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| **Content Area** | Reading, Writing, and Communicating | | | **Grade Level** | 1st Grade | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Oral Expression and Listening | 1. Multiple strategies develop and expand oral vocabulary | | | | | | RWC10-GR.1-S.1-GLE.1 |
| 1. Verbal and nonverbal language is used to express and receive information | | | | | | RWC10-GR.1-S.1-GLE.2 |
| 1. Identifying and manipulating phonemes in spoken words allow people to understand the meaning of speech | | | | | | RWC10-GR.1-S.1-GLE.2 |
| 1. Reading for All Purposes | 1. Comprehending and fluently reading a variety of literary texts are the beginning traits of readers | | | | | | RWC10-GR.1-S.2-GLE.1 |
| 1. Comprehending and fluently reading a variety of informational texts are the beginning traits of readers | | | | | | RWC10-GR.1-S.2-GLE.2 |
| 1. Decoding words require the application of alphabetic principles, letter sounds, and letter combinations | | | | | | RWC10-GR.1-S.2-GLE.3 |
| 1. Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read | | | | | | RWC10-GR.1-S.2-GLE.4 |
| 1. Writing and Composition | 1. Exploring the writing process develops ideas for writing texts that carry meaning | | | | | | RWC10-GR.1-S.3-GLE.1 |
| 1. Appropriate spelling, conventions, and grammar are applied when writing | | | | | | RWC10-GR.1-S.3-GLE.2 |
| 1. Research and Reasoning | 1. A variety of resources leads to locating information and answering questions of interest | | | | | | RWC10-GR.1-S.4-GLE.1 |
| 1. Purpose, information, and questions about an issue are essential steps in early research | | | | | | RWC10-GR.1-S.4-GLE.2 |
| **Colorado 21st Century Skills** | | **Common Core Reading Foundational Standards** | | | | | |
| **Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Own Your Learning*  **Invention:** *Creating Solutions* | | **Print Concepts:** [CCSS: RF.1.1](http://www.corestandards.org/ELA-Literacy/RF/1/1/) Demonstrate understanding of the organization and basic features of print.  [CCSS: RF.1.1a](http://www.corestandards.org/ELA-Literacy/RF/1/1/a/) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  **Phonological Awareness:** [CCSS: RF.1.2](http://www.corestandards.org/ELA-Literacy/RF/1/2/) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  [CCSS: RF.1.2a](http://www.corestandards.org/ELA-Literacy/RF/1/2/a/) Distinguish long from short vowel sounds in spoken single-syllable words.  [CCSS: RF.1.2b](http://www.corestandards.org/ELA-Literacy/RF/1/2/b/) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  [CCSS: RF.1.2c](http://www.corestandards.org/ELA-Literacy/RF/1/2/c/) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  [CCSS: RF.1.2d](http://www.corestandards.org/ELA-Literacy/RF/1/2/d/) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  **Phonics and Word Recognition:** [CCSS: RF.1.3](http://www.corestandards.org/ELA-Literacy/RF/1/3/) Know and apply grade-level phonics and word analysis skills in decoding words.  [CCSS: RF.1.3a](http://www.corestandards.org/ELA-Literacy/RF/1/3/a/) Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).  [CCSS: RF.1.3b](http://www.corestandards.org/ELA-Literacy/RF/1/3/b/) Decode regularly spelled one-syllable words.  [CCSS: RF.1.3c](http://www.corestandards.org/ELA-Literacy/RF/1/3/c/) Know final -e and common vowel team conventions for representing long vowel sounds.  [CCSS: RF.1.3d](http://www.corestandards.org/ELA-Literacy/RF/1/3/d/) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  [CCSS: RF.1.3e](http://www.corestandards.org/ELA-Literacy/RF/1/3/e/) Decode two-syllable words following basic patterns by breaking the words into syllables.  [CCSS: RF.1.3f](http://www.corestandards.org/ELA-Literacy/RF/1/3/f/) Read words with inflectional endings.  [CCSS: RF.1.3g](http://www.corestandards.org/ELA-Literacy/RF/1/3/g/) Recognize and read grade-appropriate irregularly spelled words.  **Fluency:** [CCSS: RF.1.4](http://www.corestandards.org/ELA-Literacy/RF/1/4/) Read with sufficient accuracy and fluency to support comprehension.  [CCSS: RF.1.4a](http://www.corestandards.org/ELA-Literacy/RF/1/4/a/) Read grade-level text with purpose and understanding.  [CCSS: RF.1.4b](http://www.corestandards.org/ELA-Literacy/RF/1/4/b/) Read grade-level text orally with accuracy, appropriate rate, and expression.  [CCSS: RF.1.4c](http://www.corestandards.org/ELA-Literacy/RF/1/4/c/) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | | | | |
| **Unit Titles** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
| Patterns to Success | | | 6-8 weeks | | | 1 | |
| Transformations Around Me | | | 6-8 weeks | | | 2 | |
| Tell Me a Story | | | 6-8 weeks | | | 3 | |
| I Can Be An Author | | | 6-8 weeks | | | 4 | |

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| **Unit Title** | Patterns to Success | | | | **Length of Unit** | 6-8 weeks | | |
| **Focusing Lens(es)** | Patterns/systems | **Standards and Grade Level Expectations Addressed in this Unit** | | RWC10-GR.1-S.4-GLE.1  RWC10-GR.1-S.4-GLE.2  RWC10-GR.1-S.3-GLE.1  RWC10-GR.1-S.1-GLE.3  RWC10-GR.1-S.2-GLE.2  RWC10-GR.1-S.1-GLE.2 | | | | RWC10-GR.1-S.1-GLE.1  RWC10-GR.1-S.3-GLE.2  RWC10-GR.1-S.2-GLE.4  RWC10-GR.1-S.2-GLE.3  RWC10-GR.1-S.2-GLE.4 |
| **Inquiry Questions (Engaging- Debatable):** | * What happens when we communicate in different ways? (RWC10-GR.K -S.1-GLE.1-EO.a; c; d) and (RWC10-GR.K -S.1-GLE.2-EO.a.i- iii) and (RWC10-GR.K -S.1-GLE.2-EO.c) and (RWC10-GR.K -S.2-GLE.1-EO.d) and (RWC10-GR.1-S.2-GLE.2-EO.d-e) and (RWC10-GR. -S.3-GLE.1-EO.a-c) and (RWC10-GR.1-S.3-GLE.2-EO.a.iii, v) * What systems are important in our lives? (RWC10-GR.1-S.1-GLE.3-EO.a) and (RWC10-GR.1-S.2-GLE.1-EO.b.i; ii; iv) and (RWC10-GR.1-S.2-GLE.4-EO. d) * What are different systems in our lives and why do we have them? (RWC10-GR.K -S.2-GLE.3-EO.a) and (RWC10-GR.1-S.1-GLE.1-EO.d) and (RWC10-GR.1-S.1-GLE.2-EO.a) and (RWC10-GR.K -S.1-GLE.3-EO.a) * How do patterns/systems help us learn to read and write? (RWC10-GR.1-S2-GLE.1-EO.d; e) and (RWC10-GR.1-S.2-GLE.2-EO.c.iii) and (RWC10-GR.1-S.2-GLE.4-EO.b.i; ii) and (RWC10-GR.1-S.2-GLE.4-EO.d) and (RWC10-GR.1-S.3-GLE.1-EO.a; b; c) | | | | | | | |
| **Unit Strands** | Oral Expression & Listening – Reading for all Purposes – Writing and Composition – Research and Reasoning | | | | | | | |
| **Concepts** | **In content:** | | **In reading:** | | | | **In writing:** | |
| Value, communication (non-verbal and verbal), compare/contrast, culture, structure, patterns, perspective | | Phonics, Fluency, Comprehension, Vocabulary, Phonological Awareness | | | | Phonics, Fluency, Comprehension, Vocabulary, Phonological Awareness, Spelling | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Decoding words requires the application alphabetic principles, letter sounds, and letter combinations (RWC10-GR.1-S.1-GLE.3-EO.a) and (RWC10-GR.1-S.2-GLE.3-EO.a)\* | How many different ways can we break apart the word \_\_\_\_\_\_\_\_? (RWC10-GR.1-S.2-GLE.3-EO.a.iv,v) | Why is learning letter combinations important for becoming an effective reader? (RWC10-GR.1-S.1-GLE.3-IQ.1) |
| Reading comprehension requires knowledge of letter names/letter sounds, decoding, the development of automatic word recognition, and reading fluency (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S.2-GLE.2-EO.d; e)\* | What are the three parts of reading fluency (rate – accuracy – prosody)? (RWC10-GR.1-S.2-GLE.2-EO.e.ii) | How does automaticity with underlying skills lead to reading comprehension? (RWC10-GR.1-S.2-GLE.1-N.1,2) and (RWC10-GR.1-S.2-GLE.2-N.1,2) |
| Students must develop the ability to comprehend and fluently read various informational and literary texts written at grade level (RWC10-GR.1-S.2-GLE.2)\* | What are the differences between literary texts and informational texts? (RWC10-GR.1-S.2-GLE.1-EO.b.ii) and (RWC10-GR.1-S.2-GLE.2-EO.b.ii) | Why must readers understand the structural differences between narrative and informational text? (RWC10-GR.1-S.2-GLE.1-EO.b.ii) and (RWC10-GR.-S.2-GLE.2-EO.b.ii) |
| Different cultures and values help determine decisions and decision-making and shape beliefs about success within a given society/system. (RWC10-GR.1-S.2-GLE.2-EO.a.iii; iv) and (RWC10-GR.1-S.2-GLE.2-EO.c.iii) and (RWC10-GR.1-S.2-GLE.2-RA.2) | What clues can help you determine the particular values and beliefs an author conveys in a text? | How does your environment affect how you act? (RWC10-GR.1-S.1-GLE.1-RA.1) and (RWC10-GR.1-S.1-GLE.1-N.1) and (RWC10-GR.1-S.1-GLE.3-N.3) |
| Understanding different patterns of text structure enables readers to self-regulate (while reading and writing). (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S.2-GLE.2-EO.d; e) and (RWC10-GR.1-S.2-GLE.3-EO.a; S.3-GLE.1-EO.a-d) | Why do we start a sentence with a capital and end with a period? (RWC10-GR.1-S.3-GLE.2-EO.b.iii) and (RWC10-GR.1-S.3-GLE.2-N.3)  What patterns are used in different genres of writing? (RWC10-GR.1-S.3-GLE.1) | How are stories different between cultures? (RWC10-GR.1-S.4-GLE.1; S.4-GLE.2) and (RWC10-GR.1-S.4-GLE.2-RA.1) and (RWC10-GR.1-S.4-GLE.2-N.1; 2)  How does understanding the structure of different genres help you comprehend that genre? (RWC10-GR.1-S.2-GLE.1) and (RWC10-GR.1-S.2-GLE.2) and (RWC10-GR.1-S.3-GLE.1) |
| The comparing and contrasting of word sounds and structures facilitates reading and writing. (RWC10-GR.1-S.3-GLE.2-EO.b.v; vi) and (RWC10-GR.1-S.2-GLE.4-EO.b; c) and (RWC10-GR.1-S.2-GLE.3-EO.a) and (RWC10-GR.1-S.3-GLE.2-EO.b.v; vi) | What different sounds can *“oa”* make and how can you decide which pronunciation to use? (RWC10-GR.1-S.1-GLE.3) and (RWC10-GR.1-S.1-GLE.3-IQ.3)  What is the difference between “hat” and “hate”? (RWC10-GR.1-S.1-GLE.3) and (RWC10-GR.1-S.1-GLE.3-IQ.3) | How can you use meaning to help read words correctly? (RWC10-GR.1-S.2-GLE.1-EO.e.iii) and (RWC10-GR.1-S.2-GLE.2-EO.e.iii) |
| Characters’ unique perspectives often predict their behavior. (RWC10-GR.1-S.2-GLE.1-EO.a.iv) | What rules at school help keep us safe? (RWC10-GR.1-S.1-GLE.1-EO.c; d) and (RWC10-GR.1-S.1-GLE.1-RA.2) and (RWC10-GR.1-S.1-GLE.2-EO.a) and (RWC10-GR.1-S.2-GLE.1-EO.c)  What do you know about Jack and Annie in The Magic Tree House to help you make predictions about the book?  What do you predict \_\_\_\_\_\_\_ will do next and why? (RWC10-GR.1-S.2-GLE.1-EO.a.iv) | How does your decision making affect other people? (RWC10-GR.1-S.1-GLE.1) and (RWC10-GR.1-S.1-GLE.2-N.1; 2)  Why does it get easier to read more than one book by the same author? (RWC10-GR.1-S.2-GLE.1-EO.c)  How does knowing a character’s background help you comprehend when reading? (RWC10-GR.1-S.2-GLE.1-EO.c) |
| A book series repeats certain patterns in order to help readers build background knowledge as they progress through the series. (RWC10-GR.1-S.2-GLE.1-EO.a.iii,iv) and (RWC10-GR.1-S.2-GLE.1-EO.b.iii) and (RWC10-GR.1-S.2-GLE.1-EO.c.ii) and (RWC10-GR.1-S2-GLE.2-EO.c.iii) | In reading (series) what patterns and themes have you noticed that recur? | What the advantages of recurring characters, themes, situations, etc? |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * The organization and basic features of print. (RWC10-GR.1-S.2-GLE.4-EO.d) [CCSS: RF.1.1](http://www.corestandards.org/ELA-Literacy/RF/1/1/) * The distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (RWC10-GR.1-S.1-GLE.2-EO.a.i) [CCSS: RF.1.1a](http://www.corestandards.org/ELA-Literacy/RF/1/1/a/) * Grade-level phonics and word analysis skills for decoding words. (RWC10-GR.1-S.2-GLE.3-EO.a) [CCSS: RF.1.3](http://www.corestandards.org/ELA-Literacy/RF/1/3/) * The importance of rules in different settings (RWC10-GR.1-S.1-GLE.1-EO.a) and (RWC10-GR.1-S.1-GLE.1-EO.c; d) and (RWC10-GR.1-S.1-GLE.1-RA.1) and (RWC10-GR.1-S.1-GLE.1-N.1) and (RWC10-GR.1-S.1-GLE.2-EO.a) and (RWC10-GR.1-S.1-GLE.2-EO.c) and (RWC10-GR.1-S.1-GLE.2-IQ.1-3) and (RWC10-GR.1-S.2-GLE. 1-EO.d; e) and (RWC10-GR.1-S.2-GLE.2-EO.d; e) and (RWC10-GR.1-S.3-GLE.1-EO.a-c) * Why systems are important (RWC10-GR.1-S.1 -GLE.3) and (RWC10-GR.1-S.2-GLE.1-EO. b.i; ii) and (RWC10-GR.1-S.2-GLE.1-EO.b.iv) and (RWC10-GR.1-S.2 -GLE.2-EO.e) and (RWC10-GR.1-S.2-GLE.4 -EO.d) * Letter sound correlations and how we can use them to read and write. (RWC10-GR.1-S.1-GLE.3-EO.a) * The proper use of conventions when writing. (RWC10-GR.1-S.3-GLE.2-EO.a,b) * The process of producing a piece of writing. (RWC10-GR.1-S.3-GLE.1-EO.d-f) and (RWC10-GR.1-S.4-GLE.2-EO.a) * The relationship between cause and effect. (RWC10-GR.1-S.1-GLE.2-EO.a) and (RWC10-GR.1-S.1-GLE.2-IQ.1-3) and (RWC10-GR.1-S.1-GLE.2-RA.1) and (RWC10-GR.1-S.1-GLE.2-N.1) | * Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (RWC10-GR.1-S.2-GLE.4-EO.d.i) [CCSS: RF.1.1a](http://www.corestandards.org/ELA-Literacy/RF/1/1/a/) * Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RWC10-GR.1-S.1-GLE.3-EO.a) [CCSS: RF.1.2](http://www.corestandards.org/ELA-Literacy/RF/1/2/) * Distinguish long from short vowel sounds in spoken single-syllable words. (RWC10-GR.1-S.1-GLE.3-EO.a.i) [CCSS: RF.1.2a](http://www.corestandards.org/ELA-Literacy/RF/1/2/a/) * Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (RWC10-GR.1-S.1-GLE.3-EO.a.ii) [CCSS: RF.1.2b](http://www.corestandards.org/ELA-Literacy/RF/1/2/b/) * Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (RWC10-GR.1-S.1-GLE.3-EO.a.iii) [CCSS: RF.1.2c](http://www.corestandards.org/ELA-Literacy/RF/1/2/c/) * Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (RWC10-GR.1-S.1-GLE.3-EO.a.iv) [CCSS: RF.1.2d](http://www.corestandards.org/ELA-Literacy/RF/1/2/d/) * Know and apply grade-level phonics and word analysis skills in decoding words. (RWC10-GR.1-S.2-GLE.3-EO.a) [CCSS: RF.1.3](http://www.corestandards.org/ELA-Literacy/RF/1/3/) * Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (RWC10-GR.1-S.2-GLE.3-EO.a.i) [CCSS: RF.1.3a](http://www.corestandards.org/ELA-Literacy/RF/1/3/a/) * Decode regularly spelled one-syllable words.( RWC10-GR.1-S.2-GLE.3-EO.a.ii) [CCSS: RF.1.3b](http://www.corestandards.org/ELA-Literacy/RF/1/3/b/) * Know final -e and common vowel team conventions for representing long vowel sounds. (RWC10-GR.1-S.2-GLE.3-EO.a.iii) [CCSS: RF.1.3c](http://www.corestandards.org/ELA-Literacy/RF/1/3/c/) * Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (RWC10-GR.1-S.2-GLE.3-EO.a.iv) [CCSS: RF.1.3d](http://www.corestandards.org/ELA-Literacy/RF/1/3/d/) * Decode two-syllable words following basic patterns by breaking the words into syllables. (RWC10-GR.1-S.2-GLE.3-EO.a.v) [CCSS: RF.1.3e](http://www.corestandards.org/ELA-Literacy/RF/1/3/e/) * Read words with inflectional endings. (S.2-GLE.3-EO.a.vi) [CCSS: RF.1.3f](http://www.corestandards.org/ELA-Literacy/RF/1/3/f/) * Recognize and read grade-appropriate irregularly spelled words. (RWC10-GR.1-S.2-GLE.3-EO.a.vii) [CCSS: RF.1.3g](http://www.corestandards.org/ELA-Literacy/RF/1/3/g/) * Read with sufficient accuracy and fluency to support comprehension. (RWC10-GR.1-S.2-GLE.1-EO.e) [CCSS: RF.1.4](http://www.corestandards.org/ELA-Literacy/RF/1/4/) * Read grade-level text orally with accuracy, appropriate rate, and expression. (RWC10-GR.1-S.2-GLE.1-EO.e.ii) [CCSS: RF.1.4b](http://www.corestandards.org/ELA-Literacy/RF/1/4/b/) * Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RWC10-GR.1-S.2-GLE.1-EO.e.iii) [CCSS: RF.1.4c](http://www.corestandards.org/ELA-Literacy/RF/1/4/c/) * Produce a simple piece of writing using words and or pictures. (RWC10-GR.1-S.1-GLE.1-EO.a-d) * Communicate without being disruptive. (RWC10-GR.1-S.1-GLE.2-EO.a) * Ask and answer questions orally about text read aloud (RWC10-GR.1-S.1-GLE.2-EO.b) * Participate appropriately in a conversation. (RWC10-GR.1-S.1-GLE.2-EO.a) * Demonstrate understanding of spoken words, syllables, and sounds * (phonemes).( RWC10-GR.1-S.1-GLE.3-EO.a) CCSS: RF.1.2 * Compare and contrast adventures and experiences of characters in a story. (RWC10-GR.1-S.2-GLE.2-EO.e) * Read grade level text accurately with purpose and understanding and use context to confirm or self-correct word recognition and understanding, rereading as necessary.( RWC10-GR.1-S.2-GLE.2-EO.e) [CCSS: RF.1.4a](http://www.corestandards.org/ELA-Literacy/RF/1/4/a/) and (RWC10-GR.1-S.2-GLE.3-EO.a) [CCSS: RF.1.4c](http://www.corestandards.org/ELA-Literacy/RF/1/4/c/) * Use decoding skill to produce single syllable or predictable words in reading and writing. (RWC10-GR.1-S.1-GLE.3-EO.a) * Implement the writing process to successfully create opinion, informative, and personal narratives. (RWC10-GR.1-S.3-GLE.1-EO.a-c) * Students will be able to dictate inquiry questions that arise during instruction (RWC10-GR.1-S.4-GLE.1-EO.a) * Demonstrate command of conventions (RWC10-GR.1-S.3-GLE.2-EO.a, b) * Determine the pronunciation and meaning of complex vocabulary (RWC10-GR.1-S.2-GLE. 4-EO.a; c; d) |

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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *“In my school environment I have to raise my hand to communicate, but at home I can speak whenever I want.”*  *“When reading a book I can figure out how to read a word by thinking about the story and what would make sense.”*  *“If I know one word (make) it can help me read and write many new words.” (take, lake, cake – etc.)*  *“Chunking words (syllabication) is a system that helps me to read new words.”* |
| **Academic Vocabulary:** | Relationships, systems, culture, summarize, environment, communicate, describe, evaluate, similarities and differences  Connections, narrative, text, spelling patterns, produce | |
| **Technical Vocabulary:** | Decode, syllable, vowels, consonants, segment/blend (decoding), phoneme | |

\*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

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| **Unit Title** | Transformations Around Me | | | | **Length of Unit** | 6-8 weeks | | |
| **Focusing Lens(es)** | Change | **Standards and Grade Level Expectations Addressed in this Unit** | | RWC10-GR.1-S.2-GLE.1  RWC10-GR.1-S.2-GLE.1  RWC10-GR.1-S.2-GLE.1  RWC10-GR.1-S.2-GLE.2  RWC10-GR.1-S.3-GLE.1  RWC10-GR.1-S.3-GLE.2 | | | | RWC10-GR.1-S.4-GLE.1  RWC10-GR.1-S.4-GLE.2  RWC10-GR.1-S.4-GLE.2  RWC10-GR.1-S.2-GLE.4  RWC10-GR.1-S.2-GLE.3 |
| **Inquiry Questions (Engaging- Debatable):** | * What causes change? (RWC10-GR.1-S.2-GLE.2-EO.e.i; ii; iii) and (RWC10-GR.1-S.2-GLE.3-EO.a) and (RWC10-GR.1-S.2-GLE.4-EO.d.ii) * Is change important? (RWC10-GR.1-S.2-GLE.2-EO.a-e) and (RWC10-GR.1-S.2-GLE.3-EO.a.i; viii; ix) * How can you affect change? (RWC10-GR.1-S.3-GLE.1-EO.a) and (RWC10-GR.1-S.3-GLE.2-EO.b.iii) | | | | | | | |
| **Unit Strands** | Oral Expression & listening – Reading for all Purposes – Writing and Composition – Research and reasoning | | | | | | | |
| **Concepts** | **In content:** | | **In reading:** | | | | **In writing:** | |
| change, growth, movement, progress, patterns, adaptation, environment, transformation, metamorphosis, convey | | phonics, phonological awareness, fluency, vocabulary, comprehension | | | | phonics, phonological awareness, fluency, vocabulary, comprehension, spelling | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Decoding words requires the application alphabetic principles, letter sounds, and letter combinations (RWC10-GR.1-S.1-GLE.3-EO.a) and (RWC10-GR.1-S.2-GLE.3-EO.a)\* | How many different ways can we break apart the word \_\_\_\_\_\_\_\_? (RWC10-GR.1-S.1-GLE.3-EO.a) and (RWC10-GR.1-S.2-GLE.3-EO.a.iv; v) | Why is learning letter combinations important for becoming an effective reader? (RWC10-GR.1-S.1-GLE.3-IQ.1) |
| Reading comprehension requires knowledge of letter names/letter sounds, decoding, the development of automatic word recognition, and reading fluency (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S.2-GLE.2-EO.d,e)\* | What are the three parts of reading fluency (rate – accuracy – prosody)? (RWC10-GR.1-S.2-GLE.2-EO.e.ii) | How does automaticity with underlying skills lead to reading comprehension? (RWC10-GR.1-S.2-GLE.1-N.1; 2) and (RWC10-GR.1-S.2-GLE.2-N.1; 2) |
| The ability to comprehend and fluently read various informational and literary texts written at grade level allows students to access and understand a variety of written materials (RWC10-GR.1-S.2-GLE.2)\* | What are the differences between literary texts and informational texts? (RWC10-GR.1-S.2-GLE.1-EO.b.ii) and (RWC10-GR.1-S.2-GLE.2-EO.b.ii) | Why must readers understand the structural differences between narrative and informational text? |
| Change can often create progress.  (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S,2-GLE.2-EO.d; e) | How has your reading improved this year? (S.2-GLE.1-EO.d, e; S,2-GLE:2-EO.d, e)  What is an event that has made you change? (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S,2-GLE:2-EO.d; e)  What is my responsibility to change? (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S,2-GLE2-EO.d; e) | Is progress always good? (S.2-GLE.1-EO.d, e; S,2-GLE.2-EO.d, e; S.3-GLE.1-EO.a)  How can I bring about change? (RWC10-GR.1-S.1-GLE.1-EO.a-c) and (RWC10-GR.1-S.3-GLE.1-EO.a) and (RWC10-GR.1-S.3-GLE.1-N.2) |
| Reading and writing purposes change depending on context and communication intent.  (RWC10-GR.1-S.1-GLE.2-EO.a) and (RWC10-GR.1-S.2-GLE.1-EO.b.ii; iii) and (RWC10-GR.1-S2-GLE.2-EO.b) and (RWC10-GR.1-S.3-GLE.1) and (RWC10-GR.1-S.4-GLE.1-EO.c) and (RWC10-GR.1-S.1-GLE.3-RA.3) and (RWC10-GR.1-S.2-GLE.2-IQ.1; 2) and (RWC10-GR.1-S.3-GLE.2-IQ.1-4) | How do you adapt your reading and writing for a variety of purposes? (RWC10-GR.1-S.2-GLE.1-EO.e) and (RWC10-GR.1-S.2-GLE.2-EO.e) and (RWC10-GR.10S.2-GLE.3) and (RWC10-GR.1-S.3-GLE.1)  How do you change your speech when talking to different people? (RWC10-GR.1-S.1-GLE.1-EO.a) and (RWC10-GR.1-S.1-GLE.1-N.1)  Why do we use conventions? (RWC10-GR.1-S.3-GLE.2) and (RWC10-GR.1-S.2-GLE.2-IQ.1) | What can result if you do not or cannot adapt to outside influences? (RWC10-GR.1-S.2-GLE.2-EO.a) and (RWC10-GR.1-S.2-GLE.2-RA.2)  Is adaptation important? (RWC10-GR.1-S.2-GLE.2-EO.a and (RWC10-GR.1-S.2-GLE.2-RA.2) and (RWC10-GR.1-S.2-GLE.2-EO.a) and (RWC10-GR.1-S.2-GLE.2-RA.2) and (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S,2-GLE2-EO.d; e)  How do you convey meaning in writing? (RWC10-GR.1-S.2-GLE.4-EO.b.iii; iv) and (RWC10-GR.1-S.3-GLE.2-EO.a) |
| People often adapt to changing environments in order to have success in that environment. (RWC10-GR.1-S.1-GLE.2-EO.b; c) and (RWC10-GR.1-S.2-GLE.1-EO.e.i; ii) and (RWC10-GR.1-S.2-GLE.2-EO.e.i; ii) | How do you read different kinds of text? (RWC10-GR.1-S.2-GLE.1) and (RWC10-GR.1-S.2-GLE.2)  How is your writing different when you are writing a persuasive piece versus a narrative? (RWC10-GR.1-S.3-GLE.1-EO.a; c) | How do you change depending on your purpose? (RWC10-GR.1-S.3-GLE.1-EO.a; c) |
| The analysis of systems and their inherent relationships help people uncover patterns and make meaning. (S.2-GLE.3-EO.a.i-vi; S.2-GLE.3-EO.a.viii; S.2-GLE.3-EO.a.ix; S.2 GLE.3-IQ.1-3, S.2 GLE.3-RA.1,3) | How are fiction and non-fiction text different/similar? (S.2-GLE.1-EO.b.ii)  What patterns help us read? (S.1-GLE.3) | How can patterns be applied to learning to read and write? (RWC10-GR.1-S.1-GLE.3) and (RWC10-GR.1-S.2-GLE.3) and (RWC10-GR.1-S.2-GLE.4-EO.a) |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * The organization and basic features of print. (RWC10-GR.1-S.2-GLE.4-EO.d) [CCSS: RF.1.1](http://www.corestandards.org/ELA-Literacy/RF/1/1/) * The distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (RWC10-GR.1-S.1-GLE.2-EO.a.i) [CCSS: RF.1.1a](http://www.corestandards.org/ELA-Literacy/RF/1/1/a/) * Grade-level phonics and word analysis skills for decoding words. (RWC10-GR.1-S.2-GLE.3-EO.a) [CCSS: RF.1.3](http://www.corestandards.org/ELA-Literacy/RF/1/3/) * Research can help us find the answer to a question (RWC10-GR.1-S.2-GLE.2-EO.d) and (RWC10-GR.1-S.3-GLE.1-EO. d; f) * Characters can change (RWC10-GR.1-S.2 -GLE.1-EO.a.iii) and (RWC10-GR.1-S.2-GLE.1-EO.c.i) and (RWC10-GR.1-S.2-GLE.2-EO.a.iii) * The difference between fiction and non-fiction writing/books (RWC10-GR.1-S.2-GLE.2-EO.c.iii) and (RWC10-GR.1-S.2-GLE.2-EO.d; e) and (RWC10-GR.1-S.2-GLE.2-EO.d.i) and (RWC10-GR.1-S.2-GLE.1-EO.d) and (RWC10-GR.1-S.2-GLE.2.e.i; ii) and (RWC10-GR.1-S-4-GLE.2) | * Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (RWC10-GR.1-S.2-GLE.4-EO.d.i) [CCSS: RF.1.1a](http://www.corestandards.org/ELA-Literacy/RF/1/1/a/) * Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RWC10-GR.1-S.1-GLE.3-EO.a) [CCSS: RF.1.2](http://www.corestandards.org/ELA-Literacy/RF/1/2/) * Distinguish long from short vowel sounds in spoken single-syllable words. (RWC10-GR.1-S.1-GLE.3-EO.a.i) [CCSS: RF.1.2a](http://www.corestandards.org/ELA-Literacy/RF/1/2/a/) * Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (RWC10-GR.1-S.1-GLE.3-EO.a.ii) [CCSS: RF.1.2b](http://www.corestandards.org/ELA-Literacy/RF/1/2/b/) * Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (RWC10-GR.1-S.1-GLE.3-EO.a.iii) [CCSS: RF.1.2c](http://www.corestandards.org/ELA-Literacy/RF/1/2/c/) * Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (RWC10-GR.1-S.1-GLE.3-EO.a.iv) [CCSS: RF.1.2d](http://www.corestandards.org/ELA-Literacy/RF/1/2/d/) * Know and apply grade-level phonics and word analysis skills in decoding words. (RWC10-GR.1-S.2-GLE.3-EO.a) [CCSS: RF.1.3](http://www.corestandards.org/ELA-Literacy/RF/1/3/) * Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (RWC10-GR.1-S.2-GLE.3-EO.a.i) [CCSS: RF.1.3a](http://www.corestandards.org/ELA-Literacy/RF/1/3/a/) * Decode regularly spelled one-syllable words.( RWC10-GR.1-S.2-GLE.3-EO.a.ii) [CCSS: RF.1.3b](http://www.corestandards.org/ELA-Literacy/RF/1/3/b/) * Know final -e and common vowel team conventions for representing long vowel sounds. (RWC10-GR.1-S.2-GLE.3-EO.a.iii) [CCSS: RF.1.3c](http://www.corestandards.org/ELA-Literacy/RF/1/3/c/) * Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (RWC10-GR.1-S.2-GLE.3-EO.a.iv) [CCSS: RF.1.3d](http://www.corestandards.org/ELA-Literacy/RF/1/3/d/) * Decode two-syllable words following basic patterns by breaking the words into syllables. (RWC10-GR.1-S.2-GLE.3-EO.a.v) [CCSS: RF.1.3e](http://www.corestandards.org/ELA-Literacy/RF/1/3/e/) * Read words with inflectional endings. (RWC10-GR.1-S.2-GLE.3-EO.a.vi) [CCSS: RF.1.3f](http://www.corestandards.org/ELA-Literacy/RF/1/3/f/) * Recognize and read grade-appropriate irregularly spelled words. (RWC10-GR.1-S.2-GLE.3-EO.a.vii) [CCSS: RF.1.3g](http://www.corestandards.org/ELA-Literacy/RF/1/3/g/) * Read with sufficient accuracy and fluency to support comprehension. (RWC10-GR.1-S.2-GLE.1-EO.e) [CCSS: RF.1.4](http://www.corestandards.org/ELA-Literacy/RF/1/4/) * Read grade-level text orally with accuracy, appropriate rate, and expression. (RWC10-GR.1-S.2-GLE.1-EO.e.ii) [CCSS: RF.1.4b](http://www.corestandards.org/ELA-Literacy/RF/1/4/b/) * Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RWC10-GR.1-S.2-GLE.1-EO.e.iii) [CCSS: RF.1.4c](http://www.corestandards.org/ELA-Literacy/RF/1/4/c/) * Describe story elements and major events using key details (RWC10-GR.1-S.2-GLE.1-EO.a.iii) * Make logical predictions and explain why or why not (RWC10-GR.1-S.2-GLE.1-EO.a.iv) * Read with sufficient accuracy and fluency to support comprehension (RWC10-GR.1-S.2-GLE.1-EO.e) and (RWC10-GR.1-S.2-GLE.3-EO.a) [CCSS: RF.1.4](http://www.corestandards.org/ELA-Literacy/RF/1/4/) * Use key ideas and details craft and structure to comprehend and read a variety of text (RWC10-GR.1-S.2-GLE.2-EO.a; b) * With guidance produce a piece of informative/explanatory text (RWC10-GR.1-S.3 -GLE.1-EO.b, d-f) * Use appropriate spelling, conventions and grammar when writing (RWC10-GR.1-S.3 -GLE.2-EO.a; b) * Use a variety of resources to locate information and answer questions of interest (RWC10-GR.1-S.4-GLE.1-EO.a-c) * Participate in shared research and writing with guidance and support (RWC10-GR.1-S.4-GLE.2-EO.a,b) * Determine the pronunciation and meaning of complex vocabulary (RWC10-GR.1-S.2 -GLE.4-EO.a-d) * Find key ideas and details in illustrations and text to answer questions about key ideas (RWC10-GR.1-S.2-GLE.2-EO.a.i) and (RWC10-GR.1-S.2-GLE.2-EO.c.i) * Identify main idea and retell details (RWC10-GR.1-S.2-GLE.2-EO.2.a.ii) |

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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *“My writing changed by putting an “!” to show that my character was excited.”*  *“I know how to read boat so I can read soap.”*  *“I have progressed in reading because now I can read chapter books.”* |
| **Academic Vocabulary:** | pattern, adaptations, alter, environment, transformation, growth, progress, research, fiction, non-fiction, informative, explain character | |
| **Technical Vocabulary:** | Metamorphosis, research process, pronunciation, illustration(s)/illustrator | |

\*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

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| **Unit Title** | Tell Me A Story | | | | **Length of Unit** | 6-8 weeks | | |
| **Focusing Lens(es)** | Relationships | **Standards and Grade Level Expectations Addressed in this Unit** | | RWC10-GR.1-S.1-GLE.1  RWC10-GR.1-S.1-GLE.2  RWC10-GR.1-S.2-GLE.1  RWC10-GR.1-S.2-GLE.1  RWC10-GR.1-S.2-GLE.1  RWC10-GR.1-S.2-GLE.3  RWC10-GR.1-S.2-GLE.2 | | | | RWC10-GR.1-S.2-GLE.2  RWC10-GR.1-S.2-GLE.4  RWC10-GR.1-S.3-GLE.1  RWC10-GR.1-S.3-GLE.2  RWC10-GR.1-S.4-GLE.1  RWC10-GR.1-S.4-GLE.2 |
| **Inquiry Questions (Engaging- Debatable):** | * How do a character’s values and beliefs impact others? (RWC10-GR.1-S.1-GLE.1-EO.a, c) and (RWC10-GR.1-S.2-GLE.1-EO.a) and (RWC10-GR.1-S.2-GLE.1-EO.b.ii) and (RWC10-GR.1-S.2-GLE.1-EO.c-e) and (RWC10-GR.1-S.2-GLE.1. IQ.2) and (RWC10-GR.1-S.2-GLE.2-EO.a-e) and (RWC10-GR.1-S.2-GLE.2-RA 2) * How do needs and wants affect relationships? (RWC10-GR.1-S.1-GLE.1-EO.a,c) and (RWC10-GR.1-S.2-GLE.1-EO.a) and (RWC10-GR.1-S.2-GLE.1-EO.b .ii) and (RWC10-GR.1-S.2-GLE.1-EO.c-e) and (RWC10-GR.1-S.2-GLE.1-IQ 2) and 9 RWC10-GR.1-S.2-GLE.2-EO.a; c-e) and (RWC10-GR.1-S.2-GLE.2-RA.2) * How does a perspective influence a relationship? (RWC10-GR.1-S.2-GLE.2-EO.a.iii) * How do readers decide relevant and irrelevant information in a story? (RWC10-GR.1-S.2-GLE.2-EO.a) and (RWC10-GR.1-S.2-GLE.c. i) | | | | | | | |
| **Unit Strands** | Oral Expression & Listening – Reading for all Purposes – Writing and Composition – Research and Reasoning | | | | | | | |
| **Concepts** | **In content:** | | **In reading:** | | | | **In writing:** | |
| relationships, values, morals, perspectives, heroes, villains, culture, struggle | | phonics, fluency, vocabulary, comprehension, phonological awareness | | | | phonics, fluency, vocabulary, comprehension, phonological awareness, spelling | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Decoding words requires the application alphabetic principles, letter sounds, and letter combinations (RWC10-GR.1-S.1-GLE.3-EO.a) and (RWC10-GR.1-S.2-GLE.3-EO.a)\* | How many different ways can we break apart the word \_\_\_\_\_\_\_\_? (RWC10-GR.1-S.1-GLE.3-EO.a) and (RWC10-GR.1-S.2-GLE.3-EO.a.iv; v) | Why is learning letter combinations important for becoming an effective reader? (RWC10-GR.1-S.1-GLE.3-IQ.1) |
| Reading comprehension requires knowledge of letter names/letter sounds, decoding, the development of automatic word recognition, and reading fluency (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S.2-GLE.2-EO.d,e)\* | What are the three parts of reading fluency (rate – accuracy – prosody)? (RWC10-GR.1-S.2-GLE.2-EO.e.ii) | How does automaticity with underlying skills lead to reading comprehension? (RWC10-GR.1-S.2-GLE.1-N.1; 2) and (RWC10-GR.1-S.2-GLE.2-N.1; 2) |
| The ability to comprehend and fluently read various informational and literary texts written at grade level allows students to access and understand a variety of written materials (RWC10-GR.1-S.2-GLE.2)\* | What are the differences between literary texts and informational texts? (RWC10-GR.1-S.2-GLE.1-EO.b.ii) and (RWC10-GR.1-S.2-GLE.2-EO.b.ii) and (RWC10-GR.1-S.4-GLE.1-EO.a; b) | Why does it help readers to understand the structural differences between narrative and informational text? (RWC10-GR.1-S.2-GLE.1-EO.b.ii) and (RWC10-GR.1-S.2-GLE.2-EO.b.ii) |
| A character’s actions reflect their values and morals and help define them as either hero or villain. (RWC10-GR.1-S.2-GLE.1-EO.a) and (RWC10-GR.1-S.2-GLE.1-EO.c-e) | Why is the big bad wolf a villain? (RWC10-GR.1-S.1-GLE.1.a; b) and (RWC10-GR.1-S.1-GLE.2; S.2-GLE.1-EO.b.i) and (RWC10-GR.1-S.2-GLE.1-IQ.1; 2) and (RWC10-GR.1-S.2-GLE.1-EO.c.i) and (RWC10-GR.1-S.4-GLE.1-EO.a; b)  Why is the hunter a hero? (S.1-GLE.1.a, b; S.1-GLE.2; S.2-GLE.1-EO.b.i; S.2-GLE.1-IQ.1,2; S.2-GLE.1-EO.c.i; S.4-GLE.1-EO.a, b) | How do your choices define who you are? (good/bad) (RWC10-GR.1-S.1-GLE.1.a, b) and (RWC10-GR.1-S.1-GLE.2) and (RWC10-GR.1-S.2-GLE.1-EO.b.i) and (RWC10-GR.1-S.2-GLE.1-IQ.1,2) and (RWC10-GR.1-S.2-GLE.1-EO.c.i) and (RWC10-GR.1-S.4-GLE.1-EO.a, b) |
| Traditional stories typically convey cultural perspectives and beliefs. (RWC10-GR.1-S.2-GLE.1-EO.a) and (RWC10-GR.1-S.2-GLE.1-EO.c-e) | What character traits do different cultures value? (bravery, honesty) (RWC10-GR.1-S.1-GLE.1-EO.a,b) and (RWC10-GR.1-S.1-GLE.2) and (RWC10-GR.1-S.4-GLE.1-EO.a, b) | How do you make decisions? (RWC10-GR.1-S.1-GLE.2) and (RWC10-GR.1-S.1-GLE.2-IQ.1-3)  Do your decisions affect others? Explain. (RWC10-GR.1-S.1-GLE.2) and (RWC10-GR.1-S.1-GLE.2-IQ.1-3) and (RWC10-GR.1-S.1-GLE.2-RA.1) and (RWC10-GR.1-S.4-GLE.1-EO.a, b) |
| Traditional story themes often depict individuals caught in powerful struggles (with themselves, with others, or with the world) (Erickson, 2012). (RWC10-GR.1-S.2-GLE.1-EO.a) and (RWC10-GR.1-S.2-GLE.1-EO.c-e) | What is the struggle in the story Rapunzel? (RWC10-GR.1-S.2-GLE.1-EO.a.i-iii) and (RWC10-GR.1-S.2-GLE.1-EO.c.i) and (RWC10-GR.1-S.2-GLE.1-N.1) and (RWC10-GR.1-S.4-GLE.1-EO.a, b)  What themes are similar in traditional text? (RWC10-GR.1-S.2-GLE.1-EO.c.ii) and (RWC10-GR.1-S.4-GLE.1-EO.a; b) | Is conflict always bad? Explain. (RWC10-GR.1-S.1-GLE.2) |
| Changes in characters’ relationships to one another reflect their status (or changes to their status) as either hero or villain. (RWC10-GR.1-S.2-GLE.1-EO.a) and (RWC10-GR.1-S.2-GL.1-EO.c-e) | Why is the wolf nice to Little Red Riding Hood? (RWC10-GR.1-S.2-GLE.1-EO.a) and (RWC10-GR.1-S.2-GLE.1-EO.c-e) and (RWC10-GR.1-S.1-GLE.2; S.4-GLE.1-EO.a; b) | How is a relationship defined as good or bad?  How can perspective affect ones relationship? |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * The organization and basic features of print. (RWC10-GR.1-S.2-GLE.4-EO.d) [CCSS: RF.1.1](http://www.corestandards.org/ELA-Literacy/RF/1/1/) * The distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (RWC10-GR.1-S.1-GLE.2-EO.a.i) [CCSS: RF.1.1a](http://www.corestandards.org/ELA-Literacy/RF/1/1/a/) * Grade-level phonics and word analysis skills. (RWC10-GR.1-S.2-GLE.3-EO.a) [CCSS: RF.1.3](http://www.corestandards.org/ELA-Literacy/RF/1/3/) * Reading with sufficient accuracy and fluency supports comprehension. (RWC10-GR.1-S.2-GLE.1.EO.e) [CCSS: RF.1.4](http://www.corestandards.org/ELA-Literacy/RF/1/4/) * The purpose of research (RWC10-GR.1-S.4 -GLE. 1-EO.a,b) and (RWC10-GR.1-S.4-GLE.2-EO.a,b) and (RWC10-GR.1-S.4-GLE.2-IQ.1-8) * The format of narrative paper (RWC10-GR.1-S.1-GLE.1-EO.b, d) and (RWC10-GR.1-S.3-GLE.1-EO.c-f) and (RWC10-GR.1-S.3-GLE.2-EO.a, b) and (RWC10-GR.1-S.2-GLE.4-EO.c, d) * The format of an opinion paper (RWC10-GR.1-S.1-GLE.1-EO.b, d) and (RWC10-GR.1-S.3-GLE.1-EO.a) and (RWC10-GR.1-S.3-GLE.1-EO.d-f) and (RWC10-GR.1-S.3-GLE.2-EO.a,b) and (RWC10-GR.1-S.2-GLE.4-EO.c,d) * The process of comparing and contrasting characters in literature (RWC10-GR.1-S.2-GLE 1-EO.c) * The format of an oral retell (RWC10-GR.1-S.1-GLE.1-EO.c) and (RWC10-GR.1-S.1-GLE.2-EO.a.i) and (RWC10-GR.1-S.1-GLE.2-EO.b) and (RWC10-GR.1-S.1-GLE.3-EO.a) and (RWC10-GR.1-S.1 S.4-GLE.1-EO.a, b) and (RWC10-GR.1-.2-GLE.1-EO.a) and (RWC10-GR.1-S.2-GLE.1-EO.c-e) * Authors choose a specific format based on their purpose. (RWC10-GR.1-S.3-GLE.1-EO.a-f) | * Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (RWC10-GR.1-S.2-GLE.4-EO.d.i) [CCSS: RF.1.1a](http://www.corestandards.org/ELA-Literacy/RF/1/1/a/) * Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RWC10-GR.1-S.1-GLE.3-EO.a) [CCSS: RF.1.2](http://www.corestandards.org/ELA-Literacy/RF/1/2/) * Distinguish long from short vowel sounds in spoken single-syllable words. (RWC10-GR.1-S.1-GLE.3-EO.a.i) [CCSS: RF.1.2a](http://www.corestandards.org/ELA-Literacy/RF/1/2/a/) * Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (RWC10-GR.1-S.1-GLE.3-EO.a.ii) [CCSS: RF.1.2b](http://www.corestandards.org/ELA-Literacy/RF/1/2/b/) * Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (RWC10-GR.1-S.1-GLE.3-EO.a.iii) [CCSS: RF.1.2c](http://www.corestandards.org/ELA-Literacy/RF/1/2/c/) * Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (RWC10-GR.1-S.1-GLE.3-EO.a.iv) [CCSS: RF.1.2d](http://www.corestandards.org/ELA-Literacy/RF/1/2/d/) * Know and apply grade-level phonics and word analysis skills in decoding words. (RWC10-GR.1-S.2-GLE.3-EO.a) [CCSS: RF.1.3](http://www.corestandards.org/ELA-Literacy/RF/1/3/) * Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (RWC10-GR.1-S.2-GLE.3-EO.a.i) [CCSS: RF.1.3a](http://www.corestandards.org/ELA-Literacy/RF/1/3/a/) * Decode regularly spelled one-syllable words.( RWC10-GR.1-S.2-GLE.3-EO.a.ii) [CCSS: RF.1.3b](http://www.corestandards.org/ELA-Literacy/RF/1/3/b/) * Know final -e and common vowel team conventions for representing long vowel sounds. (RWC10-GR.1-S.2-GLE.3-EO.a.iii) [CCSS: RF.1.3c](http://www.corestandards.org/ELA-Literacy/RF/1/3/c/) * Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (RWC10-GR.1-S.2-GLE.3-EO.a.iv) [CCSS: RF.1.3d](http://www.corestandards.org/ELA-Literacy/RF/1/3/d/) * Decode two-syllable words following basic patterns by breaking the words into syllables. (RWC10-GR.1-S.2-GLE.3-EO.a.v) [CCSS: RF.1.3e](http://www.corestandards.org/ELA-Literacy/RF/1/3/e/) * Read words with inflectional endings. (RWC10-GR.1-S.2-GLE.3-EO.a.vi) [CCSS: RF.1.3f](http://www.corestandards.org/ELA-Literacy/RF/1/3/f/) * Recognize and read grade-appropriate irregularly spelled words. (RWC10-GR.1-S.2-GLE.3-EO.a.vii) [CCSS: RF.1.3g](http://www.corestandards.org/ELA-Literacy/RF/1/3/g/) * Read with sufficient accuracy and fluency to support comprehension. (RWC10-GR.1-S.2-GLE.1-EO.e) [CCSS: RF.1.4](http://www.corestandards.org/ELA-Literacy/RF/1/4/) * Read grade-level text orally with accuracy, appropriate rate, and expression. (RWC10-GR.1-S.2-GLE.1-EO.e.ii) [CCSS: RF.1.4b](http://www.corestandards.org/ELA-Literacy/RF/1/4/b/) * Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RWC10-GR.1-S.2-GLE.1-EO.e.iii) [CCSS: RF.1.4c](http://www.corestandards.org/ELA-Literacy/RF/1/4/c/) * Describe people and events in order to expand vocabulary and use drawings and pictures to clarify ideas (RWC10-GR.1-S.1-GLE.1-EO.a,b) * Use verbal and nonverbal language to express and receive information (RWC10-GR.1-S.1-GLE. 2-EO.a-c) * Use craft and structure to explain differences between books, identify who is telling the story (RWC10-GR.1-S.2-GLE.1-EO.b.ii-iii) * Use integration and knowledge of ideas to describe story elements and compare and contrast characters’ experiences (RWC10-GR.1-S.2-GLE.1-EO.c) * Use integration of knowledge and ideas to discuss author’s purpose (RWC10-GR.1-S.2-GLE.2-EO.c.ii) * Compare and contrast two text on the same topic (RWC10-GR.1-S.2-GLE.2-EO.c.iii) * Determine the pronunciation and meaning of complex vocabulary (RWC10-GR.1-S.2-GLE.4-EO.a-d) * Use appropriate conventions in writing (RWC10-GR.1-S.3-GLE.2-EO.a,b) * Use a variety of resources to locate and answer questions (RWC10-GR.1-S.4-GLE.1-EO.a-c) * Participate in shared research and writing using text to gather information (RWC10-GR.1-S.4-GLE.2-EO.a,b) * Read and comprehend grade level appropriate text (RWC10-GR.1-S.2-GLE.1-EO.a-e) [CCSS: RF.1.4a](http://www.corestandards.org/ELA-Literacy/RF/1/4/a/) * How to use a graphic organizer to explain differences/similarities between books (RWC10-GR.1-S.3-GLE.1-EO.e) |

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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *“The wolf should not be seen as a villain because he was eating the pigs because he was hungry.” (perspective)*  *“If I make good choices, I can influence my friends to make good choices too.”*  *“After reading many versions of Cinderella, I noticed that many cultures value \_\_\_\_\_\_\_\_.”* |
| **Academic Vocabulary:** | opinion, narrative, informative, retell, research, values, morals, hero, villain, compare/contrast, character, perspective, influence, power, cause/effect, participate, | |
| **Technical Vocabulary:** | fairy tales, heroes, villains, graphic organizer(s) | |

\*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

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| **Unit Title** | I Can Be an Author | | | | **Length of Unit** | 4-6 weeks | | |
| **Focusing Lens(es)** | Perspective/Creativity | **Standards and Grade Level Expectations Addressed in this Unit** | | RWC10-GR.1-S.1-GLE.1  RWC10-GR.1-S.1-GLE.2  RWC10-GR.1-S.1-GLE.3  RWC10-GR.1-S.2-GLE.1  RWC10-GR.1-S.2-GLE.2  RWC10-GR.1-S.2-GLE.3 | | | | RWC10-GR.1-S.2-GLE.4  RWC10-GR.1-S.3-GLE.1  RWC10-GR.1-S.3-GLE.2  RWC10-GR.1-S.4-GLE.2  RWC10-GR.1-S.4-GLE.1  RWC10-GR.1-S.4-GLE.2 |
| **Inquiry Questions (Engaging- Debatable):** | * What makes a writer great? (RWC10-GR.1-S.3-GLE.1-EO.a-c) and (RWC10-GR.1-S.3-GLE.1-N.1-2) * Why do writers write? (RWC10-GR.1-S.3-GLE.1-EO.a-c) and (RWC10-GR.1-S.4-GLE.2-EO.a) * How might a person decide if a piece of writing is worth publishing? (RWC10-GR.1-S.3-GLE.1-EO.d) and (RWC10-GR.1-S.3-GLE.1-RA.3) * How can writing make a difference in the world? (RWC10-GR.1-S.3-GLE.1-EO.a,b) | | | | | | | |
| **Unit Strands** | Oral Expression & Listening – Reading for all Purposes – Writing and Composition – Research and Reasoning | | | | | | | |
| **Concepts** | **In content:** | | **In reading:** | | | | **In writing:** | |
| perspective, value, emotion, voice, purpose, craft, connections, creativity, reader | | phonics, fluency, vocabulary, comprehension, phonological awareness | | | | phonics, fluency, vocabulary, comprehension, phonological awareness, spelling | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Decoding words requires the application alphabetic principles, letter sounds, and letter combinations (RWC10-GR.1-S.1-GLE.3-EO.a) and (RWC10-GR.1-S.2-GLE.3-EO.a)\* | How many different ways can we break apart the word \_\_\_\_\_\_\_\_? (RWC10-GR.1-S.1-GLE.3-EO.a) and (RWC10-GR.1-S.2-GLE.3-EO.a.iv,v) | Why is learning letter combinations important for becoming an effective reader? (RWC10-GR.1-S.1-GLE.3-IQ.1) |
| Reading comprehension requires knowledge of letter names/letter sounds, decoding, the development of automatic word recognition, and reading fluency (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S.2-GLE.2-EO.d,e)\* | What are the three parts of reading fluency (rate – accuracy – prosody)? (RWC10-GR.1-S.2-GLE.2-EO.e.ii) | How does automaticity with underlying skills lead to reading comprehension? (RWC10-GR.1-S.2-GLE.1-N.1,2) and (RWC10-GR.1-S.2-GLE.2-N.1,2) |
| The ability to comprehend and fluently read various informational and literary texts written at grade level allows students to access and understand a variety of written materials (RWC10-GR.1-S.2-GLE.2)\* | What are the differences between literary texts and informational texts? (RWC10-GR.1-S.2-GLE.1-EO.b.ii) and (RWC10-GR.1-S.2-GLE.2-EO.b.ii) | Why must readers understand the structural differences between narrative and informational text? (RWC10-GR.1-S.2-GLE.1-EO.b.ii) and (RWC10-GR.1-S.2-GLE.2-EO.b.ii) |
| Authors purposefully craft language to convey meaning to the reader. (RWC10-GR.1-S.2-GLE.1-EO.d,e; S.2-GLE.2-EO.d,e) and (RWC10-GR.1-S.3-GLE.1-N.1; 2) | Why did \_\_\_\_\_\_\_\_\_\_\_\_\_ (author) write \_\_\_\_\_\_\_\_\_\_\_\_? (RWC10-GR.1-S.2-GLE.1-EO.b.ii) and (RWC10-GR.1-S.2-GLE.2-EO.c.ii)  What language conveyed the emotion of fear? (RWC10-GR.1-S.2-GLE.1-EO.b.i)  How can we use context to infer the meaning of words?( RWC10-GR.1-S.2-GLE.1-EO.e.iii) and (RWC10-GR.1-S.2-GLE.2-EO.b.i) and (RWC10-GR.1-S.2-GLE.2-EO.e.iii) | How does using figurative language enhance your writing? (RWC10-GR.1-S.2-GLE.4-EO.b; S.3-GLE.1-EO.a) and (RWC10-GR.1-S.3-GLE.1.RA.2)  What helps readers create images in their head as they read? (RWC10-GR.1-S.2-GLE.1-EO.a.i-iii) |
| Authors strategically use craft (tone, mood, word choice, characterization – etc.) in order to connect with the reader on an emotional level. (RWC10-GR.1-S.2-GLE.1-EO.i) | What emotions did you feel while reading this book? (RWC10-GR.1-S.2-GLE.1-EO.b.i) and (RWC10-GR.1-S.2-GLE.2-RA.2) | How do authors convey emotion? (RWC10-GR.1-S.2-GLE.1-EO.b.i) and (RWC10-GR.1-S.2-GLE.2-RA.2) and (RWC10-GR.1-S.2-GLE.4-EO.b.iii, iv) and (RWC10-GR.1-S.3-GLE.1-EO.d) and (RWC10-GR.1-S.3.GLE.1-RA.3)  Why do authors try to convey emotions in their writing? (RWC10-GR.1-S.2-GLE.1-EO.b.i) and (RWC10-GR.1-S.2-GLE.2-RA.2) and (RWC10-GR.1-S.2-GLE.4-EO.b.iii) |
| An author’s perspective influences voice and purpose in a piece of writing. (RWC10-GR.1-S.2-GLE.2-EO.c.ii) and (RWC10-GR.1-S.2-GLE.4-EO.b) and (RWC10-GR.1-S.3-GLE.1-EO.a-c) | What words show that the author feels \_\_\_\_\_\_\_\_ about the topic? (RWC10-GR.1-S.2-GLE.1-EO.b.i) | How do you decide what to write about? (RWC10-GR.1-S.3-GLE.1) and (RWC10-GR.1-S.1-GLE.1-IQ.1-3) and RWC10-GR.1-S.3-GLE.1-RA.1)  Why do you think \_\_\_\_\_\_\_\_\_wrote this book? (RWC10-GR.1-S.3-GLE.1-EO.a) |
| Readers connect with texts in relation to their personal values and beliefs. (RWC10-GR.1-S.2-GLE.1-EO.c.ii) and (RWC10-GR.1-S.2-GLE.2-EO.c.iii) | Does this story make you think of something in your own life, another book or something in the world? (RWC10-GR.1-S.2-GLE.1-EO.a,c) and (RWC10-GR.1-S.2-GLE.2-EO.a.iii, iv) | How do we judge a piece of writing? (RWC10-GR.1-S.4-GLE.1-EO.c)  Why do people choose to read a text? (RWC10-GR.1-S.3-GLE.1-EO.a) |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * The organization and basic features of print. (RWC10-GR.1-S.2-GLE.4-EO.d) [CCSS: RF.1.1](http://www.corestandards.org/ELA-Literacy/RF/1/1/) * The distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (RWC10-GR.1-S.1-GLE.2-EO.a.i) [CCSS: RF.1.1a](http://www.corestandards.org/ELA-Literacy/RF/1/1/a/) * Grade-level phonics and word analysis skills. (RWC10-GR.1-S.2-GLE.3-EO.a) [CCSS: RF.1.3](http://www.corestandards.org/ELA-Literacy/RF/1/3/) * Writing is personal. (RWC10-GR.1-S.4-GLE. 2-EO.b) * Specific styles fit specific purposes. (RWC10-GR.1-S.3-GLE.1-EO.a-f) and (RWC10-GR.1-S.3-GLE.2-EO.a-b) and (RWC10-GR.1-S.4-GLE.2-EO.a) * The different steps of the writing process. * Writing can improve by doing lots of reading and studying how texts are created. (RWC10-GR.1-S.2-GLE.4-EO.c) and (RWC10-GR.1-S.2-GLE.1-EO.b.i) and (RWC10-GR.1-S.2-GLE.2-EO.b.ii,iii) * Writing is a process. (RWC10-GR.1-S.2-GLE.4-EO.c) and (RWC10-GR.1-S.2-GLE.1-EO.b.i) and (RWC10-GR.1-S.2-GLE.2-EO.b.ii,iii) | * Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (RWC10-GR.1-S.2-GLE.4-EO.d.i) [CCSS: RF.1.1a](http://www.corestandards.org/ELA-Literacy/RF/1/1/a/) * Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RWC10-GR.1-S.1-GLE.3-EO.a) [CCSS: RF.1.2](http://www.corestandards.org/ELA-Literacy/RF/1/2/) * Distinguish long from short vowel sounds in spoken single-syllable words. (RWC10-GR.1-S.1-GLE.3-EO.a.i) [CCSS: RF.1.2a](http://www.corestandards.org/ELA-Literacy/RF/1/2/a/) * Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (RWC10-GR.1-S.1-GLE.3-EO.a.ii) [CCSS: RF.1.2b](http://www.corestandards.org/ELA-Literacy/RF/1/2/b/) * Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (RWC10-GR.1-S.1-GLE.3-EO.a.iii) [CCSS: RF.1.2c](http://www.corestandards.org/ELA-Literacy/RF/1/2/c/) * Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (RWC10-GR.1-S.1-GLE.3-EO.a.iv) [CCSS: RF.1.2d](http://www.corestandards.org/ELA-Literacy/RF/1/2/d/) * Know and apply grade-level phonics and word analysis skills in decoding words. (RWC10-GR.1-S.2-GLE.3-EO.a) [CCSS: RF.1.3](http://www.corestandards.org/ELA-Literacy/RF/1/3/) * Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (RWC10-GR.1-S.2-GLE.3-EO.a.i) [CCSS: RF.1.3a](http://www.corestandards.org/ELA-Literacy/RF/1/3/a/) * Decode regularly spelled one-syllable words.( RWC10-GR.1-S.2-GLE.3-EO.a.ii) [CCSS: RF.1.3b](http://www.corestandards.org/ELA-Literacy/RF/1/3/b/) * Know final -e and common vowel team conventions for representing long vowel sounds. (RWC10-GR.1-S.2-GLE.3-EO.a.iii) [CCSS: RF.1.3c](http://www.corestandards.org/ELA-Literacy/RF/1/3/c/) * Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (RWC10-GR.1-S.2-GLE.3-EO.a.iv) [CCSS: RF.1.3d](http://www.corestandards.org/ELA-Literacy/RF/1/3/d/) * Decode two-syllable words following basic patterns by breaking the words into syllables. (RWC10-GR.1-S.2-GLE.3-EO.a.v) [CCSS: RF.1.3e](http://www.corestandards.org/ELA-Literacy/RF/1/3/e/) * Read words with inflectional endings. (RWC10-GR.1-S.2-GLE.3-EO.a.vi) [CCSS: RF.1.3f](http://www.corestandards.org/ELA-Literacy/RF/1/3/f/) * Recognize and read grade-appropriate irregularly spelled words. (RWC10-GR.1-S.2-GLE.3-EO.a.vii) [CCSS: RF.1.3g](http://www.corestandards.org/ELA-Literacy/RF/1/3/g/) * Read with sufficient accuracy and fluency to support comprehension. (RWC10-GR.1-S.2-GLE.1-EO.e) [CCSS: RF.1.4](http://www.corestandards.org/ELA-Literacy/RF/1/4/) * Read grade-level text orally with accuracy, appropriate rate, and expression. (RWC10-GR.1-S.2-GLE.1-EO.e.ii) [CCSS: RF.1.4b](http://www.corestandards.org/ELA-Literacy/RF/1/4/b/) * Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RWC10-GR.1-S.2-GLE.1-EO.e.iii) [CCSS: RF.1.4c](http://www.corestandards.org/ELA-Literacy/RF/1/4/c/) * Produce complete sentences (RWC10-GR.1-S.1-GLE.1-EO.c) [CCSS: RF.1.1a](http://www.corestandards.org/ELA-Literacy/RF/1/1/a/) * Participate in discussions in order to gather and expand upon information (RWC10-GR.1-S.1 -GLE.2-EO.a-c) * Use language appropriate for purpose and audience (RWC10-GR.1-S.1-GLE.3-EO.a) * Identify words and phrases that suggest feelings (RWC10-GR.1-S.2-GLE.1-EO.b.i) * Identify reasons an author gives to support point (RWC10-GR.1-S.2-GLE.2-EO.c.ii) * Decode words to read and write (RWC10-GR.1-S.2-GLE.3-EO.a) [CCSS: RF.1.3](http://www.corestandards.org/ELA-Literacy/RF/1/3/) * Understand word structure, word relationships and word families (RWC10-GR.1-S.2-GLE.4-EO.a-d) * Explore the writing process to develop ideas for writing (RWC10-GR.1-S.3-GLE.1-EO.a-f) * Using appropriate convention when writing to effectively communicate (RWC10-GR.1-S.3-GLE. 2-EO.a, b) * Evaluate information for clarity and accuracy (RWC10-GR.1-S.4-GLE.2-EO.b) * Produce and use text features for a specific purpose (RWC10-GR.1-S.4-GLE.1-EO.c) * Brainstorm, draft, revise, edit, publish (RWC10-GR.1-S.3-GLE.1-EO.d-f) |

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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *“I conveyed the emotion of love when I wrote about my dog Sally.”*  *“I chose to write about skiing because I wanted to convince my friends to ski.”*  *“I connected with this story because it reminds me of spending time with my grandfather.”* |
| **Academic Vocabulary:** | Perspective, value, judgment, emotion, purpose, craft, organization, ideas, author, publish, persuade, connections, determine, context, evaluate | |
| **Technical Vocabulary:** | Voice, conventions, word choice, context, craft/structure, text structures, conventions, decoding | |

\*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.