

Unit Title: Transformations Around Me

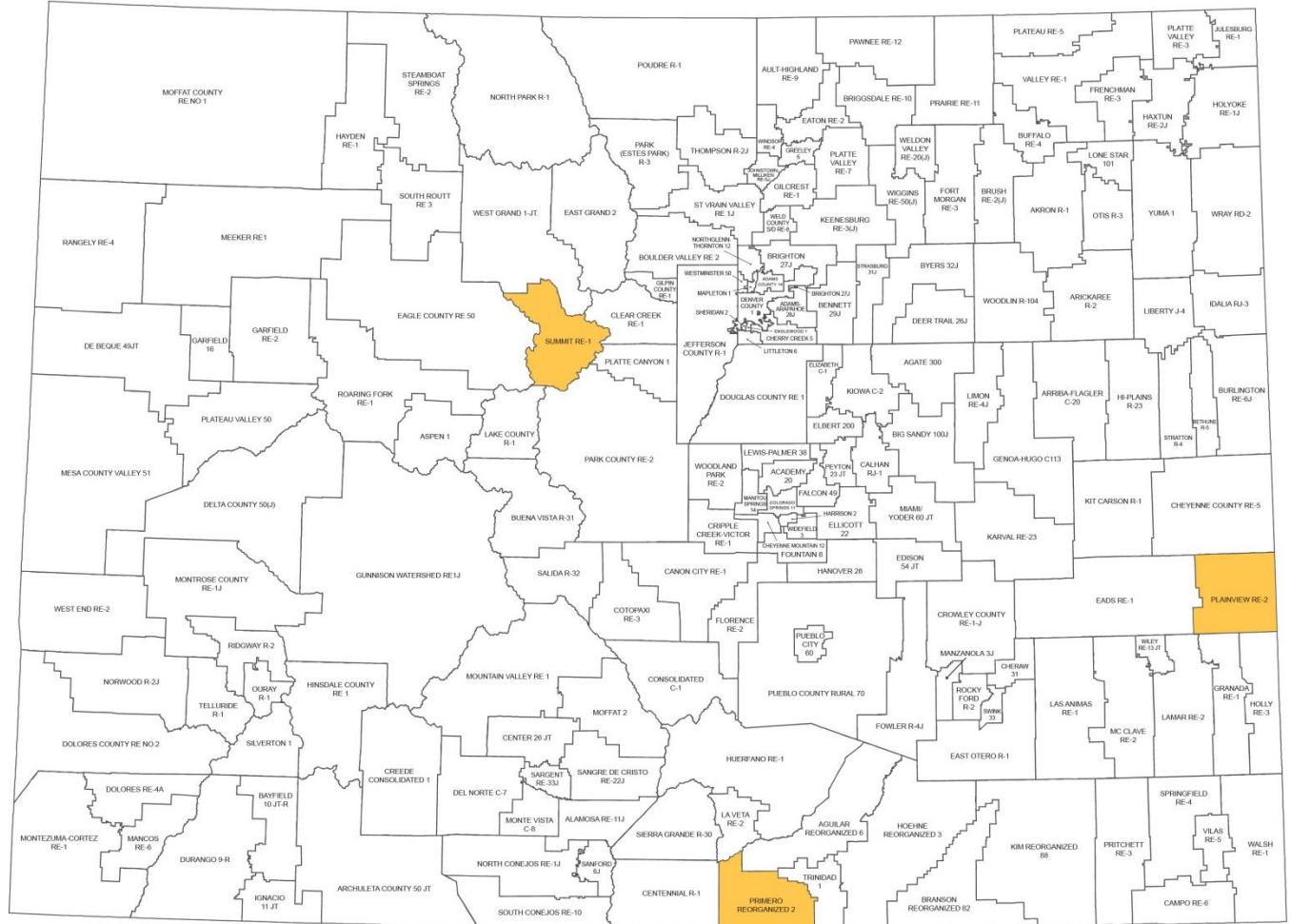
INSTRUCTIONAL UNIT AUTHORS

Plainview School District
 Nicole Albers
 Candi Frey
 Susan Greenfield
 Cheri Hopkins
 John Kaufman

BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

Summit School District
 Kendra Carpenter

Primero School District
 Mary McElhaney



This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

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

Colorado Teacher-Authored Sample Instructional Unit

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):	<ul style="list-style-type: none"> • 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: change, growth, movement, progress, patterns, adaptation, environment, transformation, metamorphosis, convey	In reading: phonics, phonological awareness, fluency, vocabulary, comprehension	In writing: phonics, phonological awareness, fluency, vocabulary, comprehension, spelling		

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?

Colorado Teacher-Authored Sample Instructional Unit

<p>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)</p>	<p>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-GLE.2-EO.d; e)</p>	<p>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)</p>
<p>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)</p>	<p>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)</p>	<p>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-GLE.2-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)</p>
<p>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)</p>	<p>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)</p>	<p>How do you change depending on your purpose? (RWC10-GR.1-S.3-GLE.1-EO.a; c)</p>
<p>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)</p>	<p>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)</p>	<p>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)</p>

Colorado Teacher-Authored Sample Instructional Unit

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • The organization and basic features of print. (RWC10-GR.1-S.2-GLE.4-EO.d) CCSS: 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 • Grade-level phonics and word analysis skills for decoding words. (RWC10-GR.1-S.2-GLE.3-EO.a) CCSS: 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.ii) • 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) 	<ul style="list-style-type: none"> • 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 • Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RWC10-GR.1-S.1-GLE.3-EO.a) CCSS: 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 • 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 • 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 • 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 • 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 • 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 • Decode regularly spelled one-syllable words.(RWC10-GR.1-S.2-GLE.3-EO.a.ii) CCSS: RF.1.3b • 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 • 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 • 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 • Read words with inflectional endings. (RWC10-GR.1-S.2-GLE.3-EO.a.vi) CCSS: RF.1.3f • Recognize and read grade-appropriate irregularly spelled words. (RWC10-GR.1-S.2-GLE.3-EO.a.vii) CCSS: RF.1.3g • Read with sufficient accuracy and fluency to support comprehension. (RWC10-GR.1-S.2-GLE.1-EO.e) CCSS: 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 • 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 • 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.b.ii)

Colorado Teacher-Authored Sample Instructional Unit

	<p>EO.a.iv)</p> <ul style="list-style-type: none"> • 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 • 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)
--	--

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>"My writing changed by putting an "!" to show that my character was excited."</i> <i>"I know how to read boat so I can read soap."</i> <i>"I have progressed in reading because now I can read chapter books."</i>
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.

Colorado Teacher-Authored Sample Instructional Unit

Unit Description:	This unit centers around the attributes of physical communities and the adaptations that people make in order to be successful in particular environments. During the 6-8 weeks of the unit, students will examine their own physical community. They will respond to text and images and construct short written pieces for different purposes/audiences (including letters to pen pals, newspaper "articles," etc.) documenting changes that occur and adaptations people make across seasons. The learning experiences build to a performance assessment that asks students to write (and create videos) about an adaptation, in the form of a favorite activity, they make in a particular season.
Considerations:	This unit focuses on a rural community; the changes that occur and the adaptations people make in this physical environment. The unit presumes that students have established pen pal relationships with counterparts in urban/suburban environments. These relationships will provide opportunities for students to explore different forms of writing and for communicating the attributes of their community with peers. Though the resources utilized in the unit are rural-specific, the learning experiences and performance assessment are easily adaptable for any physical environment.

Unit Generalizations

Key Generalization:	People often adapt to changing environments in order to have success in that environment
Supporting Generalizations:	Change can often create progress Reading and writing purposes change depending on context and communication intent

Ongoing

These Generalizations, addressed throughout the Unit (and the entire year), are explained below in the Ongoing Learning Experiences section.

Ongoing Generalizations / Learning Experiences	Decoding words requires the application alphabetic principles, letter sounds, and letter combinations
	Reading comprehension requires knowledge of letter names/letter sounds, decoding, the development of automatic word recognition, and reading fluency
	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
	The analysis of (phonemic) systems and their inherent relationships help people uncover patterns and make meaning

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	People often adapt to changing environments in order to have success in that environment
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You are an expert on your local (rural) community and you are going to be a "tour guide" for other 1st graders in Colorado who live in other (urban/suburban) communities! To help these other 1st graders get to know your community a bit, you will choose your favorite season and describe in writing one activity that is unique to your community during that season. You will work in small groups to then create a short video that will show your expert knowledge of how people in your community adapt to their environment during the season you have chosen to discuss.

Colorado Teacher-Authored Sample Instructional Unit

Product/Evidence: (Expected product from students)	Students will work in small groups according to the season they have chosen (teachers could randomly assign students to seasons or have the students choose). Prior to the video work, students will individually construct responses that describe a unique activity in their community during the (assigned/chosen) season, using informational texts to support their claims about the season. Once these responses are constructed, students will create a short video together that illustrates the season and the corresponding unique activities in their community.
Differentiation: (Multiple modes for student expression)	<p>For the individual work students may:</p> <ul style="list-style-type: none"> • Use partially completed graphic organizers for seasons/activities • Work with partners/teacher to dictate the season and activities <p>For the group work, students may take on single or multiple roles and/or participate in various tasks:</p> <ul style="list-style-type: none"> • Performer • Camera person • Visual arts/graphics person • Director

Texts for independent reading or for class read aloud to support the content

Informational/Non-Fiction	Fiction
<p><i>Farm Community</i> by Peggy Pancella (Lexile Level - 620) <i>Farm</i> by Penny Arlon (Lexile Level – 550) <i>Living in Rural Communities</i> by Kristin Sterling (Lexile Level – 360) <i>Living in Suburban Communities</i> by Kristin Sterling (Lexile Level = 420) <i>Suburb</i> by Peggy Pancella (Lexile Level = 300) <i>Living on Farms</i> by Allan Fowler (Lexile Level - 330) <i>Seasons</i> by David Stewart (Lexile Level – 610) <i>Animals in Fall</i> by Scholastic (Lexile Level - 530) <i>Fall Apples</i> by Scholastic (Lexile Level - 590) <i>Fall Leaves</i> by Scholastic (Lexile Level - 490) <i>Fall Pumpkins</i> by Scholastic (Lexile Level - 500) <i>Fall Weather</i> by Scholastic (Lexile Level - 530) <i>I See Winter</i> by Charles Ghigna (Lexile Level - 260) <i>Winter is</i> by Ann Dixon (Lexile Level – 500) <i>Winter</i> by Stephanie Hedlund (Lexile Level – 380) <i>Winter (The Seasons)</i> by Nuria Roca (Lexile Level – 590) <i>It's Winter (Celebrate the Seasons)</i> by Linda Glaser (Lexile Level - 300) <i>The Seasons (Fall)</i> by Nuria Roca (Lexile Level – 590) <i>The Seasons (Spring)</i> by Nuria Roca (Lexile Level – 590) <i>Spring</i> by Sian Smith (Lexile Level – 380) <i>People in Spring (All About Spring)</i> by Martha Rustad (Lexile Level – 210) <i>Plants in Spring (All About Spring)</i> by Martha Rustad (Lexile Level – 340) <i>What Happens in Spring? (Four Super Seasons)</i> by Alex Appleby</p>	<p><i>Squirrel's Fall Search</i> by Anita Loughrey (Lexile Level = 630) <i>Fall Leaf Project</i> by Margaret McNamara (Lexile Level - 270) <i>Fall Harvest</i> by Gail Saunders-Smith (Lexile Level – 160) <i>Winter According to Humphrey</i> by Betty Birney (Lexile Level – 630) <i>Winter Wheat</i> by Brenda Z. Guiberson (Lexile Level – 620)</p>

Colorado Teacher-Authored Sample Instructional Unit

Reading, Writing, and Communicating Ongoing Learning Experiences

Assessments: Each of the Ongoing Learning Experiences will use assessments aligned with and identified in the READ Act: DIBELS, PALS, DRA2 to measure foundational reading skills. (Additional commercially available resources may be found on the READ Act Resource Bank of Approved Assessments found [here](#).) In addition, teachers may use other assessment resources to monitor student progress throughout the unit: CORE Phonics; Aimsweb resources; www.interventioncentral.org (Intervention Central), www.studentprogress.org (Student Progress) as well as the skill-specific assessments found in basal reading programs.

Ongoing Learning Experience #1	Students will think like readers by knowing and applying grade-level phonics and word analysis skills in decoding words.
Skills:	<p>CCSS: RF.1.3a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>CCSS: RF.1.3b Decode regularly spelled one-syllable words.</p> <p>CCSS: RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>CCSS: RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>CCSS: RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>CCSS: RF.1.3f Read words with inflectional endings.</p> <p>CCSS: RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p>
Teacher Resources:	<p>http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp (FCRR resources aligned to Common Core State Standards Reading Foundation Standards)</p> <p>(Commercially produced materials are available. In addition, materials may be found in particular basal readers which teacher may already access.)</p>
Ongoing Learning Experience #2	Students will think like readers by demonstrating understanding of spoken words, syllables, and sounds (phonemes).
Skills:	<p>CCSS: RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>CCSS: RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>CCSS: RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS: RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>
Teacher Resources:	<p>http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp (FCRR resources aligned to Common Core State Standards Reading Foundation Standards)</p> <p>(Commercially produced materials are available. In addition, materials may be found in particular basal readers which teacher may already access.)</p>
Ongoing Learning Experience #3	Students will think like readers by reading with sufficient accuracy and fluency to support comprehension.
Skills:	<p>CCSS: RF.1.4a Read grade-level text with purpose and understanding.</p> <p>CCSS: RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.</p>
Teacher Resources:	<p>http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp (FCRR resources aligned to Common Core State Standards Reading Foundation Standards)</p>
Ongoing Learning Experience #4	Students will think like readers by demonstrating understanding of spoken words, syllables, and sounds (phonemes).
Skills:	<p>CCSS: RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>CCSS: RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>CCSS: RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS: RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>
Teacher Resources:	<p>http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp (FCRR resources aligned to Common Core State Standards Reading Foundation Standards)</p>

Colorado Teacher-Authored Sample Instructional Unit

Prior Knowledge and Experiences

The experiences in this unit build on some basic (student) knowledge around the seasons, family occupations, and land features of their community. Teachers may want to revisit some of these concepts (particularly those physical aspects of the community) before the unit to reinforce these concepts.

Learning Experience # 1

The teacher may brainstorm with students the unique aspects of their surroundings so that students can begin to identify and define their physical community.

Generalization Connection(s):	People often adapt to changing environments in order to have success in that environment	
Teacher Resources:	https://www.google.com/search?q=rural+community&tbo=isch&source=univ&sa=X&ei=sPrLUp-4E8WXrgGew4HYAg&sqi=2&ved=0CCwQsAQ&biw=1016&bih=539 (Images of rural communities-International) https://www.google.com/search?q=rural+communities+in+the+united+states+images&tbo=isch&source=univ&sa=X&ei=ofv_LUt66BMybrQHg44CYAg&sqi=2&ved=0CCwQsAQ&biw=1016&bih=539 (Images of rural communities-US) http://www.ask.com/question/characteristics-of-urban-community (Answers to the question: What is urban?) http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g3_u1/ (Interactive map-physical communities) http://www.nps.gov/nr/publications/bulletins/nrb30/nrb30_5.htm (Definitions of rural environments) <i>Farm Community</i> by Peggy Pancella (Lexile Level - 620) <i>Farm</i> by Penny Arlon (Lexile Level – 550)	
Student Resources:	<i>Farm Community</i> by Peggy Pancella (Lexile Level – 620) <i>Farm</i> by Penny Arlon (Lexile Level – 550) <i>Living in Rural Communities</i> by Kristin Sterling (Lexile Level – 360)	
Assessment:	Students will begin the construction of a word wall that will continue throughout the unit, using the “brainstormed” words from this learning experience as the initial list http://www.schoolexpress.com/wordwalls/wordwalls.php (Word wall resource)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Selected rural images (See teacher resources)	The students may work with partners to locate images that connect with selected words on the word wall
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Selected rural images (See teacher resources)	The students may create visual mosaics that capture several of the words and concepts on the word wall
Critical Content:	N/A	
Key Skills:	<ul style="list-style-type: none"> • Use a variety of resources to locate information and answer questions of interest 	
Critical Language:	Environment, surroundings, community	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 2

The teacher may utilize informational texts and images of rural and urban areas so that students can create a working and shared definition of the physical aspects of a (rural) community. [Understanding text, Responding to text]

Generalization Connection(s):	People often adapt to changing environments in order to have success in that environment	
Teacher Resources:	<p>https://www.google.com/search?q=rural+community&tbo=isch&tbs=u&source=univ&sa=X&ei=sPrLUp-4E8WXrgGew4HYAg&sqi=2&ved=0CCwQsAQ&biw=1016&bih=539 (Images of rural communities-International)</p> <p>https://www.google.com/search?q=rural+communities+in+the+united+states+images&tbo=isch&tbs=u&source=univ&sa=X&ei=ofvLUt66BMybrQHg44CYAg&sqi=2&ved=0CCwQsAQ&biw=1016&bih=539 (Images of rural communities-US)</p> <p>http://www.nps.gov/nr/publications/bulletins/nrb30/nrb30_5.htm (Definitions of rural environments)</p> <p>http://www.brainpopjr.com/socialstudies/communities/ruralsuburbanandurban/preview.weml (Rural, Urban, and Suburban “ video)</p> <p><i>Farm Community</i> by Peggy Pancella (Lexile Level - 620)</p> <p><i>Farm</i> by Penny Arlon (Lexile Level – 550)</p> <p><i>Suburb</i> by Peggy Pancella (Lexile Level = 300)</p> <p>http://www.enchantedlearning.com/graphicorganizers/venn/ (Venn Diagram template)</p> <p><i>Country Kid, City Kid</i> by Julie Cummins (Lexile Level – 1040)</p>	
Student Resources:	<p><i>Farm Community</i> by Peggy Pancella (Lexile Level – 620)</p> <p><i>Farm</i> by Penny Arlon (Lexile Level - 550)</p> <p><i>Living in Rural Communities</i> by Kristin Sterling (Lexile Level – 360)</p> <p><i>Living in Suburban Communities</i> by Kristin Sterling (Lexile Level -420)</p> <p><i>Living in Urban Communities</i> by Kristin Sterling (Lexile Level =-300)</p> <p><i>City Neighborhood Walk</i> by Peggy Pancella (Lexile level- 620)</p>	
Assessment:	Students will utilize photographs and the word wall to construct graphic organizers that compare and contrast the (physical) similarities and differences between urban and rural communities.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>The teacher may start or partially complete a Venn Diagram</p> <p>http://www.enchantedlearning.com/graphicorganizers/venn/ (Venn Diagram template)</p>	
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>The teacher may have students write an “opinion” piece about the best things about living in a (rural) community</p> <p>http://oakdome.com/k5/lesson-plans/word/common-core-opinion-writing-template.php (Graphic organizer for writing an opinion)</p>	
Critical Content:	<ul style="list-style-type: none"> • Research can help us find the answer to a question • Characters can change 	
Key Skills:	<ul style="list-style-type: none"> • Make logical predictions and explain why or why not 	
Critical Language:	Environment, transformation, growth, progress, adaptations	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 3					
The teacher may utilize photographs and informational texts so that students can analyze how communities change physically over time. [Understanding text, Responding to text]					
Generalization Connection(s):	People often adapt to changing environments in order to have success in that environment Change can often create progress				
Teacher Resources:	<p><i>A One-room School (Historic Communities)</i> by Bobbie Kalman (Lexile Level - 860) http://www.campsilos.org/mod4/students/life.shtml (Farming Then and Now)</p> <p><i>Kiowa County</i> by Eads High School Local History Project, Kiowa County Historical Society (Obtain resources from Kiowa County Museum or Eads Library) (Lexile Level – 1210)</p> <p>http://www.shelleducation.com/free/activities/july2010/Bubble_Map_Graphic_Organizer.pdf (Graphic organizer for comparing past and present)</p> <p><i>Living on Farms</i> by Allan Fowler (Lexile Level - 330)</p>				
Student Resources:	<i>Living on Farms</i> by Allan Fowler (Lexile Level - 330)				
Assessment:	Students will use the photographs and information from the texts to describe specific aspects of their physical community from the past and today.				
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	<table border="1"> <tr> <th>Access (Resources and/or Process)</th><th>Expression (Products and/or Performance)</th></tr> <tr> <td>The teacher may provide a partially completed graphic organizer http://www.shelleducation.com/free/activities/july2010/Bubble_Map_Graphic_Organizer.pdf (Graphic organizer for comparing past and present)</td><td>The students may work individually or in partners (dictating) to complete the partially filled in organizer</td></tr> </table>	Access (Resources and/or Process)	Expression (Products and/or Performance)	The teacher may provide a partially completed graphic organizer http://www.shelleducation.com/free/activities/july2010/Bubble_Map_Graphic_Organizer.pdf (Graphic organizer for comparing past and present)	The students may work individually or in partners (dictating) to complete the partially filled in organizer
Access (Resources and/or Process)	Expression (Products and/or Performance)				
The teacher may provide a partially completed graphic organizer http://www.shelleducation.com/free/activities/july2010/Bubble_Map_Graphic_Organizer.pdf (Graphic organizer for comparing past and present)	The students may work individually or in partners (dictating) to complete the partially filled in organizer				
Extensions for depth and complexity:	<table border="1"> <tr> <th>Access (Resources and/or Process)</th><th>Expression (Products and/or Performance)</th></tr> <tr> <td>http://www.campsilos.org/mod4/students/life.shtml (Farming Then and Now)</td><td>The students may create a game of flash cards (Draw pictures based on photographic images representing past and present aspects of the physical community) and quiz other students</td></tr> </table>	Access (Resources and/or Process)	Expression (Products and/or Performance)	http://www.campsilos.org/mod4/students/life.shtml (Farming Then and Now)	The students may create a game of flash cards (Draw pictures based on photographic images representing past and present aspects of the physical community) and quiz other students
Access (Resources and/or Process)	Expression (Products and/or Performance)				
http://www.campsilos.org/mod4/students/life.shtml (Farming Then and Now)	The students may create a game of flash cards (Draw pictures based on photographic images representing past and present aspects of the physical community) and quiz other students				
Critical Content:	<ul style="list-style-type: none"> Research can help us find the answer to a question 				
Key Skills:	<ul style="list-style-type: none"> With guidance produce a piece of informative/explanatory text Use key ideas and details craft and structure to comprehend and read a variety of text Use a variety of resources to locate information and answer questions of interest Participate in shared research and writing with guidance and support 				
Critical Language:	Environment, transformation, growth, progress				

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 4

The teacher may read a short informational text about seasons (e.g., *Changing Seasons* by Sian Smith) so that students can identify the changes in their physical community according to different seasons. [Understanding text, Producing text]

Generalization Connection(s):	People often adapt to changing environments in order to have success in that environment Reading and writing purposes change depending on context and communication intent	
Teacher Resources:	<i>Seasons</i> by David Stewart (Lexile Level – 610) <i>Squirrel's Fall Search</i> by Anita Loughrey (Lexile Level = 630) http://www.exploringnature.org/db/detail.php?dbID=112&detID=2634 (Movie about the changing Seasons) http://www.brainpopjr.com/science/weather/seasons/preview.weml (Movie about the changing seasons) http://oakdome.com/k5/lesson-plans/word/common-core-opinion-writing-template.php (Graphic organizer for writing an opinion) http://www.neok12.com/video/Seasons/zX755b755e04470c5d627f63.htm (Video-four seasons time lapse)	
Student Resources:	<i>Changing Seasons</i> by Sian Smith (Lexile level – 440) <i>Watching the Seasons</i> by Edana Eckart (Lexile level – 300) http://www.turtlediary.com/kindergarten-games/science-games/seasons.html (Changing seasons game)	
Assessment:	Students will write a short descriptive (opinion) piece about their favorite season that will include specific references to the informational text read by the teacher.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may write the words the students wish to add to the word wall on slips of paper	The students may add (seasonal) words to the classroom word wall from the teacher read informational text The students may create a diorama or photo mosaic of their favorite season
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may have students write an “opinion” piece about their least favorite season http://oakdome.com/k5/lesson-plans/word/common-core-opinion-writing-template.php (Graphic organizer for writing an opinion)	The students may complete the graphic organizer and transform it into a paragraph
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not 	
Critical Language:	Environment, transformation, growth, progress, alter	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 5		
The teacher may read both fictional and informational texts about fall and the physical changes that occur in their environment so that students can analyze specific characteristics of the fall season. [<i>Understanding text, Responding to text</i>]		
Generalization Connection(s):	People often adapt to changing environment in order to have success in that environment Reading and writing purposes change depending on context and communication intent	
Teacher Resources:	<i>Animals in Fall</i> by Scholastic (Lexile Level - 530) <i>Fall Apples</i> by Scholastic (Lexile Level - 590) <i>Fall Leaves</i> by Scholastic (Lexile Level - 490) <i>Fall Pumpkins</i> by Scholastic (Lexile Level - 500) <i>Fall Weather</i> by Scholastic (Lexile Level - 530)	
Student Resources:	<i>Fall Leaf Project</i> by Margaret McNamara (Lexile Level - 270) <i>Fall Harvest</i> by Gail Saunders-Smith (Lexile Level – 160) http://www.primarygames.com/seasons/fall/games.htm (Fall games – 11) http://www.brainpopjr.com/science/weather/fall/preview.weml (Short “movie” about fall and changes and adaptations that occur)	
Assessment:	Students will choose an image from either an informational or fictional text to respond to by drawing and describing one major change they see in their physical environment during the fall.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may write a descriptive paragraph leaving out adjectives	The students may utilize the word wall and fill-in or dictate the missing adjectives for the paragraph
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	The students may create a collage of colorful fall leaves and write a descriptive sentence for each leaf
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence • Research can help us find the answer to a question • Characters can change • The difference between fiction and non-fiction writing/books 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not 	
Critical Language:	Transformation, growth, progress, alter, migration, hibernation, deciduous, evergreen, preparation, harvest	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 6

The teacher may bring in guest speakers and artifacts associated with fall (e.g., canning supplies, models of harvesting implements, blaze orange safety vests, bird calls, binoculars) so that students can connect these artifacts with specific adaptations people make in this community. [Producing text]

Generalization Connection(s):	People often adapt to changing environment in order to have success in that environment Reading and writing purposes change depending on context and communication intent	
Teacher Resources:	<i>Fall Apples</i> by Scholastic (Lexile Level - 590) <i>Fall Leaves</i> by Scholastic (Lexile Level - 490) <i>Fall Pumpkins</i> by Scholastic (Lexile Level - 500) <i>The Seasons (Fall)</i> by Nuria Roca (Lexile Level – 590)	
Student Resources:	<i>Fall Apples</i> by Scholastic (Lexile Level - 590) <i>Fall Leaves</i> by Scholastic (Lexile Level - 490) <i>Fall Pumpkins</i> by Scholastic (Lexile Level - 500) <i>The Seasons (Fall)</i> by Nuria Roca (Lexile Level – 590)	
Assessment:	Students will describe (in letter form) for their (urban) pen pals some of the adaptations they and their families make during the fall season (clothing, activities, jobs and roles).	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process) The teacher may provide a graphic organizer that provides additional structure for letter writing: http://www.enchantedlearning.com/graphicorganizers/tree/ (Graphic organizer that divides up the letter)	Expression (Products and/or Performance) The students may develop a graphic organizer and the letter in small groups to send to their pen pals
Extensions for depth and complexity:	Access (Resources and/or Process) http://www.readwritethink.org/files/resources/lesson_image/lesson275/compcon_chart.pdf (Basic compare and contrast graphic organizer)	Expression (Products and/or Performance) The students may use text and other materials to compare and contrast fall changes in their community with fall changes that occur in other (urban/suburban environments)
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence • Research can help us find the answer to a question • Characters can change 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not • Use appropriate spelling, conventions and grammar when writing 	
Critical Language:	Environment, transformation, growth, progress, alter, migration, harvest, preparations	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 7

The teacher may read both fictional and informational texts about winter and the physical changes that occur in their environment so that students can analyze specific characteristics of the winter season. [Understanding text, Responding to text]

Generalization Connection(s):	People often adapt to changing environment in order to have success in that environment Reading and writing purposes change depending on context and communication intent	
Teacher Resources:	<i>Winter According to Humphrey</i> by Betty Birney (Lexile Level – 630) <i>Winter is</i> by Ann Dixon (Lexile Level – 500) <i>Winter (The Seasons)</i> by Nuria Roca (Lexile Level – 590) <i>Winter</i> by Stephanie Hedlund (Lexile Level – 380) http://www.pegitboard.com/pin/47d6ccdd726f8b173bfeddf20a6d (Word Search Template)	
Student Resources:	http://www.primarygames.com/seasons/winter/games.htm (Winter games) http://www.brainpopjr.com/science/weather/winter/preview.weml (Short “movie” about winter and the changes and adaptations that occur) <i>I See Winter</i> by Charles Ghigna (Lexile Level - 260) <i>It's Winter (Celebrate the Seasons)</i> by Linda Glaser (Lexile Level - 300)	
Assessment:	Students will choose an image from a text to respond to and they will draw and describe one major change they see in their physical environment during the winter.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may write a descriptive paragraph about physical changes that occur in the winter leaving out adjectives	The students may utilize the word wall and fill-in or dictate the missing adjectives for the paragraph
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.pegitboard.com/pin/47d6ccdd726f8b173bfeddf20a6d (Word Search Template)	The students may create a word search using words for winter activities in their (rural) community
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence • Research can help us find the answer to a question • Characters can change • The difference between fiction and non-fiction writing/books 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not 	
Critical Language:	Environment, transformation, progress, alter, migration, hibernation, preparation, blizzards, tumbleweeds, Fahrenheit scale, below zero, snow blindness, frostbite	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 8

The teacher may bring in artifacts associated with winter (e.g., clothing, sleds and things used for sleds, snowshoes, tumbleweeds, models of snow removal equipment) so that students can connect these artifacts with specific adaptations people make in this community. [Producing text]

Generalization Connection(s):	People often adapt to changing environments in order to have success in that environment Reading and writing purposes change depending on context and communication intent Change can often create progress	
Teacher Resources:	<i>World of Reading Mickey & Friends: Goofy's Sledding Contest</i> by Kate Ritchey (Lexile Level – 350) <i>Ready, Freddy! # 16: Ready, Set, Snow!</i> by Abby Klein (Lexile Level – 500) <i>A Prairie Boys' Winter</i> by William Kurelek (Lexile Level – 880) Newspaper Articles about local severe winter weather events the community	
Student Resources:	http://www.enchantedlearning.com/newspaper/firstpage/2/ (Basic “newspaper” headline and paragraph template)	
Assessment:	Students will create a newspaper article for a given headline (such as “Winter Comes to Eastern Colorado”) describing the changes in their physical community that occur during the winter months.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may partially fill in and provide a graphic organizer to help development of the newspaper article http://www.enchantedlearning.com/newspaper/firstpage/2/ (Basic “newspaper” headline and paragraph template)	The students may complete the graphic organizer with a partner by filling in or dictating the story they want to tell
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.attentionworksheets.com/graphic-organizer-worksheets-who-whatwhen-where-why-question-mark/ (Graphic organizer outlining newspaper article components- Who, What, When, etc)	The students may use the graphic organizer to tell the story of one of their “winter” experiences (students could then use the newspaper template to write up this story as an article)
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence • Research can help us find the answer to a question • Characters can change 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not • Use appropriate spelling, conventions and grammar when writing 	
Critical Language:	Environment, transformation, progress, alter, migration, hibernation, preparation, blizzards, tumbleweeds, Fahrenheit scale, below zero, snow blindness, frostbite	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 9

The teacher may read both fictional and informational texts about spring and the physical changes that occur in their environment so that students can analyze specific characteristics of the spring season. [Understanding text, Responding to text]

Generalization Connection(s):	People often adapt to changing environment in order to have success in that environment Reading and writing purposes change depending on context and communication intent Change can often create progress	
Teacher Resources:	<i>The Seasons (Spring)</i> by Nuria Roca (Lexile Level – 590) <i>Spring</i> by Sian Smith (Lexile Level – 380) <i>People in Spring (All About Spring)</i> by Martha Rustad (Lexile Level – 210) <i>Plants in Spring (All About Spring)</i> by Martha Rustad (Lexile Level – 340) <i>What Happens in Spring? (Four Super Seasons)</i> by Alex Appleby	
Student Resources:	http://www.primarygames.com/seasons/spring/games.htm (Spring Games) http://www.brainpopjr.com/science/weather/spring/preview.weml (Short “movie” about spring and the changes and adaptations that occur)	
Assessment:	Students will choose an image from a text to respond to and they will draw and describe one major change they see in their physical environment during the spring.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may write a descriptive paragraph leaving out adjectives	The students may utilize the word wall and fill-in or dictate the missing adjectives for the paragraph
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	https://www.google.com/#q=pictures+of+different+stages+growth+in+flower (Pictures of flower plant growth in spring)	The students may order a series of pictures of a growing plant and write about each stage
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence • Research can help us find the answer to a question • Characters can change • The difference between fiction and non-fiction writing/books 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not 	
Critical Language:	Environment, transformation, progress, alter, migration, hibernation, preparation, bloom, sprout, till, plow, plant, seedlings, rebirth	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 10

The teacher may bring in artifacts associated with spring (e.g., clothing, seeds, garden tools, models of planting, cultivating, and spraying equipment) so that students can connect these artifacts with specific adaptations people make in this community.
[Producing text]

Generalization Connection(s):	People often adapt to changing environments in order to have success in that environment. Reading and writing purposes change depending on context and communication intent. Change can often create progress.	
Teacher Resources:	<i>What's Inside</i> by Mary Jane Martin (Lexile Level - BR) <i>Wonderful Worms</i> by Linda Glaser (Lexile Level - 390) <i>Counting in the Garden</i> by Kim Parkerin (Lexile Level - BR) <i>Barnyard Banter</i> by Denise Fleming (Lexile Level - BR)	
Student Resources:	http://www.myamericanfarm.org (On-Line games and activities for spring farming) http://www.deere.com (On-Line games and activities for spring farming)	
Assessment:	Students will describe (in letter form), for their (urban) pen pals, some of the adaptations they and their families make during the spring season (clothing, activities, jobs and roles).	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide a graphic organizer that provides additional structure for letter writing: http://www.enchantedlearning.com/graphicorganizers/tree/ (Graphic organizer that divides up the letter)	The students may develop a graphic organizer and the letter in small groups to send to their pen pals
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.readwritethink.org/files/resources/lesson_image/lesson275/compcon_chart.pdf (Basic compare and contrast graphic organizer)	The students may use text and other materials to compare and contrast spring changes in their community with spring changes that occur in other (urban/suburban environments)
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence • Research can help us find the answer to a question • Characters can change 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not • Use appropriate spelling, conventions and grammar when writing 	
Critical Language:	Environment, transformation, progress, alter, migration, hibernation, preparation, cultivate, sprouts, bloom, seedlings, weed control	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 11

The teacher may read both fictional and informational texts about summer and the physical changes that occur in their environment so that students can analyze specific characteristics of the summer season. [Understanding text, Responding to text]

Generalization Connection(s):	People often adapt to changing environment in order to have success in that environment Reading and writing purposes change depending on context and communication intent Change can often create progress	
Teacher Resources:	<i>Summer Days and Nights</i> by Wong Herbert Yee (Lexile level 420) <i>Summer</i> (Four Seasons Series) by Nuria Roca (Lexile 590) <i>The Relatives Came</i> by Cynthia Rylant (Lexile level 940)	
Student Resources:	<i>Summer</i> by Alice Low (Lexile beginning reader) <i>Summer, An Alphabet Acrostic</i> by Steven Schnur <i>Summer</i> by Stan Smith	
Assessment:	Students will choose an image from a text to respond to and they will draw and describe one major change they see in their physical environment during the summer.	
Differentiation: <small>(Multiple means for students to access content and multiple modes for student to express understanding.)</small>	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may write a descriptive paragraph about physical changes that occur in the summer leaving out adjectives	The students may utilize the word wall and fill-in or dictate the missing adjectives for the paragraph
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.enchantedlearning.com/graphicorganizers/venn/ (Venn Diagram template)	The students may complete a Venn Diagram that compares the similarities and differences between summer in an urban environment and summer in a rural environment
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence • Research can help us find the answer to a question • Characters can change • The difference between fiction and non-fiction writing/books 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not 	
Critical Language:	Transformation, progress, alter, harvest, weed control, planting, preparation of soil, tornados, hail	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 12

The teacher may bring in artifacts associated with summer (e.g., clothing, seeds, garden tools, models of planting, cultivating, spraying, and harvesting equipment) so that students can connect these artifacts with specific adaptations people make in this community. [Producing text]

Generalization Connection(s):	People often adapt to changing environments in order to have success in that environment Reading and writing purposes change depending on context and communication intent Change can often create progress	
Teacher Resources:	www.Deere.com (Online game about farming) www.myamericanfarm.org (Online game about the American farm)	
Student Resources:	http://www.enchantedlearning.com/newspaper/firstpage/2/ (Basic “newspaper” headline and paragraph template) www.myamericanfarm.org (Online game about the American farm)	
Assessment:	Students will create a newspaper article for a given headline (such as “Harvest in Full Swing” or “Heat Wave Hits the High Plains”) describing the changes in their physical community that occur in the summer.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may partially fill in and provide a graphic organizer to help development of the newspaper article http://www.enchantedlearning.com/newspaper/firstpage/2/ (Basic “newspaper” headline and paragraph template)	The students may complete the graphic organizer with a partner by filling in or dictating the story they want to tell
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.attentionworksheets.com/graphic-organizer-worksheets-who-whatwhen-where-why-question-mark/ (Graphic organizer outlining newspaper article components- Who, What, When, etc.)	The students may use the graphic organizer to tell the story of one of their “summer” experiences (students could then use the newspaper template to write up this story as an article)
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence • Research can help us find the answer to a question • Characters can change 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not • Use appropriate spelling, conventions and grammar when writing 	
Critical Language:	Alter, preparation, cultivate, bloom, seeds, weed control, drought	