

The Arkansas Department of Education has released the Final version of the revised ELA standards. The following unit reflects the changes made in the FINAL version of the standards.

The majority of the content and standards remained the same from prior units.

[Here is a Crosswalk Document](#) that compares the New Arkansas ELA Standards with the old CCSS

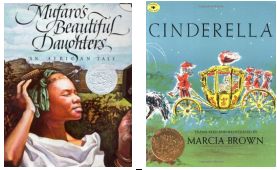


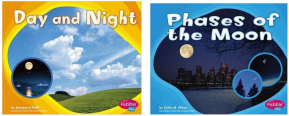
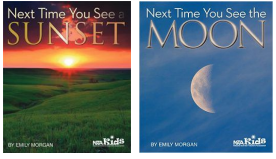

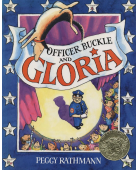
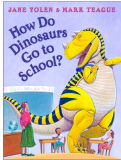
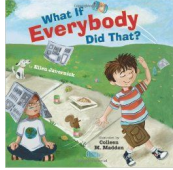
If you have any questions, please contact Megan Rojo at mvenable@sdale.org or 479-750-8735.



First Grade Unit 1 The Stories We Read

(August 15th- October 14th)

Overview of Unit 1 with Cross-Curricular Connections

ELA	<p>This unit is focused on Fictional Stories and Narrative Writing. Students will be able to:</p> <ul style="list-style-type: none"> ● Retell familiar stories, including key details like characters, setting, and events ● Understand the central message or lesson from a fictional story ● Compare and contrast characters' adventures and experiences ● Write a narrative piece using familiar characters, settings, or events from stories they have read <p>The books listed below are SOME of the texts that are used or suggested for this unit.</p>		
	 <p style="text-align: center;">Cinderella Stories from around the world</p>	 <p style="text-align: center;">Little Red Riding Hood and other familiar stories</p>	 <p style="text-align: center;">If You Give.... books by Laura Numeroff</p>
Integration of Science and Social Studies			
SCIENCE	<p>This unit will tie more to Social Studies topics, however, the Science topics talk about cycles and patterns and will need to be talked about during this quarter.</p> <p>1-ESS1-1. (Observe the Moon, Sun, Stars to describe their patterns) 1-ESS1-2. (Make observations over the year about amount of daylight changes)</p> <p>These texts provide background knowledge and connections to lessons taught in Science.</p>		
	 <p style="text-align: center;">Day and Night: Patterns in Nature Phases of the Moon: Pattern in Nature</p>	 <p style="text-align: center;">Next Time You See the Sunset Next Time You See the Moon</p>	 <p style="text-align: center;">Papa, Please Get the Moon for Me By: Eric Carle</p>
SOCIAL STUDIES	<p>Be looking for these social studies standards that can be addressed in this unit:</p> <p>C.1.1.2 (Roles of people in authority) C.3.1.1 (Explain why we have rules and consequences) C.3.1.3 (Describe how class/school work together) H.13.1.6 (Identify changes in school- cause and effect- ex: If I run in the halls...)</p> <p>These texts provide background knowledge and connections to lessons taught in Social Studies.</p>		
	 <p style="text-align: center;">Officer Buckle and Gloria by : Peggy Rathman</p>	 <p style="text-align: center;">How Do Dinosaurs Go To School by: Jane Yolen and Mark Teague</p>	 <p style="text-align: center;">What If Everybody Did That? By Ellen Javernick</p>
Phonetic Connections	<p>By the end of this quarter, teachers should have finished up the daily review lessons and be finishing UNIT 6 (final consonant clusters) of the weekly lessons.</p>		

Stage 1- Desired Results- REQUIRED

Focus standards are **ASSESSED** in Stage 2 through the assessments. Supporting standards are addressed through instruction throughout the unit and will help guide your instructional decisions to meet the focus standards.

Focus Standards: Words that are in RED reflect the new Arkansas ELA State Standards

RL.1.2- Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3- Describe characters, settings, and major events in a story, using key details.

RL.1.7- Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.9- Compare and contrast the adventures and experiences of characters in stories.

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.

ELL Language Profile

This [Language Profile](#) provides a description of English Language Learners at each proficiency level, specific to this unit. This profile is based on the ELP and the focus standards of Unit 1. Specific language support for ELLs is embedded in stages 2 and 3 assessments and lessons.

Technology Integration

Throughout the suggested Stage 3, the following [SAMR](#) badges will be placed next to activities and assessments that include ideas and resources for enhancing learning through technology integration. The **Substitution Augmentation Modification and Redefinition model**, developed by Dr. Ruben Puentedura, shows a progression (or deepening, as the symbols on the badges suggest) of technology integration from enhancement to transformation of learning.



[eMINTS Tools for Schools](#)
[Springdale Schools Technology Integration](#)

Essential Questions: <i>Students will keep considering .</i>	Understandings: <i>Students will understand that .</i>
<ul style="list-style-type: none"> ● When is a book a story? ● How do stories we hear and read influence our lives? ● Why do we write narrative stories? <p><i>Essential Questions should be posted in the room and referred to often throughout the unit.</i></p>	<ul style="list-style-type: none"> ● Books that are stories have common elements including characters, setting, events. ● Stories we hear and read influence our lives in ways such as learning about different cultures, how we write stories, teach us a lesson, provide enjoyment etc. ● We write narrative stories to tell a story or an experience we have had, or to influence others.

"Knowledge" or Concepts from Focus Standards	Skills from Focus Standards (What will the student be able to do?)	DOK Level
Main topic Key details	Identify the main topic and retell key details from a story	2
Characters Setting Events	Describe the characters, setting, and events in a story.	1
Characters Illustrations Details	Describe characters using the illustrations and details.	1
Character's Adventures Compare/Contrast	Compare and Contrast the characters' adventures and experiences	2
Narrative Piece Events/details Temporal Words Sense of Closure	Write a narrative story Recount at least two events, includes details what happened, Use temporal words Provide a sense of closure.	3 1 2 3

Supporting Standards:

Supporting standards are those that are addressed throughout the entire year in connection to daily practice and instruction. They are to be used and applied throughout the unit, however they are not explicitly assessed in Stage 2. Supporting standards will help guide your instruction to meet the focus standards. The **Yellow highlighted standards** are those that are being specifically addressed in stage 3 during this unit.

Words that are in **RED** reflect the new Arkansas ELA State Standards

L.1.1:

- a. Print all upper- and lowercase letters **with proper letter formation.**
- b. Use common, proper, and possessive nouns. (e.g. dog; Skippy, Skippy's ball)
- c. 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).
 - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything)
- e. Use adjectives.
 - Use determiners, noun markers, to add specificity (e.g. a book, the book).
- f. Use conjunctions (e.g. and, but, or, so, because).
- g. Use prepositions (e.g. during, beyond, toward).
- h. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
 - Use appropriate spacing to separate wording in a sentence.
- i. Begins in 4th grade
- j. Taught in Kindergarten, should be reinforced (Understand and use question words)
- k. Begins in 3rd grade.

L.1.2:

- a. Capitalize **the first word in sentences, the pronoun I**, dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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.
- b. Use frequently occurring affixes as a clue to the meaning of a word.
- c. Identify frequently occurring root words (e.g. look) and their familiar forms (e.g. looks, looked, looking).
- d. Begins in 2nd grade

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.
- 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).
- c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- d. Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, stare, glare, scowl) by defining or choosing them or by acting out the meanings.

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., because).

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).

RF.1.2- Demonstrate understanding of spoken words, syllables, and sounds (phonemes)(.

- a. Distinguish long from short vowel sounds in spoken **one-syllable words.**
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- e. Delete a syllable from a word (e.g. say "remember," now say it without the "re").
- f. Add or substitute individual sounds (phonemes) in simple spoken words to make new words.

g. Delete individually initial and final sounds(phonemes) in simple spoken words (e.g. say “nice” without the /n/, say “lamp” without the /p/).

RF.1.3:

a. Know the spelling-sound correspondences for common consonant digraphs. (e.g. th, sh, ch, ck)

b. Know the letter/sound correspondences.

- Silent e (e.g., a_e, e_e, i_e, o_e, u_e)
- Vowel teams
- Vowel digraph (e.g., ee, oo, ai, ay, ea)

c. Recognize and read grade-appropriate irregularly spelled words.

d. Read words with inflectional endings.

e. Decode regularly spelled one-syllable words that follow syllable types

- Closed syllable
- Open syllable
- vowel-consonant -e
- Vowel teams
- Consonant-le
- Vowel controlled -r

f. Decode two-syllable words following basic patterns by breaking the words into syllables.

- Compound words (e.g., cup/cake, cow/boy)
- Consonant-le (e.g., can/dle, sim/ple, re/fle, nee/dle)
- VC/CV (e.g., nap/kin, hap/py, stam/pede)
- V/CV (e.g., bo/nus)

RF.1.4:

a. Read on-level text with purpose and understanding.

b. Read grade level text orally with accuracy, appropriate rate, and expression on successive readings.

c. Begins in 2nd grade

Stage 2 - Assessment Evidence- REQUIRED

It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned. See stage 3 for lessons and ideas to help move students towards proficiency.

Assessment #1- Links to Standards: RL.1.2, RL.1.3, RL.1.7

Timeline:2- 30min sessions -around 5th week into unit

Students will retell a familiar story. It should include key details and identify the central message or lesson. Then based on illustrations and details in the text students describe the character(s), setting, or event from that story. For this assessment the example of If You Take a Mouse to School by Laura Numeroff is used. A different text can be used for this assessment, however, it should be a text that can be used to reach the standards being addressed and the same protocols should be followed.

Using If You Take a Mouse to School by Laura Numeroff, the students can orally retell the story, or fill in a story map by drawing and labeling details from the story and then circling which lesson was learned from the story they retold. There are several events that happen in this book, it is **not expected** that the student would name **every single event**. It is more appropriate for students to be able to name two to three of the events in the story.

Then students will be shown five illustrations and a small portion of text from If You Take a Mouse to School by Laura Numeroff. The teacher will read the text portion of the text that is used. Then, based on what the students see and the details they hear and read in the text, the students should describe ONE of the following: character(s), setting, or the event that is happening at that point in the story.

Because these are reading standards, the students may complete this assessment orally or one on one with the teacher, if the teacher feels that the writing portion of this assessment is what is keeping the student from being proficient with the standards that are being addressed.

[If You Take a Mouse to School by Laura Numeroff- VIDEO](#) , [Picture Supports for Retelling](#) [Student document for Retelling example](#), [Student document for Retelling with Language Support](#), [Student Document for illustrations and text](#), [Teacher Protocols](#), [Rubric](#)

Assessment #2- Links to Standards: RL.1.9

Timeline: Multi-day assessment: 3- 30min sessions - around 7th-8th week of unit

The purpose of this assessment is to have the students compare and contrast the **adventures or experiences that the characters** had in two stories. They are not comparing and contrasting the overall story. For this assessment the example texts are two different versions of the If You Give/Take books by Laura Numeroff are used because the characters adventures will have similarities and differences that can be identified by students. The texts that are used could be ones that are familiar to students or ones that have been read before.

Before this assessment the teacher should read the two stories: If You Take a Mouse to School and If You Give a Pig a Party, both by Laura Numeroff. These texts will be used to compare and contrast. One way these two texts can be read aloud is through a text talk or creating a story map about each story for students to reference later. If the teacher used the example text given in assessment 1, then students should already be familiar with If You Take a Mouse to School. The teacher will need to read If You Give a Pig a Party. These books could be read more than once.

Then students will compare and contrast the characters' adventures. There is a student document that has a Venn- Diagram in which students will cut out adventures from each story and then place the adventures in the appropriate section of the Venn-Diagram. See student document for example.

Because these are reading standards, the students may complete this assessment orally or one on one with the teacher, if the teacher feels that the writing portion of this assessment is what is keeping the student from being proficient with the standards that are being addressed.

[If You Take a Mouse to School- VIDEO](#), [If You Give a Pig a Party- VIDEO](#)
[Examples of Whole Class Story Maps](#), [Venn Diagram for Compare and Contrasting](#), [Teacher Protocols](#), [Rubric Language Support](#)

Assessment #3- Links to Standards: W.1.3

Timeline: 2- 30min. sessions- around 8-9th week of unit

As a class, in small groups, or individually, students will create a story map of the **NEW** version of an If You Give book by Laura Numeroff, or a **made up** narrative using any characters they wanted. This can be completed on one big chart or each student can also have a copy of the story map that they can complete as the teacher is completing his/hers.

After the story map for the new or made up story has been completed, each student will need to write their first draft individually. They should include two or more sequenced events, some details of what happened, some temporal words, and some sense of closure. All of these elements should be included on the story map (see example of completed story map below).

[Story Map template for students](#), [Teacher Protocols](#), [Writing Rubrics \(all three are linked\)](#)
[Story Map with Language Support](#), ****NEW**** [ANNOTATED WRITING SAMPLES](#)

Stage 3- Learning Activities- HIGHLY SUGGESTED

This section of the document is suggested, not required. The lessons in stage 3 follow the Gradual Release of Responsibility Model in order to prepare students to complete the assessments in stage 2 independently. If teachers choose to use different lessons than the ones provided, they need to make sure that the lessons they develop are focused on moving students towards independent mastery of the focus and supporting standards and that the level of rigor is appropriate to the grade level.

Sample Unit Plan:

This table shows a possible weekly arrangement of modules and assessments to meet unit performance expectations.

Weeks 1 and 2	Week 3 and 4	Week 5	Weeks 6 and 7	Week 8	Week 9
Setting Classroom Expectations	Reading Module 1 Writing Module 1	Reading Module 1 Reading Assessment 1 Writing Module 1	Reading Module 2 Writing Module 1	Reading Module 2 Reading Assessment 2 Writing Module 1	Writing Assessment





Setting Classroom Expectations and Procedures: Readers and Writers Workshop

Below are some mini-lesson ideas to begin to establish readers and writers workshop in the classroom during the **first 2 weeks** of the school year. These are NOT ALL the mini-lessons that can and should be taught in the classroom.

Mini-Lessons for Readers and Writers Workshop	
Reader's Workshop RF.1.4	Three Ways to Read a Book mini-lesson : This lesson helps students understand that they can make meaning from books various ways like reading the pictures, reading the words, or retelling what happened.
Reader's Workshop RF.1.4 RL.1.1	The Parts of a Reader and What do good readers do? This lesson helps students think about what characteristics good readers have and brainstorm some ideas of what good readers look like and what they do with different parts of their body.
Reader's Workshop RL.1.1	Good Readers Ask and Answer Questions about what they read : This lessons helps students remember that good readers have a curious mind and that they should ask and answer questions about what they are reading. Then think aloud with students about what kind of question words there are and what kinds of questions they could ask when reading a story.
Writer's Workshop	Managing Materials - Launching Writer's Workshop This lesson helps teachers set the expectation for writer's workshop time. The class will create an anchor chart of expectations for writers workshop and fishbowl activity with the expectations.
Writer's Workshop	What Do Writers Write? Why Writers Write? This lesson will show students that there are many things that authors write and there are different reasons why an author writes. This can help start the conversation for other lessons about what they book is about, why an author would write that book, and what they can write as authors.
Writer's Workshop	Generating ideas for Writing This lesson helps students generate topics they can write about when they don't know what to write.
Writer's Workshop RF.1.2b,c	Stretching Words While Writing This lesson helps students figure out how to get words on paper. It compares stretching out their words to stretching a rubber band or slinky. This can be a great tool for students to use instead of asking, "how do you spell..?"
Establishing Collaborative Groups	Using Fisher and Frey's First 20 Days- to help establish routines for Collaborative Group Work. While this is called the first 20 days, the teacher can decide which strategies to use in the classroom. The teacher could decide to take the first 5 days and do multiple strategies with the class each day. Most of these are 10–20 minutes in length. All should be modeled by the teacher first! After each instructional routine has been introduced, use it as many times as you can to reinforce and refine skills.

Reading Foundations and Language Lessons




The following lesson plans and instructional moves are suggested lessons for some of the supporting standards. Supporting standards should be addressed all year, however there are lessons for specific standards here that will change with every unit.



Standard	Instructional Routines and Resource Links
RF.1.1a L.1.2b 	Identifying Features of a Sentence: This link is for an E-school lesson about features of a sentence. E-School Model and Guided Practice
RF.1.2a 	Distinguish between long and short vowels: Phonemic Awareness This is an E-School lesson to help students begin to distinguish between long and short vowels that they HEAR not see. E-School Model and Guided Practice
RF.1.2c 	Identify BME sounds in single syllable words: Phonemic Awareness The following links include an instructional routine that models how a teacher can teach single syllable sounds, a link with a variety of student activities to reinforce the concept, and an e-school lesson to help reteach the concept. FCRR Instructional Routines: Identify BME sounds in single syllable words FCRR Student Activities to reinforce hearing BME sounds E-School Model and Guided Practice
RF.1.2d 	Segment words into individual phonemes: Phonemic Awareness: focus on CVC words The first link is for an E-school lesson that can introduce or reinforce this concept. The second link is an instructional routine that models one way to teach segmenting words. E-School Model and Guided Practice FCRR- Instructional Routine: Segmenting words
RF.1.3e	Decode single syllable words: CVC, CCVC, VCC, CCVC and CVCC words The following links are all from the Florida Center for Reading Research. FCRR Instructional Routine: Decoding Words in Context of Text FCRR Instructional Routine: Decoding Words and Writing Words FCRR Student Activities to Reinforce Decoding and Writing words FCRR Instructional Routines: Decoding Words with blends
RF.1.3c	Sight Word Practice FCRR Student Activities for Sight Word Fluency: There are some activities that are for Kindergarten and first grade at the beginning of this document, but halfway through there are strictly activities for sight words.
L.1.1b RL.1.3 W.1.3	Introduction to Common, Proper, and Possessive Nouns This lesson is a short introduction to common, proper, and possessive nouns. When addressing lessons about standards RL.1.3 and W.1.3, the teacher should also refer and reinforce common, proper, and possessive nouns in context. <u>There is a natural link to describing characters, setting and events as well as writing narratives.</u>
L.1.1e RL.1.3 RL.1.9 W.1.3	Introduction to Past, Present, and Future Verbs This lesson is a short introduction to past, present, and future verbs. When addressing lessons about standards RL.1.3, RI.1.9 and W.1.3, the teacher should also refer and reinforce verb tenses. <u>There is a natural link to describing characters and their adventures or experiences and writing narratives.</u>
L.1.1f RL.1.3 W.1.3	Introduction to Adjectives This lesson is a short introduction to adjectives. When addressing lessons about standards RL.1.3 and W.1.3, the teacher should also refer and reinforce adjectives in context. <u>There is a natural link to describing characters, setting and events as well as writing narratives.</u>
L.1.1f RL.1.9	Introduction to Conjunctions This lesson is a short introduction to conjunctions. When addressing lessons about RL.1.9, the teacher should also refer and reinforce using conjunction to <u>compare and contrast characters' adventures.</u>

Reading Module 1: Lessons to Build to Assessment 1

The following lesson plans and instructional moves are suggested lesson that build up to Assessment 1 in the 1st nine weeks. The table below includes notation to signal a suggested teaching progression for the lessons(a,b,c), the standard(s) that lesson covers, instructional moves, and resources.

Assessment 1 Synopsis: Students will retell a familiar story and include key details and identify the central message or lesson and then based on two illustrations and details in the text describe the character(s), setting, or event from that story.


Grade Level Target RL.1.3	The student will: <ul style="list-style-type: none"> ● Describe the characters, setting, and major events of a grade-appropriate story
Prerequisite Learning	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> ● Character, setting, event, story The student will perform basic processes, such as: <ul style="list-style-type: none"> ● Recognize or recall characters, settings, and major events in a grade appropriate story
1-a RL.1.3	Use Key Details to Describe Story Elements Part 1: GRR Lesson: Understanding the Importance of Characters This lesson focuses more on why characters are important and how we can describe characters' thoughts, feelings, and actions.
1-b RL.1.3	Use Key Details to Describe Story Elements Part 2: GRR Lesson: Understanding the Importance of Setting This lesson reviews what a setting is, how to describe the setting, and gives students practice in identifying and describing the setting.
1-c RL.1.3	Use Key Details to Describe Story Elements Part 3: GRR Lesson: Understanding the Importance of Events This lesson uses the same text used in the lessons about characters and settings. It allows students to identify events and describe what happened in the beginning, middle, and end.
1-d RL.1.3 	E- School Model and Guided Lesson:Using Key Details in a Story to Describe Characters, Setting, and Major Events: This is a lesson that breaks down a text to show students how they can use details to learn more about characters, setting, and major events.
Grade Level Target RL.1.2	The student will: <ul style="list-style-type: none"> ● Determine the central message or lesson of grade-appropriate stories
Prerequisite Learning	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> ● Central idea, detail, lesson, message, retell, story, text, topic The student will perform basic processes, such as: <ul style="list-style-type: none"> ● Retell grade appropriate stories, including key details ● Recognize or recall the central message or lesson of grade appropriate stories
1-e RL.1.2 C.1.1.2 C.3.1.1 H.13.1.6 	Retelling a Story Including the Central message or Lesson GRR Lesson: Retelling a Familiar Story This lesson uses a retelling chart. It also uses Pixar Short Films and other familiar texts so students can practice retelling what happened. SAMR Lesson Options
1-f RL.1.2 C.3.1.1 H.13.1.6 	What is a Lesson or Central Message? GRR Lesson: Identify Lessons or the Central Message We Can Learn This is a lesson that helps students understand what a central message or lesson is and how key details can help us figure out what the central message or lesson is in a text.

<p>1-g RL.1.2</p> 	<p>E- School Model and Guided Lesson: Retelling Stories including the or lesson central message. This lesson introduces what retelling is and what should be included in retelling, even the central message or lesson.</p>
<p>Grade Level Target RL.1.7</p>	<p>The student will:</p> <ul style="list-style-type: none"> ● Describe the characters, setting, or events of a grade appropriate story using illustrations from the story
<p>Prerequisite Learning</p>	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> ● Character, event, idea, illustration, setting, story, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> ● Identify illustrations that describe characters, settings, or events
<p>1-h RL.1.7</p>	<p>What Can We Learn From Illustrations and text? GRR Lesson: Using illustrations and text to describe characters, setting, or events This lesson helps students begin to use illustrations when describing characters, setting, or events in a story. Students can practice as a class and in groups.</p>
<p>1-i RL.1.7</p> 	<p>E- School Model and Guided Lesson: Using Illustrations and Details: This lesson helps show how we learn information from text and pictures. It helps students see that they can learn about characters, setting, or events that happened by looking at illustrations and reading a little bit of text.</p>

Reading Module 2: Lessons to Build to Assessment 2

The following lesson plans and instructional moves are suggested lesson that build up to Assessment 2 in the 1st nine weeks. The table below includes notation to signal a suggested teaching progression for the lessons(a,b,c), the standard(s) that lesson covers, instructional moves, and resources.


Assessment 2 Synopsis: Students will compare and contrast characters' adventures and experiences from two familiar stories.


<p>Grade Level Target RL.1.7</p>	<p>The student will:</p> <ul style="list-style-type: none"> ● Compare and contrast characters' adventures or experiences from grade appropriate stories
<p>Prerequisite Learning</p>	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> ● Character, event, adventures, experiences, compare, contrast, difference, similarity, story <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> ● Identify adventures or experiences that characters have in grade appropriate stories
<p>2-a RL.1.9 H.13.1.6 C.3.1.1</p>	<p>Identifying Characters' Adventures and Experiences GRR Lesson: Identifying Characters' Adventures This lesson refreshes students on characters' adventures, but focuses on identifying the adventures first. Later lessons focus on comparing and contrasting characters' adventures.</p>
<p>2-b RL.1.9</p>	<p>Comparing and Contrasting Characters' Adventures and Experiences GRR Lesson: Comparing and Contrasting This lesson helps students identify characters' adventures and experiences and compare and contrast them.</p>
<p>2-c RL.1.9</p> 	<p>E- School Model and Guided Lesson: Comparing and Contrasting Characters' Adventures or Experiences: This lesson models how we can compare and contrast characters' adventures or experiences. It also uses text and pictures to show comparing and contrasting.</p>

Writing Module 1: Lessons to Build to Assessment 3

These lessons for assessment 3 are writing lessons.
These lessons should be taught alongside the reading lessons for assessments 1 and 2.

Assessment 3 synopsis: Students will write a narrative story based on familiar characters, or completely made-up story.

Grade Level Target W.1.3	<p>The student will write grade appropriate narratives that:</p> <ul style="list-style-type: none"> ● Recount two or more appropriately sequenced events ● Include details regarding what happened ● Use temporal words to signal event order ● Provide a sense of closure
Prerequisite Learning	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> ● Narrative, event, detail, sequence, temporal words, closure <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> ● Write a narrative piece on a teacher-provided template or graphic organizer
3-a W.1.3	<p>Introducing Elements of Narratives GRR Lesson: Narrative Elements This lesson is an introductory lesson to narrative writing and elements that should be included. This will help connect what is being learned about in Reading with what they will be learning about in Writing.</p>
3-b W.1.3	 <p>E- School Model and Guided Lesson: Types of Narrative Writing: There are two lessons here. One focuses on personal narrative and one focuses on story narratives. While going over both is important to show that there are different types of narratives, focus should be on creating a story narrative. This lesson will help show students what should be included in their story including temporal words. There is a model but no guided practice is included.</p>
<p>In the lessons below, the same “teacher model writing” will be revisited in most of these lessons. There is an example model piece given, but the teacher can write their own.</p>	
3-c W.1.3	<p>Identifying Who, Where, and What your story is going to be about GRR Mini-Lesson: Who, Where, and What in Your Story This mini-lesson helps students realize that they need to include characters, setting, and events in their narratives. It models how to make sure all those elements are included. This mini-lesson is the first in a series of mini-lessons that takes students from brainstorming ideas to publishing a finished piece.</p>
3-d W.1.3	<p>Sequencing Events in Order GRR Mini-Lesson: Putting Events in Order This lesson builds on the previous mini-lesson. This lesson lets students practice putting events in order in narrative writing.</p>
3-e W.1.3	<p>Adding Temporal Words GRR Mini- Lesson: Temporal Words This lesson introduces temporal words and how they can help signal event order. This lesson helps students identify temporal words and allows them to practice using them in their writing.</p>
3-f W.1.3	<p>Using details to describe what happened GRR Mini-Lesson: Writers show not tell what happened This lesson helps students learn where and how to add details to their writing so that the readers can picture the characters, setting, and events.</p>
3-g W.1.3	<p>Providing a sense of closure GRR Mini-Lesson: Helping our characters get out of trouble This lesson shows students what happens when their stories don’t have an ending. It also helps students practice writing strong endings.</p>
3-h W.1.5	<p>Revising Our Work GRR Lesson: Using what we know to revise what we have</p>

<p>W.1.3</p>	<p>This lesson helps students practice using a writer’s checklist and use the ideas and tools they have learned so far to revise and edit their writing before they publish a piece.</p>
<p>3-j W.1.3</p> 	<p>Publishing Options for Writing Using Technology SAMR Lesson Options for Publishing - This link gives teachers just a few options for how students can publish their narrative stories using technology. This is not required, but to be used as more of a starting place for what students can do after they write their first draft.</p>

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We would love your feedback and great ideas! Please email any suggestions, concerns, resources, or lesson ideas to your K-2 Literacy TOSA, Megan Rojo at mvenable@sdale.org

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Articles and Information
[Florida Center for Reading Research](#)- Direct links to the documents from ffrr.org for Reading Center ideas and interventions based on student needs
[Unite for Literacy](#)- Free guided reading books that will read to the kids in english and spanish.