

Reading	Priority Standards	Units of Study	Resources	Assessments	E-Learning
Trimester 1:	<p>1.RL.KID.1 1. Ask and answer questions about key details in a text</p> <p>1.RL.KID.2 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>1.RL.KID.3 3. Describe characters, settings, and major events in a story, using key details.</p> <p>1.RF.PC.1 1. Demonstrate understanding of the organization and basic features of print.</p> <p>1.RF.PWR.3 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>1.RF.FLU.4 4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Unit 1: Becoming Avid Readers (Kindergarten Book 4) 4 weeks ~Sept</p> <p>(With prompting and support)</p> <p>-identify the reasons an author gives to support points in text</p> <p>Unit 2: Building Good Reading Habits (1st grade book 1) 6 weeks ~Oct/Nov</p> <ul style="list-style-type: none">• building reading stamina• visualize, predict, and monitor for understanding• rereading to remember and retell• partner reading support• strategies to decode unknown words	<p>Lucy Calkins Kindergarten Book 4 <i>Becoming Avid Readers</i></p> <p>Anchor Charts</p> <p>Books</p> <p><i>Not Norman: A Goldfish Story</i> by Kelly Bennett</p> <p><i>Last Stop on Market Street</i> by Matt de la Pena</p> <p>Lucy Calkins Grade 1 Book 1 <i>Building Good Reading Habits</i></p> <p>Book 1 Anchor charts</p> <p>Books</p> <p><i>-Ish</i> by Peter A Reynolds</p> <p><i>Ollie the Stomper</i> by Olivier Dunrea</p>	<p>Running records</p> <p>High frequency word assessment</p> <p>Reading level assessments</p>	<p>LMS: Google Classroom</p> <ul style="list-style-type: none">• Class meetings using Hangouts• Anchor charts using Slides• Read Alouds live streamed (Hangouts) or asynchronous (pre-recorded video - YouTube)• Mini lessons live streamed or asynchronous
	Priority Standards	Units of Study	Resources	Assessments	E-Learning

2020-2021 Year Long Plan: 1st Grade Reading & Writing

Trimester 2:	<p>1.RI.KID.1 1. Ask and answer questions about key details in a text</p> <p>1.RI.KID.2 2. Identify the main topic and retell key details of a text.</p> <p>1.RI.KID.3 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>1.RI.CAS.5 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text</p> <p>1.RF.PWR.3 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>1.RF.FLU.4 4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Unit 3: Word Detectives Use All They Know to Solve Words (standalone book) 6 weeks ~Dec/Jan</p> <ul style="list-style-type: none">• using covers, titles, illustrations, and making connections to decode hard and understand meaning of hard and new words• reading with meaning• monitoring reading• rereading to make sense• partner work to read better <p>Unit 4: Learning About the World: Reading Nonfiction (Book 2) 6 weeks ~Jan/Feb</p> <ul style="list-style-type: none">• sort informational texts by topic• ask questions about what you've read• seeking important information through text features (bold type, pictures, captions)• reviewing and practicing unit 3 strategies to find meaning of unknown words• retell key details using new vocabulary learning in reading text	<p><i>Lucy Calkins</i> Grade 1 <i>Word Detectives Use All They Know to Solve Words</i> (Standalone book)</p> <p>Anchor charts</p> <p>Books</p> <p><i>Nate the Great</i> by Marjorie Weinman Sharmat</p> <p><i>Lucy Calkins</i> Grade 1 Book 2 <i>Learning About the World: Reading Nonfiction</i></p> <p>Unit 2 Anchor Charts</p> <p>Books</p> <p><i>Super Storms</i> by Seymour Simon</p>	<p>Running Records</p> <p>Leveled Reading Assessment</p>	<p>LMS: Google Classroom</p> <ul style="list-style-type: none">• Class meetings using Hangouts• Anchor charts using Slides• Read Alouds live streamed (Hangouts) or asynchronous (pre-recorded video - YouTube)• Mini lessons live streamed or asynchronous
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	Priority Standards	Units of Study	Resources	Assessments	E-Learning
Trimester 3:	<p>1.RF.PWR.3 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>1.RF.FLU.4 4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>1.RL.KID.1 1. Ask and answer questions about key details in a text</p> <p>1.RL.KID.2 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>1.RL.KID.3 3. Describe characters, settings, and major events in a story, using key details.</p>	<p>Unit 5: Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension (Book 3) 6 weeks ~Mar/Apr</p> <p>Unit 6: Meeting Characters and Learning Lessons (Book 4) 6 weeks ~Apr/May</p>	<p>Lucy Calkins Grade 1 Book 3 <i>Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension</i></p> <p>Unit 3 Anchor Charts</p> <p>Books</p> <p><i>Frog and Toad Are Friends</i> by Arnold Lobel</p> <p><i>Tumbleweed Stew</i> by Susan Stevens Crummel</p> <p>Lucy Calkins Grade 1 Book 4 <i>Meeting Characters and Learning Lessons</i></p> <p>Unit 4 Anchor Charts</p> <p>Books</p> <p><i>Upstairs Mouse, Downstairs Mole</i> by Wong Herbert Yee</p> <p>“The Scary Movie” <i>George and Martha One More Time</i> by James Marshall</p>	<p>Running Records</p> <p>Leveled Reading Assessment</p>	<p>LMS: Google Classroom</p> <ul style="list-style-type: none">• Class meetings using Hangouts• Anchor charts using Slides• Read Alouds live streamed (Hangouts) or asynchronous (pre-recorded video - YouTube)• Mini lessons live streamed or asynchronous

2020-2021 Year Long Plan: 1st Grade Reading & Writing

Writing	Priority Standards	Units of Study	Resources	Assessments	E-Learning
Trimester 1:	<p>1.W.TTP.3.1.c Introduce two or more sequenced events when writing a narrative 1.W.TTP.3.2.c Include details about what happened when writing a narrative 1.W.TTP.3.3.c Use temporal words to signal event order when writing a narrative 1.W.TTP.3.4.c Develop closure about an event(s) when writing a narrative</p> <p>1.W.PDW.5.1.c Focus on a topic when producing and distributing writing 1.W.PDW.5.2.c Strengthen writing based on comments and suggestions from adults and peers 1.W.PDW.5.3.b Edit writing to include sufficient details before it is produced and distributed</p>	<p>Review writing process- August</p> <p>Unit 1: Small Moments: Writing with Focus, Detail, and Dialogue [Narrative] (Grade 1Book 1) ~ 5 weeks (Sept./Oct.)</p> <ul style="list-style-type: none"> • adding details to our stories; descriptive language • illustrations reflect the written word and/or add more detail to the story • illustrations include labels • using proper spacing between words and sentences • adding capital letters and punctuation • writing a beginning, middle, and end <p>Unit 2: Writing Poetry (Oct./Nov.)</p> <ul style="list-style-type: none"> • illustrations that reflect the written words • using proper spacing between words and sentences • adding capital letters and punctuation • making conscience words choices ex: choosing words that rhyme with one another for a rhyming poem. 	<p><i>Lucy Calkins</i> Grade 1 Book 1 <i>Small Moments: Writing with Focus, Detail, and Dialogue</i></p> <p>Unit 1 Anchor Charts</p> <p>Books</p> <p><i>Jabari Jumps</i> by Gaia Cornwall</p> <p><i>Kitchen Dance</i> by Maurie J. Manning</p> <p><i>The Word Collector</i> by Peter H. Reynolds</p>	<p>Pre-assessment (Lucy) 1-2 pieces evaluated with a rubric</p> <p>Post-assessment (Lucy)</p>	<p>LMS: Google Classroom</p> <ul style="list-style-type: none"> • Class meetings using Hangouts • Anchor charts using Slides • Read Alouds live streamed (Hangouts) or asynchronous (pre-recorded video - YouTube) • Mini lessons live streamed or asynchronous
	Priority Standards	Units of Study	Resources	Assessments	E-Learning

2020-2021 Year Long Plan: 1st Grade Reading & Writing

Trimester 2:	<p>1.W.TTP.1.1.c Introduce a topic when writing an opinion piece</p> <p>1.W.TTP.1.2.c State an opinion about a topic when writing an opinion piece</p> <p>1.W.TTP.1.3.c Provide a reason for an opinion when writing an opinion piece</p> <p>1.W.TTP.1.4.c Develop closure about an opinion when writing an opinion piece</p> <p>1.W.TTP.2.1.c Introduce a topic when writing an informative/explanatory text</p> <p>1.W.TTP.2.2.c Use facts about a topic when writing an informative/explanatory text</p> <p>1.W.TTP.2.3.c Develop closure about a topic when writing an informative/explanatory text</p> <p>1.W.PDW.5.1.c Focus on a topic when producing and distributing writing</p> <p>1.W.PDW.5.2.c Strengthen writing based on comments and suggestions from adults and peers</p> <p>1.W.PDW.5.3.b Edit writing to include sufficient details before it is produced and distributed</p> <p>1.W.RBK.7.1.c Participate in shared research projects</p> <p>1.W.RBK.7.2.c Participate in shared writing projects</p>	<p>Unit 3: Tools in Writing: Using Graphic Organizers, Checklists, and Our Peers [stand alone unit] ~4 weeks Dec/Jan</p> <ul style="list-style-type: none">• how to use a writing checklist• how to use a graphic organizer to help get thoughts on the page before we begin writing (brainstorming)• understanding the difference between revising and editing• identify the stages of the writing process• working with peers and the teacher to edit and revise our writing with received suggestions <p>Unit 4: Nonfiction Chapter Books [Informative] (Grade 1 Book 2) ~ 8 weeks Jan/Feb</p> <ul style="list-style-type: none">• clear introduction that catches the reader’s attention and names the topic.• telling about a topic part by part using facts and details• writing stretches across several pages• illustrations include labels• text includes non-fiction text features such as bold words, underlines words, and fact boxes.• using proper spacing between words and sentences	<p><i>Stand Alone Unit</i> Shared writing project based on <i>How to Find a Fox</i> (by Nilah Magruder) book.</p> <p>Anchor Charts</p> <p>Books</p> <p><i>How to Find a Fox</i> by Nilah Magruder</p> <p><i>How to Read a Book</i> by Kate Messner</p> <p><i>Lucy Calkins</i> Grade 1 Book 2 <i>Nonfiction Chapter Books</i></p> <p>Unit 2 Anchor Charts</p> <p>Books</p> <p><i>Ladybugs</i> by Gail Gibbons</p> <p><i>National Geographic Readers: Martin Luther King Jr.</i> by Kitson Jazyanka</p>	<p>Pre-assessment (Lucy)</p> <p>1-2 pieces evaluated with a rubric</p> <p>Post-assessment (Lucy)</p>	<p>LMS: Google Classroom</p> <ul style="list-style-type: none">• Class meetings using Hangouts• Anchor charts using Slides• Read Alouds live streamed (Hangouts) or asynchronous (pre-recorded video - YouTube)• Mini lessons live streamed or asynchronous
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		<ul style="list-style-type: none"> adding capital letters and punctuation 			
	Priority Standards	Units of Study	Resources	Assessments	E-Learning
Trimester 3:	<p>1.W.TTP.1.1.c Introduce a topic when writing an opinion piece</p> <p>1.W.TTP.1.2.c State an opinion about a topic when writing an opinion piece</p> <p>1.W.TTP.1.3.c Provide a reason for an opinion when writing an opinion piece</p> <p>1.W.TTP.1.4.c Develop closure about an opinion when writing an opinion piece</p> <p>1.W.PDW.5.1.c Focus on a topic when producing and distributing writing</p> <p>1.W.PDW.5.2.c Strengthen writing based on comments and suggestions from adults and peers</p> <p>1.W.PDW.5.3.b Edit writing to include sufficient details before it is produced and distributed</p> <p>1.W.RBK.7.1.c Participate in shared research projects</p> <p>1.W.RBK.7.2.c Participate in shared writing projects</p>	<p>Unit 5: Writing Reviews [Opinion] (Grade 1 Book 3) ~ 6 weeks Mar/Apr</p> <ul style="list-style-type: none"> shares an opinion and provides reasons for so support the opinion (at least 1 reason) Catches the reader's attention at the beginning of the piece (ex. Did you know that?, Have you ever?, Well I think...) Uses both labeled pictures and words to share an opinion includes an ending <p>Unit 6: From Scenes to Series : Writing Fiction [Fiction Series] (Grade 1 Book 4) ~ 6 weeks Apr/May</p> <ul style="list-style-type: none"> adding details to our stories; descriptive language illustrations reflect the written word and/or add more detail to the story illustrations include labels Characters are introduced and given details such as name, how they look, what they like, and what they dislike (at least 2 characters) 	<p>Lucy Calkins Grade 1 Book 3 <i>Writing Reviews</i></p> <p>Unit 3 Anchor Charts</p> <p>Books: <i>Dear Primo</i> by Duncan Tonatui <i>Can I Be Your Dog?</i> Troy Cummings <i>Dr. Coe and the Pigeon Protest</i> by Sarah Hampson</p> <p>Lucy Calkins Grade 1 Book 4 <i>From Scenes to Series: Writing Fiction</i></p> <p>Unit 4 Anchor Charts</p> <p>Books: Henry and Mudge series</p>	<p>Pre-assessment (Lucy) 1-2 pieces evaluated with a rubric</p> <p>Post-assessment (Lucy)</p>	<p>LMS: Google Classroom</p> <ul style="list-style-type: none"> Class meetings using Hangouts Anchor charts using Slides Read Alouds live streamed (Hangouts) or asynchronous (pre-recorded video - YouTube) Mini lessons live streamed or asynchronous

		<ul style="list-style-type: none">• Writes multiple short stories with the same character in different situations (writing a series)• using proper spacing between words and sentences• adding capital letters and punctuation• writing a beginning, middle, and end			
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