

Grade: 1st Grade
Unit: Skills 7: Kay and Martez
Pacing (number of days or weeks): 21 lessons
PLC Question: What do we want all students to know and be able to do?
Grade Level Priority Standards: <i>RF 1.3b - Decode regularly spelled one-syllable words.</i> <i>RF1.3c - Know final -e and common vowel team conventions for representing long vowel sounds.</i> <i>RF1.4a - Read grade-level text with purpose and understanding.</i> <i>RF.1.4b - Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</i> <i>RI.1.5- 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.</i> <i>RL.1.1a-I can answer questions about key details in a text</i> <i>RL.1.2a- I can use key details to retell a fictional story.</i> <i>W.1.1 - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</i> <i>W 1.2- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</i>
Supporting Standards: <i>RF 1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</i> <i>RF.1.3d- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</i> <i>RF.1.3e- Decode two-syllable words following basic patterns by breaking the words into syllables.</i> <i>RF 1.3g - Recognize and read grade-appropriate irregularly spelled words.</i> <i>RL.1.1b-I can ask questions about key details in a text.</i> <i>RL.1.2b - I can understand the central message or lesson of a fictional story.</i> <i>RL1.3 - Describe characters, settings, and major events in a story, using key details.</i>
Essential Questions: • Why did you use a specific strategy to decode an unknown word? • How can reading with accuracy and fluency support comprehension? • How can you use text features to locate information in a text? • What components make up an opinion/narrative piece? • How can you elaborate on the specific details of your writing piece? • How can you justify your claims with multiple reasons?

Learning Progressions		
<u>Previous Grade Level:</u> Students should know . . . - Associate long and short sounds with common spelling (for five major vowels) Students should be able to do . . . - Read common high-frequency sight words	<u>Grade Level:</u> Students should know . . . - Students should be able to do . . . - Read with sufficient accuracy and fluency to support comprehension - Know and use text features (headings, table of contents, glossaries, electronic menus, and icons) to locate key facts or information in a text - Write an opinion piece by introducing the topic, state opinion, supply a reason, and provide a sense of closure. - Write a narrative by recounting 2 or more sequenced events, include some details, use temporal words, and provide some sense of closure.	<u>Next Grade Level:</u> Students should be able to do . . . - Read with sufficient accuracy and fluency to support comprehension - Know and use text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons) to locate key facts or information in a text - Write an opinion piece by introducing the topic, state opinion, supply a reason, and provide a sense of closure. - Write a narrative by recounting 2 or more sequenced events, include some details, use temporal words, and provide some sense of closure.
Learning Targets		
<i>Standard:</i> RF 1.3b - I can decode regularly spelled one-syllable words. RF1.3c - I can know final -e and common vowel team conventions for representing long vowel sounds. RF1.4a - I can read grade-level text with purpose and understanding. RF.1.4b - I can read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RI.1.5- 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. W.1.1 - I can write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. W 1.2- I can write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		

Essential Vocabulary

Key Academic Vocabulary:

RF 1.3 Consonant digraphs, long and short vowels, syllables, final -e, common vowel teams, inflectional endings, tricky words

RF 1.4 phrasing, pausing, stress, intonation, rate, self-correct, reread, fluent

RI.1.5 *nonfiction, headings, table of contents, headings, captions, illustration, section, title, glossary, bold words, index, electronic menus, icons, labels, key facts*

W.1.1 *opinion, reason, closure, introduce, agree, disagree, statement, topic*

W.1.2 *informative writing, explanatory writing, topic, key facts, closure, nonfiction*

[Academic Vocabulary Defined](#)

PLC Question: How will we know when students have learned?

Assessment and Evidence

State Assessments

- mCLASS

District Essential Assessments

- End of Unit Assessments
- mCLASS Progress Monitoring

Building/Grade-level/Individual Assessments

- Pre-Assessments
- Common Formative Assessments
- Classroom Assessment & Evidence
 - WIN assessments
 - Daily Problem Sets
 - Exit Tickets
 - Checklists & Observations
 - Anecdotal Records
- Digital Software Data
- Student Self-Assessment
- Other Assessments:

Priority Standard Proficiency Scale

[RF.1.3](#)
[RF.1.4](#)
[RL.1.1](#)
[RL.1.2](#)
[W.1.1](#)
[W.1.2](#)

PLC Question: How will teachers facilitate the learning?

Key Curriculum Resources	Supporting Resources and Instructional Strategies
<u>CKLA</u> (use CKLA units, overlay documents, and learning targets as resources) Unit: Skills 3 Lessons w/essential standards: RF1.3b: Lessons 1,2,5,11,12,21 RF1.3c: Lessons 1,2,5,11,12,21 RF1.4a: Lessons 3,7,10,17,19,20 RF1.4b: Lessons 7-10, 12, 18 RI.1.5: Lessons 8, 9, 12, 14, 17, 18, 19, 20 W.1.1: Lessons 6,11,12,15,16,17,18,19 W.1.2: Lessons 6,13,14,15,16,17,20 <i>Refer to pacing guides in UCSD #1 folder</i>	<u>Additional lessons needed for standards:</u> (use overlay document and proficiency scales as resources): RF1.2: Lesson 7 RF1.3d: Lesson 21 RF1.3e: Lessons 17,18,21 RF1.3g: Lessons 1,9,21 RL.1.3: Lessons 4, 5, 6, 9 Digital Tools: Amplify

PLC Question: What will we do when students have not learned?

Interventions	
Tier 3 - Intensive - Learning Gaps • mClass interventions for prerequisite skills (at the earliest point of error) • Extra practice time • Small groups/ 1:1 • Additional instruction	Tier 2 - Strategic - Supporting Tier I • mClass interventions for current instruction • Extra practice time • Small groups • Additional instruction

PLC Question: What will we do when students have learned?

Enrichment
• Amplify Reading • Score 4 Opportunities • mClass activities