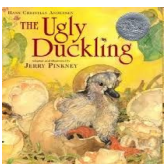
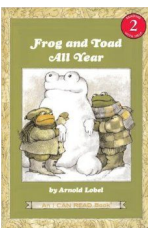
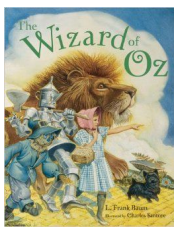
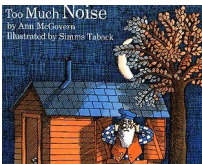
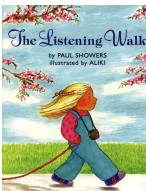
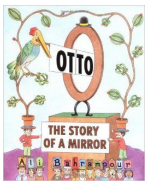
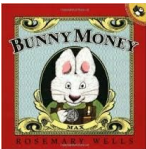
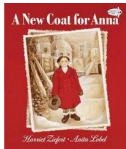


1st Grade Unit 3

How Characters Change

(January 9th, 2017- March 17th, 2017)

Overview of Unit 3 with Cross-Curricular Connections

ELA	<p>This unit is all about retelling, identifying words that appeal to the senses and who is talking at various points, and comparing and contrasting character's adventures. The students will write their opinion about a book or character that they read about from this unit or another familiar story. The books listed below are SOME of the texts that are used or suggested for this unit.</p>		
	 <p><u>The Ugly Duckling</u> AND other Stories with Central message or Lessons</p>	 <p><u>Frog and Toad All Year Long</u> By: Arnold Lobel</p>	 <p><u>The Wizard of Oz</u> By: Frank Baum</p>
Integration of Science and Social Studies			
SCIENCE	<p>Be looking for these science standards that can be addressed in this unit: 1-PS4-1 (all about sounds), 1-PS4-4 (light, reflective like mirrors) These texts provide background knowledge and connections to lessons taught in Science.</p>		
	 <p><u>Too Much Noise</u> By: Ann McGovern (RL.1.2, RL.1.4)</p>	 <p><u>The Listening Walk</u> By: Paul Showers (RL.1.2, RL.1.4)</p>	 <p><u>Otto The Story of a Mirror</u> By: Ali Bahrapour (RL.1.2, RL.1.4)</p>
SOCIAL STUDIES	<p>Be looking for these social studies standards that can be addressed in this unit: E.5.1.2 (Human, Natural, and Capital resources), E.6.1.1(Classify exchanges as monetary or barter) H.12.1.1(Change over time), H.12.1.2 (timelines), H.12.1.3 (Compare past and present), H.13.1.3 (life in the past) These texts provide background knowledge and connections to lessons taught in Social Studies.</p>		
	 <p><u>Bunny Money</u> By: Rosemary Wells (RL.1.2, RL.1.6)</p>	 <p><u>Charlie Needs A Cloak</u> By: Tomie dePaola (RL.1.2, RL.1.9)</p>	 <p><u>A New Coat for Anna</u> By Harriet Ziefert (RL.1.2, RL.1.9)</p>

**Phonetic
Connections**

By the end of this quarter, teachers should be finishing up **UNIT of 23** (r-controlled digraphs) of the weekly lessons.

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 demonstrating understanding of their central message or lesson.

RL.1.4- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.6- Identify who is telling the story at various points in a text.

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

SL.1.5- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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.

W.1.6- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

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 3. 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.



Essential Questions: <i>Students will keep considering</i>	Understandings: <i>Students will understand that</i>
<p>How do characters' choices affect the story?</p> <p>How does what we read influence our opinion?</p> <p><i>Essential Questions should be posted in the room and referred to often throughout the unit. The essential questions should be the drivers of the unit.</i></p>	<ul style="list-style-type: none"> • Characters' actions and choices affect the story in various ways. • The events, the feelings, the characters, and many other story elements influence our opinion about a specific book or character.

“Knowledge” or Concepts from Focus Standards	Skills from Focus Standards (What will the student be able to do?)	DOK Level
Connections Information	Describe connections between pieces of information within a text.	2
Information Pictures Text	Make a distinction between information provided by pictures and information provided by a text.	1
Illustrations Relationship	Describe the relationship between illustrations and text within a book.	2
Feelings Poem Story	Identify words and phrases that show feelings in a poem or story.	1
Point of view Narrator Character's names	Identify who is telling the story at various points within a text.	1
Compare Contrast Character's adventures	Compare and contrast adventures or experiences that characters have throughout a story.	2
Explanatory writing Introduction Explain	Write an explanatory text Introduce the topic	3 1 2

Sense of closure	Explain how to do something or how something works Provide a sense of closure.	1
Visuals Digital tools	Use digital tools to publish writing, and add visuals as necessary.	1

Supporting Standards:

The **Green highlighted standards** are those that are being specifically addressed in stage 3 during this unit. This is when they are introduced in the units, but these standards should be revisited throughout the year. **Yellow =1st quarter** **Red=2nd quarter** **Green=3rd quarter**

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.

Stage 2 - Assessment Evidence

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

Timeline: depends on how students are retelling the familiar story, around 3rd-4th week of unit

Using a familiar text that has a central message or lesson, the students will retell the story to include key details and what the central message or lesson was from the story. Students can retell the story various ways, but they must include some key details and a basic knowledge of the central message or lesson. Example texts that could be used are Tony's Bread, Too Much Noise or The Boy Who Cried Wolf. Any text can be used, but the text should be one that students are able to retell characters, setting, events, and one that has a central message or lesson. There are options linked below that can be used for the student document page, but these are only a resource. Students can retell orally, using pictures, acting it out, creating tableaux, or in writing using the student documents. ***This assessment can be used as a piece of evidence in reporting student progress for Standard RL.1.2 on the report card. The wording on the Rubric also reflects the wording of the report card.*

[Student Document Options](#), [Teacher Protocols and Rubric](#)

Assessment #2- Links to Standards: RL.1.4, RL.1.6, RL.1.9

Timeline: 1- 2 lessons over 1-2 days depending on students, around 6th week into unit

Teacher will read the book The Ugly Duckling. The version used here is by Jerry Pinkney. Students will also be watching a video of a different version of the Ugly Duckling that is about 7min. long. The teacher will read the book first then the students will complete the first two pages of the student document. The students will use the Student page that contains a small section of dialogue from three characters. Students will have to decide who is most likely talking or saying each line based on what they know about those characters and what would make sense. Students will have a separate piece of text from the The Ugly Duckling where they will need to find at least 2 words or phrases that appeal to one of the senses. Then students will watch the video of a different version of the Ugly Duckling by disney, students will compare and contrast the Ugly duckling's adventures from the book and the video. ***This assessment can be used as a piece of evidence in reporting student progress for Standard RL.1.9 on the report card. The wording on the Rubric also reflects the wording of the report card.*

Because these are reading standards, students may answer the questions orally or one-on-one with a teacher if the teacher feels the writing portion of this assessment is keeping the student from meeting the standards being assessed.

[Teacher Protocols](#), [Rubric](#), [Language Support The Ugly Duckling Video](#), [Ugly Duckling Student Document](#)

Assessment #3- Links to Standards: W.1.1, SL.1.5

Timeline: 3-4 days to fill out graphic organizer and then write paper. around 7th-9th week of unit

Based on the books that have been read throughout the unit. The students will write their opinion about a book, or a specific character from a book from the unit. The students will need to write an introduction, name the book or character and state their opinion about the book or character. Then the student will need to supply at least one reason, and a conclusion. There are graphic organizers linked below that students can use to plan their opinion piece. The first draft should be written independently, but the teacher can continue the writing process if desired so that students can publish this piece.

[Graphic Organizer](#), [Advanced and Intermediate ELL Graphic Organizer](#), [Beginning ELL Graphic Organizer](#), [Teacher Protocols](#), [Analyzing the Assessment](#)

[NEW Revised Writing Rubrics** \(match report card\)](#) **[**Updated Annotated Writing Samples**](#)****

Stage 3- Learning Activities

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.

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	Weeks 5, 6 and 7	Week 8	Week 9
Reading Module 1 Writing Module 1	Reading Module 1 Reading Assessment 1 Writing Module 1	Reading Module 2 Reading Assessment 2 Writing Module 1	Review or Reteach Reading Skills based on assessments Writing Module 1 Writing Assessment	Review or Reteach Reading Skills based on assessments Finish Writing Assessment

Use Reading Foundation and Language Lessons as needed throughout the unit


Sample Reader's and Writer's Workshop Model:





This document shows 3 days of reader's and Writer's Workshop using the GRR lessons from this unit. This may help clarify and give examples of how to plug the content of the units into this model.

[First Grade 3 day Sample Plan for Reader's and Writer's Workshop](#)

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
L.1.1h 	Use determiners: E-school Model/Guided Lesson:Using A and An; E-School Model/Guided Lesson: Using This, That, These, Those



<p>L.1.2 d, e</p> 	<p>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words AND Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>E-School Model/Guided Lesson: Common Spelling Patterns E-School Model/Guided Lesson: Practice with Irregularly Spelled Words E-School Model/Guided Lesson: Spelling By Sound</p>
<p>L.1.5d</p> 	<p>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.</p> <p>E-School Model/Guided Lesson: Multiple Meaning Words</p>
<p>RF.1.3c</p> 	<p>Know the final –e and common vowel team conventions for representing long vowel sounds</p> <p>E-School Model/Guided Lesson: Animated Phonics Lessons (see long vowels and various vowel combinations in the list) E-Spark Instructional Video: Short vs. Long Vowels</p>
<p>RF.1.3e</p> 	<p>Decode two-syllable words following basic patterns by breaking the words into syllables</p> <p>Teacher explaining lesson of Syllable Suitcase Segment and Blending activities Segmentation Cheer</p>

Reading Module 1: Lessons that Build to Assessment 1

The following lesson plans and instructional moves are suggested lesson that build up to Assessment 1 in the 3rd 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: Using a familiar text that has a central message or lesson, the students will retell the story to include key details and what the central message or lesson was from the story.

Assessment Standard	Instructional Moves and Formative Assessment
<p>Assessment 1 and 2</p> <p>RL.1.2 RL.1.4 RL.1.6 RL.1.9</p>	<p>Looking at Character Traits- Words 1st graders should be using to talk about characters</p> <p>This resource is from the book: <i>Next Steps in Guided Reading</i> by Jan Richardson. It provides an explanation and a chart of character traits that kids should be taught by grade level. These are important to think about so that teachers can give students the skills they need to be able to interpret and evaluate characters actions or motives as they move through the grade levels.</p>
<p>Masters Expectations RL.1.2</p>	<p>The student will:</p> <ul style="list-style-type: none"> Retell grade-appropriate familiar stories, including key details
<p>Progressing Towards the Standard</p>	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> Familiar stories, retell, key details <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Retell grade-appropriate familiar stories with cues (for example: teacher prompts and pictures from the story).
<p>1-a</p> <p>RL.1.2</p> <p>E.5.K.1.2</p> <p>E.6.1.1</p> <p>1-PS4-1</p>	<p>Retelling a Story Including the Central message or Lesson</p> <p>GRR Lesson: Retelling a Familiar Story This lesson uses a retelling chart. It also uses texts that can be connected to economics standards. Students can practice retelling what happened and use these texts again to talk about the economics connections as well.</p>





	SAMR Lesson Options
1-b RL.1.2	What is a Lesson or Central Message? GRR Lesson: Identify Lessons or the Central Message We Can Learn This lesson should be review from Unit 1.
1-c RL.1.2 	E- School Model and Guided Lesson: Retelling Stories including the lesson E-Spark Instructional Video: How to Retell a Story These lessons can be used as a reteach or to reinforce how to retell stories and include central message.
1-d RL.1.2 RL.1.4 RL.1.6	The documents below are additional practice that can be used to help with the Reading Literature standards in this unit. These are just resources and do not have to be completed. Wizard of Oz Teacher passage , Wizard of Oz Student Page ,

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 3rd 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 have to decide who is most likely talking or saying each line based on what they know about those characters and what would make sense. Students will have a separate piece of text from the [The Ugly Duckling](#) where they will need to find at least 2 words or phrases that appeal to one of the senses. Then students will watch the video of a different version of the Ugly Duckling by disney, students will compare and contrast the Ugly duckling's adventures from the book and the video.

Assessment Standard	Instructional Moves and Formative Assessment
Masters Expectations RL.1.4	The student will: <ul style="list-style-type: none"> Identify words and phrases in grade-appropriate stories or poems suggest feelings or appeal to the senses
Progressing Towards the Standard	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> Adjective, appeal, feeling, senses, story, The student will perform basic processes, such as: <ul style="list-style-type: none"> Identify words and phrases in grade-appropriate stories or poems that suggest feelings or appeal to the senses with teacher prompts or when choices are given
2-a RL.1.4 1-PS4-1	Identifying words or phrases that appeal to the senses GRR Lesson: Appealing to the Senses This lesson allows students to go through the GRR model to find words and phrases that appeal to the senses, especially when the text doesn't explicitly say things like "I hear" or "I saw"
Masters Expectations RL.1.6	The student will: <ul style="list-style-type: none"> Identify who is talking at various points of a grade-appropriate story or poem


Progressing Towards the Standard	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> Point of view, narrator, specific character's names <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Recognize who could be talking, or who the characters are in a grade-appropriate story or poem
2-b RL.1.6	<p>Identify who is talking at various points in a story GRR Lesson: Who is Talking This lesson is all about figuring out who would be talking in a story using what students know about that character. This particular lesson uses the familiar story The Three Little Pigs</p>
2-c RL.1.6 	<p>E-Spark Instructional Video: Who is Talking E-Spark Instructional Video: Point of View These videos are a similar resource to the E-School resource. They are 5-7 minute videos that help explain and give examples of what standard 1.6 looks like.</p>
2-d RL.1.4 RL.1.6 	<p>E-School Model/Guided Lesson: How characters feel and think through what they say This lesson is all about how characters can show what they think and feel through what they say. It also allows for discussion about who is talking at various points in the story.</p>
Masters Expectations RL.1.9	<p>The student will:</p> <ul style="list-style-type: none"> Compare and contrast characters' adventures or experiences from grade appropriate stories
Progressing Towards the Standard	<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
2-e RL.1.9	<p>Identifying and Comparing Characters' Adventures:GRR Lesson: Characters' Adventures This lesson is about identifying characters' adventures first then comparing their adventures. This lesson uses an excerpt from the <i>Wizard of Oz</i>, <i>Too Much Noise</i>, and <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>.</p>
2-f RL.1.9 	<p>E-School Model/Guided Lesson: Comparing 2 texts- specifically character's adventures or experiences This lesson is an online lesson that walks students and teachers through the RL.1.9 standard.</p>
2-g RL.1.9 	<p>If you Give a Mouse a cookie and If you Give a Moose a Muffin- Review Lesson on Compare and Contrast This lesson is a review lesson and includes an E-spark video that can be used in reinforce, review, or introduce Compare and Contrast. The lesson that is linked is from Unit 1. It can be used to review or if it was not used in Unit 1, it could be used here.</p>
Assessment 1 and 2 RL.1.2 RL.1.4 RL.1.6 RL.1.9 E.5.K.1.2	<p>Text Talk of A Coat for Anna and Charlie Needs a Cloak Included in this lesson is a text talk for a Coat for Anna, and a Compare and Contrast Student Document to Compare both texts. These texts also have economic connection that can be talked about when comparing and contrasting. Text Talk Teacher Document for Coat for Anna, Compare and Contrast Student Document</p>


E.6.1.1

Writing Module 1: Lessons to Build to Assessment 3

The following lesson plans and instructional moves are suggested lesson that build up to Assessment 3 in the 3rd 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 3 Synopsis: The students will write their opinion about a book, or a specific character from a book from the unit. The students will need to write an introduction, name the book or character and state their opinion about the book or character. Then the student will need to supply at least one reason, and a conclusion.

Assessment Standard	Instructional Moves and Formative Assessment
Masters Expectations W.1.1	The student will demonstrate the features of opinion writing: <ul style="list-style-type: none"> • Introduce the topic or name the book they are writing about • State an opinion • Supply a reason for the opinion • Provide a sense of closure
Progressing Towards the Standard	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • Opinion, topic, reason, introduction, closure The student will perform basic processes, such as: <ul style="list-style-type: none"> • Complete a teacher provided template for representing their opinion piece.
3-a W.1.1	Transitioning from Informative to Opinion: Fact and Opinion Sort Fact and Opinion Sort 2 Fact and Opinion Sort 3 This sort can be done as a mini-lesson so that students can understand the difference between facts and opinions. This will also help when the teachers ask students to write their opinion.
3-b W.1.1 	What does Opinion Writing Need? Elements of Opinion Piece This lesson will help students identify elements of opinion writing and what should be included when they write opinions. E-School Model/Guided Lesson: Writing an Opinion about a book
<p>The two lessons below may be modeled and practiced throughout the nine weeks. However it is important to encourage students to practice writing narrative and informative pieces as well. The third lesson below provides suggestions and prompts for narrative and informative pieces that could be used during this unit.</p>	
3-c W.1.1	Writing an Introductions and Conclusions for Opinion Piece: Writing Catchy Introductions and Conclusions This lesson helps students use the model sentence frames to write introductions and conclusions and gives students opportunities to use the graphic organizer from assessment 3.
3-d W.1.1	Convincing Your Reader: Providing a reason for your opinion This lesson helps students understand what reasons are and how they support opinions, as well as, how to write their reasons using the model sentences on the graphic organizer from assessment 3.
3-e W.1.1 W.1.2 W.1.3	Practicing Writing Opinion, Narrative, and Informative Pieces: Prompts, Ideas, and Suggestions These prompts, ideas, and suggestions are to help the students continue to practice writing all three types of writing. Writing samples collected from these prompts could be used to show progress on the report card towards a specific type of writing.

<p>Supporting Standards Lesson</p>	<p>Writing Conventions : GRR Lesson: Review of Using Writing Conventions Practicing Editing - This document has pre-written pieces of writing, but they each focus on a different writing convention to allow students to practice finding errors and making corrections.</p>
<p>TECHNOLOGY LINK</p> 	<p>SAMR Ipad Apps: This link goes to a picture that shows apps that can be used at each level of the SAMR model. When you hover over the app, it tells you a little more information about the app and how it could be used in the classroom.</p> <p>First Grade Adventure Blog: This blog shows ways that SAMR model and ipads can be used in a classroom. The teacher gives a step by step example of using ipads with student writing, science, and math. Great ideas and easy to use.</p>

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