
Part 1	Focus: Peoples' Wants and Needs	Social Studies Vocab: buy, money, shop, food, market, sell	-Express Needs and Wants -Verbs -Action Verbs -Present-Tense -Verbs - Subject-Verb Agreement -Listen to and Learn from Others -Review and Rehearse	Part 1: Where do we get what we want?	RI1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. (T146-147) RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (T146-147) RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (T141) RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (T141) RI.1.10: With prompting and support, read informational texts appropriately complex for grade 1. (T140-T152-153) RF.1.2b: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (T138a, T140, T162a) RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words.	Markets (student book) Flower Power (student book) Teacher Edition – Volume 1: T132a-T162h Sing with Me Language Songs – Level B Practice Masters:	Unit 3 – Part 1 - Key Words Test – Academic Vocabulary Unit 3 – Part 1 - Oral Language Rubrics – Optional Daily observations – participation and practice masters work
		Academic Vocab: business, job, wants, goods, needs					
		Basic Vocab: Community Places: bank, hospital, community youth center, police station, dentist's office, post office, fire station, restaurant, gas station, supermarket	Reading Strategies: -Ask Questions -Categorize -Headings -Features of an Online Article		a. Know the spelling-sound correspondences for common consonant digraphs. (T166a, T168) f. Read words with inflectional endings. (T161) g. Recognize and read grade-appropriate irregularly spelled words. (T162a, T171a-171) RF.1.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. (T141, T157) b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (T152-153)	3.1: To Your Front Door 3.2: Categorize Needs and Wants 3.3: Shopping at the Market 3.4: Markets 3.5: Spin! 3.6: Rivet 3.7: Markets 3.8: Markets 3.9: Compare Author's Purpose 3.10: From Farm to Market	
			Fluency: -Accuracy and Rate -Intonation		SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). (T166c) b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (T166c) c. Ask questions to clear up any confusion about the topics and texts under discussion. (T166a-166b)	NGReach.com - Build Background Video - Key Word Images - Language Builder Picture Cards - eVisual 3.1 - eVisual 3.2 - eVisual 3.3 - eVisual 3.4 - eVisual 3.5 - eVisual 3.6 - eVisual 3.7 - eVisual 3.8 - eVisual 3.9	
			Writing: Daily writing tasks Genre: -Fable -Social Studies Article -Online Article		SL.1.3: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (T138a-138b, T141, T142-143, T148-149, T158, T159) SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (T162c) SL.1.6: Produce complete sentences when appropriate to task and situation. (T166c) L.1.1c: Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (T162b, T162g)	Leveled Books: (See attached Lesson Plans for each book) Fiction:	

					L.1.1e: Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home)*. (T161a-161, T162g) **L.1.1j:** Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (T154) **L.1.4c:** Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*) (T161) **L.1.5b:** Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). (T135) **L.1.5c:** Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). (T137) **L.1.5d:** Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings. (T137a, T156, T162h) **L.1.6:** 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 (e.g., *I named my hamster Nibblet because she nibbles too much because she like that*). (T138c) **Listening - Role Play** **Level 1:** Follow along with classmates in role play activities modeled and described orally (e.g., gestures for songs, chants or poems). (T150-151) **Level 2:** Role play familiar, everyday activities modeled in illustrated books read by teachers in small groups. (T150-151) **Speaking - Fiction (Literary Text)** **Level 1:** Name people (e.g., "boy," "man") or objects depicted on illustrated covers of fictional stories with a partner in L1 or L2. (T134a) **Level 3:** Predict ideas in story lines based on titles and illustrated covers of fictional stories and share with a partner. (T134a) **Level 4:** Make up the beginning of story lines based on titles and illustrated covers of fictional stories and share with a partner. (T134a) **Level 5:** Connect story lines to personal experiences based on titles and illustrated covers of fictional stories. (T134a) **Reading - Non-Fiction (Expository Text)** **Level 2:** Connect illustrated features or photographs of places or objects with descriptive words or phrases in non-fiction books in small groups. (T144-145) **Level 3:** Compare/contrast illustrated features of places or objects using graphic organizers and phrases or short sentences in non-fiction books in small groups. (T146-147, T148-149) **Level 4:** Categorize illustrated features of places or objects using graphic organizers and sentences in non-fiction books in small groups. (T141, 144-145, T148-149, T150-151) **Reading - Phonemic Awareness**	Max Goes Shopping By Adria F. Klein Key Words: ● About ● Goes ● Some ● Stores Dad's Pizza By Daniel Levine Key Words: ● Could ● Need ● Think ● Would Peggy's Pickles By Alex Rollard Key Words: ● Going ● Heard ● Next ● Take **Non-Fiction Books:** Where Can You Shop? By Cory Phillips Key Words: ● Food ● Grocery ● Shop ● Stores Food Comes From Farms By Miles Taylor Key Words: ● Apple ● Bread ● Farmers ● Milk Cotton Comes From Plants By Norman Yu Key Words: ● Clothes ● Factory	

					Level 2: Blend sounds together to make words, shown visually. (T138a, T140, T162a) **Level 3:** Remove or add sounds to existing words to make new words, shown visually (e.g., "Cover up the t in cart. What do you have now?"). (T134, T138c, T154a, T155b, T156a, T161) **Level 5:** Identify spell/sound correspondence in grade-level text. (T138a, T140, T162a)	• Pick • Yarn **Additional Resources:** • Language and Literacy Teamwork Activities • Cross-Curricular Teamwork Activities	

Unit 3
 	
Part 2
	To Your Front Door
	
	Focus: How We Get What We Need
		Key Vocab:
		
		Social Studies Vocab:
		delivery, neighborhood, store, factory, ship
		
		Academic Vocab:
		bring, earn, worker, count, service
		
		Basic Vocab:
		Community Places:
		bookstore, hardware store, clothing store, Laundromat, flower shop, movie theater, fruit stand, pharmacy, hair salon, shoe store
			Language Function:
			-Ask Questions
			-Engage in Discussion
			-Verbs: *to be*
			-Verbs: *to have*
			-Subject-Verb Agreement: *be* and *have*
			-Speak at the Right Place
			-Find Patterns in Language
			
			Reading Strategies:
			-Ask Questions
			-Identify Details
			-Rhyming Words
			-Identify Important Details
			
			Fluency:
			-Accuracy and Rate
			-Intonation
			
			Writing:
				How do we get what we need?
				
				Part 2:
				What helps us get what we need?
					RL.1.1: Ask and answer questions about key details in a text. (T166, T169, T174-175, T180-181)
					RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (T195)
					RL.1.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (T194a-194)
					RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events. (T194, T196)
					RL.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1. (T168-186)
					RI.1.1: Ask and answer questions about key details in a text. (T166, T169, T174-175, T180-181)
					RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (T192)
					RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (T192)
					RI.1.7: Use the illustrations and details in a text to describe its key ideas. (T191)
					RI.1.10: With prompting and support, read informational texts appropriately complex for grade 1. (T191a-T193)
					RF.1.4: Read with sufficient accuracy and fluency to support comprehension.
					   a. Read on-level text with purpose and understanding. (T169, T191)
					W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (T197e-197f)
					SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
					   a. Follow agreed-upon rules for discussions (e.g., listening to other with care, speaking one at a time about the topics and texts under discussion). (T166c)
					   b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (T166c)
					   c. Ask questions to clear up any confusion about the topics and texts under discussion. (T166a-166b)
						Delivery (student book)
						
						Money (student book)
						
						Teacher Edition – Volume 1: T162i-T199a
						
						Sing with Me Language Songs – Level B
						
						Practice Masters:
						3.11: Identify Details
						3.12: My Neighborhood
						3.13: Delivery
						3.14: One, Two, Three
						3.15: Vocabulary Bingo
						3.16: Delivery
						3.17: Delivery
						3.18: Compare Genres
						3.19: Who Is? Who Has?
						3.20: Focus and Coherence
						3.21: Idea Web
						3.22: Revise
						3.23: Edit and Proofread
						
						NGReach.com
						• Build Background Video
						• Key Word Images
						• Language Builder Picture Cards
						• eVisual 3.10
						• eVisual 3.11
						• eVisual 3.12
						• eVisual 3.13
						• eVisual 3.14
							Unit 3 – Part 2 - Key Words Test – Content Words
							
							Unit 3 – Part 2 - Key Words Test – Academic Vocabulary
							
							Unit 3 – Part 2 - Oral Language Rubrics – Optional
							
							Daily observations – participation and practice masters work

			-Daily writing tasks
			
			Genres:
			-Poem
			-Fact Sheet
					SL.1.3: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (T166a-166b, T169, T174-175, T180-181, T192, T193)
					SL.1.6: Produce complete sentences when appropriate to task and situation. (T166c)
					L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
					    a. Print all upper- and lowercase letters. (197g)
					    C. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*). (T195a-195, T196b, T197g, T197, T199a)
					L.1.2d: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (T197g)
					L.1.2e: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (T197g)
					L.1.5b: Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). (T163)
					L.1.5c: Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). (T165)
					L.1.5d: Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings. (T195)
					Listening - Pattern Books/Predictable Books
					Level 1: Identify characters, places or objects from visuals and oral phrases in illustrated pattern or predictable books after numerous recitations. (T182-183)
					Level 2: Match visuals of characters, places or objects with oral statements from illustrated pattern or predictable books after numerous recitations. (T169)
					Level 3: Compare/contrast visuals of characters, places or objects from a series of oral sentences from illustrated pattern or predictable books after numerous recitations. (T184-185)
					Level 4: Interpret visual connections between characters, places or objects in pages read aloud from illustrated pattern or predictable books. (T169)
					Level 5: Draw conclusions about characters, places or objects from pattern or predictable books read aloud. (T169)
					Reading - Non-Fiction (Expository Text)
					Level 2: Connect illustrated features or photographs of places or objects with descriptive words or phrases in non-fiction books in small groups. (T192)
					Level 3: Compare/contrast illustrated features of places or objects using graphic organizers and phrases or short sentences in non-fiction books in small groups. (T192, T193)
					Level 5: Summarize features of places or objects from multiple compound sentences in non-fiction books. (T192, 193)
					Writing - Rhyming Words
					Level 1: Reproduce symbols, letters or pictures of rhyming pairs from illustrated charts or displays with a partner. (T174-175, T180-181)
							● eVisual 3.15
							● eVisual 3.16
							● eVisual 3.17
							● eVisual 3.18
							● eVisual 3.19
							● eVisual 3.20
							● eVisual 3.21
							● eVisual 3.22
							● eVisual 3.23
							● eVisual 3.24
							● eVisual 3.25
							
							Leveled Books: (See attached Lesson Plans for each book)
							Fiction Books:
							My Truck By Rebecca Sabatani
							Key Words:
							● Clean
							● Drive
							● Load
							● Truck
							
							The Corn That Kay Grew By Susan Long
							Key Words:
							● Buys
							● Cooks
							● Grew
							● Store
							
							Grandpa's Castanets By Oliver Tapp
							Key Words:
							● Next
							● Flying
							● Found
							● Train
							
							Non-Fiction Books:
							At the Farmer's Market By Juan Quintana
							Key Words:
							● Off
							● People	

					Level 2: Pair rhyming words from illustrated charts or displays with a partner. (T174-175, T180-181, T188c, T188) **Level 3:** Produce and organize rhyming words from pictures on charts, displays or graphic organizers with a partner. (T174-175, T180-181) **Level 4:** Use rhyming words in phrases or short sentences from illustrated charts or displays with a partner. (T188) **Level 5:** Create original stories or poems using rhyming words in sentences from charts or displays. (T188) **Reading - Phonemic Awareness** **Level 3:** Remove or add sounds to existing words to make new words, shown visually (e.g., "Cover up the t in cart. What do you have now?"). (T162, T165a, T166c, T188b, T189b, T190a, T195a) **Level 5:** Identify spell/sound correspondence in grade-level text. (T166a, T168, T196a) **Writing - Word Families** **Level 1:** Reproduce illustrated word pairs by families (e.g., cat, hat). (T174-175, T180-181) **Level 2:** Generate lists of word families from illustrated models. (T174-175) **Level 5:** Create stories about word families. (T188)	● Take ● Truck Spending Money By Rebecca Rissman Key Words: ● People ● Spend ● Things ● Trade What's on That Truck? By Marvin Buckley Key Words: ● From ● Load ● Made ● Trucks **Additional Resources:** ● Language and Literacy Teamwork Activities ● Cross-Curricular Teamwork Activities	
Unit 4 Part 1	Growing and Changing Focus: How Baby Animals Grow and Change	**Key Vocab:** **Science Vocab:** adult, baby, egg, form, grow, hatch, nest **Academic Vocab:** before, inside, shape, size, time **Basic Vocab: Times and Days of the Week:**	**Language Strategies:** -Retell a Story -Seek Clarification -Singular Subject Pronouns -Plural Subject Pronouns -Subject Pronoun Agreement -Present in Sequence -Use and Reuse Language	How do animals changes as they grow? Part 1: How do animal babies grow up?	**RL.1.5:** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (T240a-240) **RL.1.7:** Use illustrations and details in a story to describe its characters, setting, or events. (T206c, T206d, T228) **RL.1.10:** With prompting and support, read prose and poetry of appropriate complexity for grade 1. (T206-T230-231) **RI.1.5:** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (T242a) **RI.1.8:** Identify the reasons an author gives to support points in a text. (T238-239) **RI.1.9:** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (T240a-240) **RI.1.10:** With prompting and support, read informational texts appropriately complex for grade 1. (T202a-202f) **RF.1.1:** Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (T235) **RF.1.2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Guess What I'll Be?(big book) Ruby in Her Own Time (student book) Turtles: From Eggs to Ocean (student book) Teacher Edition – Volume 1: T200a-T242h Sing with Me Language Songs – Level B Practice Masters: 4.1: Growing and Changing 4.2: Identify Plot 4.3: Who Is It? 4.4: Ruby in Her Own Time 4.5: The Pond	Unit 4 – Part 1 - Key Words Test – Content Words Unit 4 – Part 1 - Key Words Test – Academic Vocabulary Unit 4 – Part 1 - Oral Language Rubrics – Optional Daily observations – participation and practice masters work

| | | afternoon, day, evening, morning, night, noon | **Reading Strategies:**
-Determine Importance
-Identify Plot
-Characters
-Captions

Fluency:
-Expression
-Accuracy and Rate

Writing:
Daily writing tasks

Genres:
-Question Book
-Story
-Science Article | | a. Distinguish long from short vowel sounds in spoken single-syllable words. (T206a, T242a)
RF.1.3c: Know final –e and common vowel team conventions for representing long vowel sounds. (T206a, T242a)
RF.1.4: Read with sufficient accuracy and fluency to support comprehension.
  a. Read on-level text with purpose and understanding. (T209, T235)
  b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (T230-231)
  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (T234, T240, T241, T242b)
SL.1.2: Ask questions to clear up any confusion about the topics and texts under discussion. (T206c-206d)
SL1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (T206c-206d)
L.1.1d: Use personal, possessive, and indefinite pronouns (e.g., *I, me my; they, them, their, anyone, everything*). (T205a, T230-231, T232a, T232, T241a-241)
L.1.4: 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.
  a. Use sentence-level context as a clue to the meaning of a word or phrase. (T234, T240, T241, T242b)
  b. Use frequently occurring affixes as a clue to the meaning of the word or phrase. (T226, T230, T231, T232h)
L.1.5b: Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). (T203)
L.1.5c: Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). (T205)
Listening - Pattern Books/Predictable Books
Level 1: Identify characters, places or objects from visuals and oral phrases in illustrated pattern or predictable books after numerous recitations. (T218-219, T224-225)
Level 2: Match visuals of characters, places or objects with oral statements from illustrated pattern or predictable books after numerous recitations. (T224-225)
Level 3: Compare/contrast visuals of characters, places or objects from a series of oral sentences from illustrated pattern or predictable books after numerous recitations. (T202c, T202d)
Level 4: Interpret visual connections between characters, places or objects in pages read aloud from illustrated pattern or predictable books. (T218-219, T224-225)
Level 5: Draw conclusions about characters, places or objects from patter or predictable books read aloud. (T230-231)
Speaking - Fiction (Literary Text)
Level 1: Name people (e.g., "boy," "man") or objects depicted on illustrated covers of fictional stories with a partner in L1 or L2. (T206)
Speaking - Story Telling | 4.6: Vocabulary Bingo
4.7: Ruby in Her Own Time
4.8: Ruby in Her Own Time
4.9: Compare Genres
4.10: The Make-It-a-Pronoun Game

NGReach.com
● Build Background Video
● Key Word Images
● Language Builder Picture Cards
● eVisual 4.1
● eVisual 4.2
● eVisual 4.3
● eVisual 4.4
● eVisual 4.5
● eVisual 4.6
● eVisual 4.7
● eVisual 4.8
● eVisual 4.9
● eVisual 4.10

Leveled Books: (See attached Lesson Plans for each book)
Fiction:
Which Egg Is Mine? By Sheron Long
Key Words:
● Baby
● Egg
● Last
● Mine

Big Egg By Molly Coxe
Key Words:
● Goat
● Has
● Some
● Them

The Very Hungry Caterpillar By Eric Carle
Key Words: | |

| | | | | | | Level 1: Repeat new language related to story pictures or wordless picture books modeled by teachers. (T242c-242d)
Level 4: Tell stories from pictures or wordless picture books in small groups or pairs. (T242c-242d)
Reading - Non-Fiction (Expository Text)
Level 1: Pair illustrated features or photographs of places or objects with icons in non-fiction books in small groups. (T214-215, T216-217, T220-221, T222)
Level 2: Connect illustrated features or photographs of places or objects with descriptive words or phrases in non-fiction books in small groups. (T202c)
Level 3: Compare/contrast illustrated features of places or objects using graphic organizers and phrases or short sentences in non-fiction books in small groups. (T202c, T202d, T202e, T236-237)
Level 5: Summarize features of places or objects from multiple compound sentences in non-fiction books. (T202c)
Reading - Sequence of Story
Level 1: Sequence a series of pictures to tell stories. (T202-203)
Level 2: Match a series of pictures that tell stories with sequence words (e.g., "first," "then," "last"). (T202-203)
Level 3: Select titles that correspond to a sequence of pictures. (T203)
Level 4: Sequence a series of sentences to related pictures. (T202-203)
Level 5: Sequence short paragraphs to tell stories. (T202-203)
Listening - Sequence of Story
Level 1: Match pictures to sentences read aloud. (T233a)
Level 2: Order pictures of related sentences read aloud that use sequential language (e.g., first, second, last; first, then, next). (T202-203)
Level 3: Sequence pictures of stories read aloud by beginning, middle and end. (T202-203)
Level 4: Match story sequence read aloud to a series of pictures (e.g., "Once upon a time… and they lived happily ever after"). (T202-203)
Level 5: Select logical outcomes or endings to stories read aloud. (T200c-200d)
Speaking - Story Elements
Level 3: State main ideas or themes of stories, including characters or settings, from picture books or illustrated short stories. (T216-217, T218-219, T224-225)
Level 4: Narrate main events of plot sequences in given time frames of picture books or illustrated short stories. (T233c-233)
Level 5: Re/tell stories using story elements from picture books or short stories. (T233c-233d, T234)
Reading - Phonemic Awareness
Level 3: Remove or add sounds to existing words to make new words, shown visually (e.g., "Cover up the t in cart. What do you have now?") (T202, T205, T206c, T232a, T233b, T234a, T241)
Level 5: Identify spell/sound correspondence in grade-level text. (T206a)
Writing - Word Families
Level 3: Make statements or questions about illustrated word families. (T206d) | • Ate
• Butterfly
• Cocoon
• Light

Non-Fiction Books:
Hello, Duck! By Lada Kratky
Key Words:
• Baby
• Duck
• Eggs
• Swim

The Penguin Chick By Marilyn Woolley
Key Words:
• Chicks
• Hatch
• Nest
• Parent

Eggs By Will Spencer
Key Words:
• Animal
• Egg
• Some
• These

Additional Resources:
• Language and Literacy Teamwork Activities
• Cross-Curricular Teamwork Activities | |

					Level 4: Describe illustrated word families using related sentences. (T206e)		

Unit 4
 	
Part 2
	Growing and Changing
	
	Focus: Animal Life Cycle
		Key Vocab:
		
		Science Vocab:
		butterfly, caterpillar, change, chrysalis, insect, pupa
		
		Academic Vocab:
		attach, born, color, hard, sequence
		
		Basic Vocab: Food:
		chicken, chips, salsa, egg, hamburger, hot dog, pizza, salad, sandwich, soup, taco
			Language Strategies:
			
			-Restate an Idea
			-Seek Clarification
			-Singular Possessive Adjectives
			-Plural Progressive Adjectives
			-Possessive Adjective Agreement
			-Listen for the Main Idea
			-Use and Reuse Language
			-Informational Presentation
			
			Reading Strategies:
			-Determine Importance
			-Identify Main Idea and Details
			-Diagrams
			-Determine Point of View
			
			Fluency:
			-Phrasing
			-Accuracy and Rate
			
			Writing:
			Daily writing tasks
				How do animals change as they grow?
				
				Part 2:
				What happens in an animal's life?
					RL.1.1: Answer and answer questions about key details in a text. (T262)
					RL.1.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (T264a-264)
					RL.1.6: Identify who is telling the story at various points in a text. (T266a)
					RL.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1. (T261a-262)
					RI.1.1: Ask and answer questions about key details in a text. (T262)
					RI.1.2: Identify the main topic and retell key details of a text. (T244a-244, T250-251, T252-253, T254-255, T259a, T259c-259)
					RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (T250-251)
					RI.1.7: Use the illustrations and details in a text to describe its key ideas. (T252-253)
					RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (T264a-264)
					RI.1.10: With prompting and support, read informational texts appropriately complex for grade 1. (T248-T254-255)
					RF.1.1: Demonstrate understanding of the organization and basic features of print.
					   a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (T249, T262)
					RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (T246b)
					RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words.
					   a. Know the spelling-sound correspondences for common consonant digraphs. (T266a)
					   C. Know final –e and common vowel team conventions for representing long vowel sounds. (T246b)
					RF.1.4: Read with sufficient accuracy and fluency to support comprehension.
					   a. Read on-level text with purpose and understanding. (T249, T261)
					   C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (T260, T265)
					W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (T268k-269)
					W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (T266k-267)
					W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (T267e-267f)
					W.1.6: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (T267a)
						A Butterfly Is Born (student book)
						
						Caterpillar (student book)
						
						Teacher Edition – Volume 1: T242i-T269a
						
						Sing with Me Language Songs – Level B
						
						Practice Masters:
						4.11: Identify Main Idea and Details
						4.12: My Pet
						4.13: A Butterfly is Born
						4.14: Who Owns It?
						4.15: Yes or No?
						4.16: A Butterfly is Born
						4.17: A Butterfly is Born
						4.18: Compare Genres
						4.19: His or Her?
						4.20: Voice and Style
						4.21: Beginning-Middle-End Chart
						4.22: Revise
						4.23: Edit and Proofread
						
						NGReach.com
						● Build Background Video
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						● eVisual 4.11
						● eVisual 4.12
						● eVisual 4.13
						● eVisual 4.14
						● eVisual 4.15
						● eVisual 4.16
						● eVisual 4.17
						● eVisual 4.18
						● eVisual 4.19
						● eVisual 4.20
							Unit 4 – Part 2 - Key Words Test – Content Words
							
							Unit 4 – Part 2 - Key Words Test – Academic Vocabulary
							
							Unit 4 – Part 2 - Oral Language Rubrics – Optional
							
							Daily observations – participation and practice masters work

| | | | Genres:
-Science Article
-Poem | | **SL.1.2:** Ask questions to clear up any confusion about the topics and texts under discussion. (T246c-246d)
SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (T246c-246d)
SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (T266c, T269)
L1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Print all upper- and lowercase letters. (T267, T267g)
   b. Use common, proper, and possessive nouns. (T265)
   F. Use frequently occurring adjectives (T245a, T246b, T258a, T258, T265a, T266g)
   I. Use frequently occurring prepositions (e.g., *during, beyond, toward*). (T258a-258b, T258, T267a-267, T268g)
L.1.2b: Use end punctuation for sentences. (T262)
L.1.2d: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (T267g)
L.1.2e: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (T267g)
L.1.4: 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.
   a. Use sentence-level context as a clue to the meaning of a word or phrase. (T260, T264, T266b, T266h)
   b. Use frequently occurring affixes as a clue to the meaning of a word. (T260, T267, T268h)
L.1.5b: Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). (T243)
L.1.5c: Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). (T245)
L.1.6: 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 (e.g., *I named my hamster Nibblet because she nibbles too much because she likes that*). (T260a)
Listening - Pattern Books/Predictable Books
Level 3: Compare/contrast visuals of characters, places or objects from a series of oral sentences from illustrated pattern or predictable books after numerous recitations. (T250-251)
Level 5: Draw conclusions about characters, places or objects from pattern or predictable books read aloud. (T262)
Reading - Non-Fiction (Expository Text)
Level 5: Summarize features of places or objects from multiple compound sentences in non-fiction books. (T250-251, T252-253)
Reading - Sequence of Story | ● eVisual 4.21
● eVisual 4.22
● eVisual 4.23
● eVisual 4.24
● eVisual 4.25
● eVisual 4.26

Leveled Books: (See attached Lesson Plans for each book)
Fiction Books:
The Ugly Duckling Retold By Harriet Ziefert
Key Words:
● Duckling
● Fly
● Grew
● Wild

Pouch! By David Ezra Stein
Key Words:
● Hop
● Pouch
● Saw
● Soon

Waiting for Wings By Lois Ehlert
Key Words:
● Butterfly
● Catch
● Our
● Wings

Non-Fiction Books:
The Little Panda By Harley Chan
Key Words:
● Climbs
● Eats
● Grown
● Walks

Frogs By Gail Saunders-Smith
Key Words:
● Eggs
● Legs | |

					Level 5: Sequence short paragraphs to tell stories. (T267b, T267c) **Listening - Sequence of Story** **Level 1:** Match pictures to sentences read aloud. (T266h) **Reading - Phonemic Awareness** **Level 5:** Identify spell/sound correspondence in grade-level text. (T246b, T248, T266a)	- Tadpoles - Tails Ocean Babies By Deborah Lee Rose Key Words: - Hatch - Homes - Live - Parents **Additional Resources:** - Language and Literacy Teamwork Activities - Cross-Curricular Teamwork Activities	