

<u>Big Idea(s)</u>	<u>Concept(s)</u>	<u>Competencies</u>	<u>Essential Questions</u>
Effective readers use appropriate strategies to construct meaning.	Students will know: <ul style="list-style-type: none"> • Characters • Setting • Compare/Contrast • Author's purpose • Context clues 	Students will be able to: <ul style="list-style-type: none"> • Describe characters • Identify and describe setting • Identify Author' purpose • Use context clues to gain information 	How do strategic readers create meaning from informational and literary text?
<u>Unit/Chapter/Selection of Study</u> Fiction Sequence of events Characters Phonics Short vowels Writing Friendly letter Complete sentences Punctuation	<u>Approx. # of days</u> 8 days	<u>PA Academic Standards</u> CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific	<u>Assessment Anchors & Eligible Content</u> NA

		<p>words and phrases.</p> <p>CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>CC.1.3.2.C Describe how characters in a story respond to major events and challenges.</p>	
<p><u>Unit/Chapter/Selection of Study</u></p> <p>Fiction Sequence of events infer/predict Characters Setting Author's Purpose</p> <p>Phonics/Spelling Short a and i CVC patterns</p> <p>Grammar Subject and Predicate</p> <p>Writing</p>	<p><u>Approx. # of days</u></p> <p>7 days</p>	<p><u>PA Academic Standards</u></p> <p>CC.1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot</p> <p>CC.1.5.2.F Add drawings or other visual</p>	<p><u>Assessment Anchors & Eligible Content</u></p> <p>NA</p>

Comparison of characters in the story Capital Punctuation Complete Sentence Details descriptive word)		displays to presentations when appropriate to clarify ideas, thoughts, and feelings.	
<u>Unit/Chapter/Selection of Study</u> Non Fiction Comparison of Characters Vocabulary Stories that highlight vocabulary words Vocabulary cards Phonics/Spelling Short vowels CVC patterns Decodable text Grammar Simple sentences Identify and write Writing Writing poetry	<u>Approx. # of days</u> 7 days	<u>PA Academic Standards</u> CC.1.2.2.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Decode two syllable words with long vowels and words with common prefixes and suffixes. Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. Read grade appropriate irregularly spelled words.	<u>Assessment Anchors & Eligible Content</u> NA

<u>Unit/Chapter/Selection of Study</u>	<u>Approx. # of days</u>	<u>PA Academic Standards</u>	<u>Assessment Anchors & Eligible Content</u>
<p>Nonfiction Author's Purpose Analysis text Multiple meaning words</p> <p>Phonics/Spelling Long vowels a and i Soft and Hard C</p> <p>Grammar Types of Sentences</p> <p>Writing Narrative</p> <p>Research writing with animals</p>	<p>7 days</p>	<p>CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.</p> <p>CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.</p> <p>CC.1.4.2.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.</p> <p>CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.</p> <p>CC.1.4.2.U With guidance and support, use</p>	<p>NA</p>

		<p>a variety of digital tools to produce and publish writing including in collaboration with peers.</p> <p>CC.1.4.2.V Participate in individual or shared research and writing projects.</p> <p>CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer a question.</p> <p>CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p>	
<p><u>Unit/Chapter/Selection of Study</u></p> <p>Fiction Cause and Effect Summarizing Context Clues</p>	<p><u>Approx. # of days</u></p> <p>8 days</p>	<p><u>PA Academic Standards</u></p> <p>CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different cultures.</p>	<p><u>Assessment Anchors & Eligible Content</u></p> <p><u>NA</u></p>

<p>Phonics Long vowels O,u,e Soft g and hard g</p> <p>Grammar Noun</p>		<p>CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.</p>	
<p><u>Unit/Chapter/Selection of Study</u></p> <p><u>Fiction</u> Authors Word Choice Characters Base words and ending ed and ing</p> <p>Phonics Blends (r,l,s)</p> <p>Grammar Singular and Plural Nouns</p> <p>Writing Comparison</p>	<p><u>Approx. # of days</u></p> <p>8 days</p>	<p><u>PA Academic Standards</u></p> <p>CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.</p> <p>CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p><u>Assessment Anchors & Eligible Content</u></p> <p>NA</p>

Standards Legend: Essential Important Supplementary

