

Grade 1 Reading	Unit 1: Let's Read		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How is reading used in everyday life?</p>	<p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-EP-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2 <input type="checkbox"/> RD-EP-1.0.5 Students will identify the purpose of capitalization, punctuation, boldface type, italics, or indentations to make meaning of the text. DOK 1 <input type="checkbox"/> RD-EP-1.0.6 Students will formulate questions to guide reading. <input type="checkbox"/> RD-EP-2.0.2 Students will describe characters, plot, setting, or problem/solution of a passage. DOK 3 <input type="checkbox"/> RD-EP-2.0.3 Students will locate key ideas or information in a passage. DOK 1 <input type="checkbox"/> RD-EP-2.0.4 Students will identify specialized vocabulary (words and terms specific to understanding the content). DOK 2 <input type="checkbox"/> RD-EP-2.0.5 Students will identify the correct sequence. DOK 1 <input type="checkbox"/> RD-EP-2.0.7 Students will make inferences or draw conclusions based on what is read. DOK 3 <input type="checkbox"/> RD-EP-3.0.1 Students will explain a character's or speaker's actions based on a passage. DOK 3 <input type="checkbox"/> RD-EP-3.0.3 Students will identify an author's purpose in a passage. <input type="checkbox"/> RD-EP-4.0.1 Students will connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). <input type="checkbox"/> RD-EP-5.0.2 Students will identify literary 	<ul style="list-style-type: none"> <input type="checkbox"/> Syllables <input type="checkbox"/> Segmented words <input type="checkbox"/> Capital letters <input type="checkbox"/> Consonant <input type="checkbox"/> Vowel <input type="checkbox"/> Genre <input type="checkbox"/> Poetry <input type="checkbox"/> Rhythm <input type="checkbox"/> Visualizing <input type="checkbox"/> Classification <input type="checkbox"/> Initial <input type="checkbox"/> Onset <input type="checkbox"/> Rimes <input type="checkbox"/> Blending <input type="checkbox"/> Table of contents <input type="checkbox"/> Illustration <input type="checkbox"/> Fluency <input type="checkbox"/> Summarize <input type="checkbox"/> Monitoring <input type="checkbox"/> Clarifying <input type="checkbox"/> Rhyming words <input type="checkbox"/> Asking questions <input type="checkbox"/> Stanza <input type="checkbox"/> Reality <input type="checkbox"/> Fantasy <input type="checkbox"/> Context clues <input type="checkbox"/> Speech balloons <input type="checkbox"/> Predicting <input type="checkbox"/> Comparing <input type="checkbox"/> Contrasting <input type="checkbox"/> Sequence 	<ul style="list-style-type: none"> <input type="checkbox"/> RD-EP-1.01 Demonstrate word recognition strategies through word knowledge activities at the beginning of each story. <input type="checkbox"/> RD-EP-1.05 Apply knowledge of grammar mechanics through reading activities such as word list, blending activities and dictation. <input type="checkbox"/> RD-EP-1.06 Create questions concerning the unit for concept board. <input type="checkbox"/> RD-EP-2.02 List characters and settings in each story. <input type="checkbox"/> RD-EP-2.0.3 Chart key ideas from story passages. <input type="checkbox"/> RD-EP-2.04 Demonstrate specialized vocabulary by usage in student journal. <input type="checkbox"/> RD-EP-2.0.5 Identify sequence by putting story strips in order, with reference to transition words. <input type="checkbox"/> RD-EP-2.07 Response to discussion prompts were student draws conclusions as to what had been read. <input type="checkbox"/> RD-EP-3.0.1 Students will answer Who and Why questions concerning the story character. <input type="checkbox"/> RD-EP- 3.0.3 Create a list of reasons why the author may have written story or poem. <input type="checkbox"/> RD-EP-4.0.1 Students will bring in items for the concept board. <input type="checkbox"/> RD-EP-5.02 Apply knowledge of figurative language by

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	<p>devices such as foreshadowing, imagery, or figurative language (similes and personification).</p> <ul style="list-style-type: none"> ❑ RD-EP-5.0.3 Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, headings) to answer questions about a passage. DOK 2 		<p>adding it to sentences outside of the story.</p> <ul style="list-style-type: none"> ❑ RD-EP-5.0.3 Students will locate table of contents, headings and pictures in story.

Grade 1 Reading	Unit 2: Animals		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How can animals be classified?</p>	<p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ RD-EP-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2 ❑ RD-EP-1.0.2 Students will apply knowledge of synonyms, antonyms, or compound words for comprehension. DOK 2 ❑ RD-EP-1.0.5 Students will identify the purpose of capitalization, punctuation, boldface type, italics, or indentations to make meaning of the text. DOK 1 ❑ RD-EP-1.0.6 Students will formulate questions to guide reading. ❑ RD-EP-2.0.1 Students will distinguish between fiction and non-fiction texts. ❑ RD-EP-2.0.4 Students will identify specialized vocabulary (words and terms specific to understanding the content). DOK 2 ❑ RD-EP-2.0.7 Students will make inferences 	<ul style="list-style-type: none"> ❑ Compare & Contrast ❑ Clarifying ❑ Summarizing ❑ Visualization ❑ Monitoring ❑ Drawing Conclusions ❑ Predicting ❑ Inferring ❑ Synonyms ❑ Antonyms ❑ Cause & Effect ❑ Sequencing ❑ Fiction ❑ Nonfiction ❑ Author's Purpose ❑ Main Idea ❑ Details ❑ Imagery 	<ul style="list-style-type: none"> ❑ RD-EP-1.0.1 Students will use blending skills to read list of specific sounds in words. ❑ RD-EP-1.0.2 Demonstrate knowledge of antonyms and compound words through word match game. ❑ RD-EP-1.0.5 Locate capital letters, punctuation, bold face type and indentation in the text. ❑ RD-EP-1.0.6 Create questions for concept board involving unit theme. ❑ RD-EP-2.0.1 Organize a comparison chart to show difference between fiction and non-fiction texts. ❑ RD-EP-2.0.4 Demonstrate knowledge of vocabulary by drawing or writing in journals about the word. ❑ RD-EP-2.0.7 Use clues and w-questions to make conclusions about what is read.

Grade 1 Reading	Unit 2: Animals		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>or draw conclusions based on what is read. DOK 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-EP-3.0.3 Students will identify an author’s purpose in a passage. DOK 2 <input type="checkbox"/> RD-EP-3.0.4 Students will identify main ideas or details that support them. DOK 3 <input type="checkbox"/> RD-EP-4.0.1 Students will connect information from a passage to students’ lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). <input type="checkbox"/> RD-EP-5.0.2 Students will identify literary devices such as foreshadowing, imagery, or figurative language (similes and personification). <input type="checkbox"/> RD-EP-5.0.3 Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, headings) to answer questions about a passage. DOK 2 <input type="checkbox"/> RD-EP-5.0.4 Students will identify the organizational pattern, used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage. 		<ul style="list-style-type: none"> <input type="checkbox"/> RD-EP-3.0.3 Create a list of reasons why the text may have been written. <input type="checkbox"/> RD-EP-3.0.4 Chart the main idea of the text and then determine supporting details. <input type="checkbox"/> RD-EP-4.0.1 Discuss student connections to story text. <input type="checkbox"/> RD-EP-5.0.2 Demonstrate knowledge of imagery by discussing personification usage in text. <input type="checkbox"/> RD-EP-5.0.3 Create charts of various animal characteristics and list of animal homes. <input type="checkbox"/> RD-EP-5.0.4 Create lists of animals features for comparison.

Grade 1 Reading	Unit 3: Things That Go		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
1. What are the various types of transportation?	<p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-EP-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2 <input type="checkbox"/> RD-EP-1.0.2 Students will apply 	<ul style="list-style-type: none"> <input type="checkbox"/> Figurative Language <input type="checkbox"/> Summarizing <input type="checkbox"/> Sequencing <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Monitoring & Clarifying 	<ul style="list-style-type: none"> <input type="checkbox"/> RD-EP-1.0.1 Demonstrate use of phonetic awareness to read words using specific sound. <input type="checkbox"/> RD-EP-1.0.2 Determine words that could be replaced

Grade 1 Reading	Unit 3: Things That Go		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>knowledge of synonyms, antonyms, or compound words for comprehension. DOK 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-EP-1.0.4 Students will apply the meanings of common prefixes or suffixes to comprehend unfamiliar words. DOK 2 <input type="checkbox"/> RD-EP-1.0.5 Students will identify the purpose of capitalization, punctuation, boldface type, italics, or indentations to make meaning of the text. DOK 1 <input type="checkbox"/> RD-EP-1.0.6 Students will formulate questions to guide reading. <input type="checkbox"/> RD-EP-2.0.1 Students will distinguish between fiction and non-fiction texts. <input type="checkbox"/> RD-EP-2.0.3 Students will locate key ideas or information in a passage. DOK 1 <input type="checkbox"/> RD-EP-2.0.4 Students will identify specialized vocabulary (words and terms specific to understanding the content). DOK 2 <input type="checkbox"/> RD-EP-2.0.7 Students will make inferences or draw conclusions based on what is read. DOK 3 <input type="checkbox"/> RD-EP-3.0.3 Students will identify an author’s purpose in a passage. <input type="checkbox"/> RD-EP-4.0.1 Students will connect information from a passage to students’ lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). <input type="checkbox"/> RD-EP-5.0.2 Students will identify literary devices such as foreshadowing, imagery, or figurative language (similes and personification). <input type="checkbox"/> RD-EP-5.0.3 Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, headings) to answer questions 	<ul style="list-style-type: none"> <input type="checkbox"/> Main Idea <input type="checkbox"/> Details <input type="checkbox"/> Predicting <input type="checkbox"/> Visualizing <input type="checkbox"/> Drawing Conclusions <input type="checkbox"/> Cause & Effect <input type="checkbox"/> Prefix <input type="checkbox"/> Suffix <input type="checkbox"/> Compound Word <input type="checkbox"/> Fiction <input type="checkbox"/> Nonfiction <input type="checkbox"/> Inferences <input type="checkbox"/> Author’s Purpose <input type="checkbox"/> Imagery 	<p>with another word of the same meaning.</p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-EP-1.0.4 Apply prefixes to words and relate how that changes to the root word. Use new word in sentence. <input type="checkbox"/> RD-EP-1.0.5 Locate capitals, punctuation and bold face type in text. <input type="checkbox"/> RD-EP-1.0.6 Demonstrate knowledge of question writing by creating question for the text. <input type="checkbox"/> RD-EP-2.0.1 Create list of fiction and non-fiction text for unit. <input type="checkbox"/> RD-EP-2.0.3 Identify key ideas in passages using w-questions. <input type="checkbox"/> RD-EP-2.0.4 Demonstrate knowledge of vocabulary words by drawing or writing in journals about the word. <input type="checkbox"/> RD-EP-2.0.7 Develop w-questions to help make conclusions about the text. <input type="checkbox"/> RD-EP-3.0.3 Locate passages within text that would support the author’s purpose. <input type="checkbox"/> RD-EP-4.0.1 Discussion within the classroom about real-life situations to help make a connection to the text. <input type="checkbox"/> RD-EP-5.0.2 Demonstrate knowledge of personification by relating to the usage in the text. <input type="checkbox"/> RD-EP-5.0.3 Demonstrate knowledge of lists and charts by creating a classification chart of the types of transportation.

Grade 1 Reading	Unit 3: Things That Go		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>about a passage. DOK 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-EP-5.0.4 Students will identify the organizational pattern, used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage. 		<ul style="list-style-type: none"> <input type="checkbox"/> RD-EP-5.0.4 Apply knowledge of sequencing by ordering the text.

Grade 1 Reading	Unit 4: Our Neighborhood at Work		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. Who are the people in our community that help us?</p>	<p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-EP-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2 <input type="checkbox"/> RD-EP-1.0.2 Students will apply knowledge of synonyms, antonyms, or compound words for comprehension. DOK 2 <input type="checkbox"/> RD-EP-1.0.5 Students will identify the purpose of capitalization, punctuation, boldface type, italics, or indentations to make meaning of the text. DOK 1 <input type="checkbox"/> RD-EP-1.0.6 Students will formulate questions to guide reading. <input type="checkbox"/> RD-EP-2.0.1 Students will distinguish between fiction and non-fiction texts. <input type="checkbox"/> RD-EP-2.0.3 Students will locate key ideas or information in a passage. DOK 2 <input type="checkbox"/> RD-EP-2.0.4 Students will identify specialized vocabulary (words and terms specific to understanding the content). DOK 2 <input type="checkbox"/> RD-EP-2.0.7 Students will make inferences or draw conclusions based on what is read. 	<ul style="list-style-type: none"> <input type="checkbox"/> Predicting <input type="checkbox"/> Monitoring & Clarifying <input type="checkbox"/> Visualizing <input type="checkbox"/> Summarizing <input type="checkbox"/> Drawing Conclusions <input type="checkbox"/> Classifying & Categorizing <input type="checkbox"/> Main Idea <input type="checkbox"/> Details <input type="checkbox"/> Synonyms <input type="checkbox"/> Antonyms <input type="checkbox"/> Compound Word <input type="checkbox"/> Fiction <input type="checkbox"/> Nonfiction <input type="checkbox"/> Sequencing <input type="checkbox"/> Author's Purpose <input type="checkbox"/> Imagery 	<ul style="list-style-type: none"> <input type="checkbox"/> RD-EP-1.0.1 Demonstrate use of phonetic awareness to read words using specific sounds. <input type="checkbox"/> RD-EP-1.0.2 Apply knowledge of compound words by locating them in the text. <input type="checkbox"/> RD-EP-1.0.5 Locate capital letters, punctuation, bold face type and indentations in the text. <input type="checkbox"/> RD-EP-1.0.6 Develop questions for concept board involving unit theme. <input type="checkbox"/> RD-EP-2.0.1 Determine the qualities that make up a non-fiction text. <input type="checkbox"/> RD-EP-2.0.3 Identify key ideas in passages using w-questions. <input type="checkbox"/> RD-EP-2.0.4 Demonstrate knowledge of vocabulary words by drawing or writing in journals about the word. <input type="checkbox"/> RD-EP-2.0.7 Develop w-questions to help make conclusions about the text.

Grade 1 Reading	Unit 4: Our Neighborhood at Work		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>DOK 3</p> <ul style="list-style-type: none"> ❑ RD-EP-3.0.3 Students will identify an author’s purpose in a passage. ❑ RD-EP-3.0.4 Students will identify main ideas or details that support them. DOK 3 ❑ RD-EP-4.0.1 Students will connect information from a passage to students’ lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). ❑ RD-EP-5.0.2 Students will identify literary devices such as foreshadowing, imagery, or figurative language (i.e., similes and personification). ❑ RD-EP-5.0.3 Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, headings) to answer questions about a passage. DOK 2 		<ul style="list-style-type: none"> ❑ RD-EP-3.0.3 Locate passages within text that would support the author’s purpose. ❑ RD-EP-3.0.4 Develop chart were Main Idea and supporting details are listed. ❑ RD-EP-4.0.1 Discussion within the classroom about real-life situations to help make a connection to the text. ❑ RD-EP-5.0.2 Display knowledge of imagery through pictures and word usage. ❑ RD-EP-5.0.3 Locate headings of text using decodables.

Grade 1 Reading	Unit 5: Weather		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
1. What are the different types of weather?	<p>Core Content</p> <ul style="list-style-type: none"> ❑ RD-EP-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2 ❑ RD-EP-1.0.2 Students will apply knowledge of synonyms, antonyms, or compound words for comprehension. DOK 2 ❑ RD-EP-1.0.4 Students will apply the meanings of common prefixes or suffixes to 	<ul style="list-style-type: none"> ❑ Monitoring & Clarifying ❑ Main Idea ❑ Details ❑ Visualizing ❑ Compare & Contrast ❑ Cause & Effect ❑ Summarizing ❑ Predicting ❑ Sequencing ❑ Compound Words 	<ul style="list-style-type: none"> ❑ RD-EP-1.0.1 Demonstrate word recognition strategies through word knowledge activities at the beginning of each story. ❑ RD-EP-1.0.2 Complete the antonym match game. ❑ RD-EP-1.0.4 Apply suffixes to words and relate how that changes to the root word. Use new word in a sentence.

Grade 1 Reading	Unit 5: Weather		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>comprehend unfamiliar words. DOK 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-EP-1.0.5 Students will identify the purpose of capitalization, punctuation, boldface type, italics, or indentations to make meaning of the text. DOK 1 <input type="checkbox"/> RD-EP-1.0.6 Students will formulate questions to guide reading. <input type="checkbox"/> RD-EP-2.0.1 Students will distinguish between fiction and non-fiction texts. <input type="checkbox"/> RD-EP-2.0.3 Students will locate key ideas or information in a passage. DOK 2 <input type="checkbox"/> RD-EP-2.0.4 Students will identify specialized vocabulary (words and terms specific to understanding the content). DOK 2 <input type="checkbox"/> RD-EP-2.0.5 Students will Identify the correct sequence. DOK 1 <input type="checkbox"/> RD-EP-2.0.7 Students will make inferences or draw conclusions based on what is read. DOK 3 <input type="checkbox"/> RD-EP-3.0.3 Students will identify an author’s purpose in a passage. <input type="checkbox"/> RD-EP-3.0.4 Students will identify main ideas or details that support them. DOK 3 <input type="checkbox"/> RD-EP-4.0.1 Students will connect information from a passage to students’ lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). <input type="checkbox"/> RD-EP-5.0.2 Students will identify literary devices such as foreshadowing, imagery, or figurative language (i.e., similes and personification). <input type="checkbox"/> RD-EP-5.0.3 Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, headings) to answer questions about a passage. DOK 2 	<ul style="list-style-type: none"> <input type="checkbox"/> Prefix <input type="checkbox"/> Suffix <input type="checkbox"/> Fiction <input type="checkbox"/> Nonfiction <input type="checkbox"/> Author’s Purpose <input type="checkbox"/> Imagery 	<ul style="list-style-type: none"> <input type="checkbox"/> RD-EP-1.0.5 Locate and explain usage of exclamation points in text. <input type="checkbox"/> RD-EP-1.0.6 Develop questions about weather’s effect on us. <input type="checkbox"/> RD-EP-2.0.1 Determine if stories are non-fiction by listing facts in the text. <input type="checkbox"/> RD-EP-2.0.3 List key ideas for each text. <input type="checkbox"/> RD-EP-2.0.4 Create vocabulary book using weather terms. <input type="checkbox"/> RD-EP-2.0.5 Develop a sequence from the text for a thunderstorm. <input type="checkbox"/> RD-EP-2.0.7 List conclusions about how various types of weather affect people. <input type="checkbox"/> RD-EP-3.0.3 Determine author’s purpose in non-fiction is to inform reader. <input type="checkbox"/> RD-EP-3.0.4 Involve students in a detail search for important facts. <input type="checkbox"/> RD-EP-4.0.1 Create a personal weather text. <input type="checkbox"/> RD-EP-5.0.2 Demonstrate use of adjectives to describe various weather pictures. <input type="checkbox"/> RD-EP-5.0.3 Categorize weather pictures according to types of events. <input type="checkbox"/> RD-EP-5.0.4 Develop a chart of cause and effect for

Grade 1 Reading	Unit 5: Weather		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> <input type="checkbox"/> RD-EP-5.0.4 Students will identify the organizational pattern, used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage. 		types of storms.

Grade 1 Reading	Unit 6: Journey		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. Where have you been and how did you get there?</p>	<p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-EP-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2 <input type="checkbox"/> RD-EP-1.0.4 Students will apply the meanings of common prefixes or suffixes to comprehend unfamiliar words. DOK 2 <input type="checkbox"/> RD-EP-1.0.5 Students will identify the purpose of capitalization, punctuation, boldface type, italics, or indentations to make meaning of the text. DOK 1 <input type="checkbox"/> RD-EP-1.0.6 Students will formulate questions to guide reading. <input type="checkbox"/> RD-EP-2.0.1 Students will distinguish between fiction and non-fiction texts. <input type="checkbox"/> RD-EP-2.0.3 Students will locate key ideas or information in a passage. DOK 2 <input type="checkbox"/> RD-EP-2.0.4 Students will Identify specialized vocabulary (words and terms specific to understanding the content). DOK 2 <input type="checkbox"/> RD-EP-2.0.5 Students will identify the correct sequence. DOK 1 <input type="checkbox"/> RD-EP-3.0.3 Students will identify an author’s purpose in a passage. <input type="checkbox"/> RD-EP-3.0.4 Students will identify main 	<ul style="list-style-type: none"> <input type="checkbox"/> Monitoring <input type="checkbox"/> Clarifying <input type="checkbox"/> Main Idea <input type="checkbox"/> Details <input type="checkbox"/> Comparing & Contrasting <input type="checkbox"/> Sequencing <input type="checkbox"/> Inferences <input type="checkbox"/> Summarizing <input type="checkbox"/> Predicting <input type="checkbox"/> Drawing Conclusions <input type="checkbox"/> Visualizing <input type="checkbox"/> Prefix <input type="checkbox"/> Suffix <input type="checkbox"/> Fiction <input type="checkbox"/> Nonfiction <input type="checkbox"/> Author’s Purpose <input type="checkbox"/> Imagery <input type="checkbox"/> Classifying <input type="checkbox"/> Categorizing 	<ul style="list-style-type: none"> <input type="checkbox"/> RD-EP-1.0.1 Demonstrate word recognition strategies through word knowledge activities at the beginning of each story. <input type="checkbox"/> RD-EP-1.0.4 Explain how words ending in –er and –est takes the word to a different level such as hot – hotter – hottest. <input type="checkbox"/> RD-EP-1.0.5 List cities and states using capital letters. <input type="checkbox"/> RD-EP-1.0.6 Create questions connected with maps and journeys for concept board. <input type="checkbox"/> RD-EP-2.0.1 Focus on the elements of realistic fiction as it relates to text. <input type="checkbox"/> RD-EP-2.0.3 Develop a chart to select key ideas from the text. <input type="checkbox"/> RD-EP-2.0.4 Research specialized vocabulary for use in student journal. <input type="checkbox"/> RD-EP-2.0.5 Demonstrate how to correctly sequence a text using First, Next, Then, Last squares. <input type="checkbox"/> RD-EP-3.0.4 Locate main ideas in text after having been

Grade 1 Reading	Unit 6: Journey		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>ideas or details that support them. DOK 3</p> <ul style="list-style-type: none"> ❑ RD-EP-4.0.1 Students will connect information from a passage to students’ lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). ❑ RD-EP-5.0.2 Students will identify literary devices such as foreshadowing, imagery, or figurative language (similes and personification). ❑ RD-EP-5.0.3 Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, headings) to answer questions about a passage. DOK 2 ❑ RD-EP-5.0.4 Students will identify the organizational pattern, used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage. 		<p>given support details.</p> <ul style="list-style-type: none"> ❑ RD-EP-4.0.1 Discussion of real life trips as connected to the text. ❑ RD-EP-5.0.2 Display terms and vocabulary using imagery in journals and writing centers. ❑ RD-EP-5.0.3 Create a graph of favorite class trips. ❑ RD-EP-5.0.4 Use a comparison chart to contrast differences between two trips in the text.

Grade 1 Reading	Unit 7: Keep Trying		Suggested Length: 3 – 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
1. When is a time when you had to persevere to accomplish a task?	<p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ RD-EP-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2 ❑ RD-EP-1.0.6 Students will formulate questions to guide reading. ❑ RD-EP-2.0.2 Students will describe characters, plot, setting, or problem/solution of a passage. DOK 3 ❑ RD-EP-2.0.3 Students will locate key ideas 	<ul style="list-style-type: none"> ❑ Setting ❑ Plot ❑ Predicting ❑ Summarizing ❑ Cause & Effect ❑ Drawing Conclusions ❑ Monitoring & Clarifying ❑ Main Idea ❑ Details ❑ Sequence 	<ul style="list-style-type: none"> ❑ RD-EP-1.0.1 Demonstrate word recognition strategies through word knowledge activities at the beginning of each story. ❑ RD-EP-1.0.6 Create questions on how and why people should keep trying. ❑ RD-EP-2.0.2 Complete story web on characters, plot, setting and problem. ❑ RD-EP-2.0.3 Chart key information found by students.

Grade 1 Reading	Unit 7: Keep Trying		Suggested Length: 3 – 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>or information in a passage. DOK 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-EP-2.0.4 Students will identify specialized vocabulary (words and terms specific to understanding the content). DOK 2 <input type="checkbox"/> RD-EP-2.0.5 Students will identify the correct sequence. DOK 1 <input type="checkbox"/> RD-EP-3.0.3 Students will identify an author’s purpose in a passage. <input type="checkbox"/> RD-EP-3.0.4 Students will identify main ideas or details that support them. DOK 3 <input type="checkbox"/> RD-EP-4.0.1 Students will connect information from a passage to students’ lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). <input type="checkbox"/> RD-EP-5.0.2 Students will identify literary devices such as foreshadowing, imagery, or figurative language (similes and personification). <input type="checkbox"/> RD-EP-5.0.3 Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, headings) to answer questions about a passage. DOK 2 <input type="checkbox"/> RD-EP-5.0.4 Students will identify the organizational pattern, used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage. 	<ul style="list-style-type: none"> <input type="checkbox"/> Visualizing <input type="checkbox"/> Author’s Purpose <input type="checkbox"/> Imagery 	<ul style="list-style-type: none"> <input type="checkbox"/> RD-EP-2.0.4 Create a vocabulary reference book, using specific vocabulary. <input type="checkbox"/> RD-EP-2.0.5 Sequence the story <u>The Kite</u> by using sentence strips. <input type="checkbox"/> RD-EP-3.0.3 Determine if the purpose of story is to inform, entertain or persuade. <input type="checkbox"/> RD-EP-4.0.1 Connect real-life struggles to unit theme. <input type="checkbox"/> RD-EP-5.0.2 Explain how personification is necessary in the stories in this unit. <input type="checkbox"/> RD-EP-5.0.3 Recognize text feature – table of contents in student book. <input type="checkbox"/> RD-EP-5.0.4 Develop a cause and effect diagram for story <u>The Kite</u>.

Grade 1 Reading	Unit 8: Games		Suggested Length: 3 – 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
1. Why are rules	<p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-EP-1.0.1 Students will apply word 	<ul style="list-style-type: none"> <input type="checkbox"/> Compound word 	<ul style="list-style-type: none"> <input type="checkbox"/> RD-EP-1.0.1 Demonstrate word recognition strategies

Grade 1 Reading	Unit 8: Games		Suggested Length: 3 – 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>important when playing games with friends?</p>	<p>recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2</p> <ul style="list-style-type: none"> ❑ RD-EP-1.0.2 Students will apply knowledge of synonyms, antonyms, or compound words for comprehension. DOK 2 ❑ RD-EP-1.0.4 Students will apply the meanings of common prefixes or suffixes to comprehend unfamiliar words. DOK 2 ❑ RD-EP-1.0.6 Students will formulate questions to guide reading. ❑ RD-EP-2.0.1 Students will distinguish between fiction and non-fiction texts. ❑ RD-EP-2.0.2 Students will describe characters, plot, setting, or problem/solution of a passage. DOK 3 ❑ RD-EP-2.0.3 Students will locate key ideas or information in a passage. DOK 2 ❑ RD-EP-2.0.4 Students will Identify specialized vocabulary (words and terms specific to understanding the content). DOK 2 ❑ RD-EP-2.0.5 Students will identify the correct sequence. DOK 1 ❑ RD-EP-2.0.7 Students will make inferences or draw conclusions based on what is read. DOK 3 ❑ RD-EP-3.0.2 Students will explain how a 	<ul style="list-style-type: none"> ❑ Synonym ❑ Antonym ❑ Prefix ❑ Suffix ❑ Figurative Language ❑ Summarizing ❑ Sequencing ❑ Compare & Contrast ❑ Monitoring & Clarifying ❑ Main Ideas ❑ Details ❑ Predicting ❑ Visualizing ❑ Drawing Conclusions ❑ Cause & Effect ❑ Author’s Purpose ❑ Imagery ❑ Plot ❑ Fiction ❑ Nonfiction ❑ Inferences 	<p>through phonics and fluency activities at the beginning of every story. DOK 2</p> <ul style="list-style-type: none"> ❑ RD-EP-1.0.2 Play the “Game of Piggie” Synonym/antonym/ compound word memory game. DOK 2 ❑ RD-EP-1.0.6 Formulate questions to guide reading through reading and responding activities. DOK 2 ❑ RD-EP-1.0.6 Formulate questions to apply to concept question board. DOK 2 ❑ RD-EP-2.0.1 Read a text and analyze if the story is fact or non-fiction. DOK 2 ❑ RD-EP-2.0.2 Identify the characters, plot, setting and problem/solution of a passage by completing a story map. DOK 2 ❑ RD-EP-2.0.3 Discuss ideas and information from each story through comprehension strategies. DOK 2 ❑ RD-EP-2.0.4 Identify specialized vocabulary for each story by using context clues. DOK 2 ❑ RD-EP-2.0.7 Make inference or draw conclusions on what is read by giving examples from the story. DOK 2 ❑ RD-EP-3.0.2 Explain how a conflict is resolved by

Grade 1 Reading	Unit 8: Games		Suggested Length: 3 – 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>conflict in a passage is resolved.</p> <ul style="list-style-type: none"> ❑ RD-EP-3.0.3 Students will identify an author’s purpose in a passage. ❑ RD-EP-3.0.4 Students will identify main ideas or details that support them. DOK 3 ❑ RD-EP-3.0.6 Students will identify information in a passage that is supported by fact. DOK 2 ❑ RD-EP-4.0.1 Students will connect information from a passage to students’ lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). ❑ RD-EP-5.0.3 Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, headings) to answer questions about a passage. DOK 2 ❑ RD-EP-5.0.4 Students will identify the organizational pattern, used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage. 		<p>completing a graphic organizer. DOK 3</p> <ul style="list-style-type: none"> ❑ RD-EP-3.0.3 Identify an author’s purpose in a passage by reading the passage and discussing aloud. DOK 2 ❑ RD-EP-3.0.4 Identify main idea/details of a passage by completing a graphic organizer. DOK 2 ❑ RD-EP-3.0.6 Connect information in a passage supported by a fact by reading the passage. DOK 2 ❑ RD-EP-5.0.3 Identify text features to answer questions about a passage by teacher modeling. DOK 2 ❑ RD-EP-5.0.4 Identify organization pattern used to understand the passage by teacher modeling comprehension skills. DOK 2

Grade 1 Reading	Unit 9: Being Afraid		Suggested Length: 3 – 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
1. When and how did you overcome a fear?	<p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ RD-EP-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2 	<ul style="list-style-type: none"> ❑ Setting ❑ Plot ❑ Dialogue ❑ Figurative Language ❑ Predicting 	<ul style="list-style-type: none"> ❑ RD-EP-1.0.1 Demonstrate word recognition strategies through word knowledge activities at the beginning of each story.

Grade 1 Reading	Unit 9: Being Afraid		Suggested Length: 3 – 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> <input type="checkbox"/> RD-EP-1.0.2 Students will apply knowledge of synonyms, antonyms, or compound words for comprehension. DOK 2 <input type="checkbox"/> RD-EP-1.0.6 Students will formulate questions to guide reading. <input type="checkbox"/> RD-EP-2.0.1 Students will distinguish between fiction and non-fiction texts. <input type="checkbox"/> RD-EP-2.0.2 Students will describe characters, plot, setting, or problem/solution of a passage. DOK 3 <input type="checkbox"/> RD-EP-2.0.4 Students will identify specialized vocabulary (words and terms specific to understanding the content). DOK 2 <input type="checkbox"/> RD-EP-2.0.7 Students will make inferences or draw conclusions based on what is read. DOK 3 <input type="checkbox"/> RD-EP-3.0.2 Students will explain how a conflict in a passage is resolved. <input type="checkbox"/> RD-EP-3.0.3 Students will identify an author’s purpose in a passage. DOK 2 <input type="checkbox"/> RD-EP-3.0.4 Students will identify main ideas or details that support them. DOK 3 <input type="checkbox"/> RD-EP-4.0.1 Students will connect information from a passage to students’ lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). <input type="checkbox"/> RD-EP-5.0.2 Students will identify literary devices such as foreshadowing, imagery, or figurative language (similes and personification). <input type="checkbox"/> RD-EP-5.0.3 Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, headings) to answer questions about a passage. DOK 2 	<ul style="list-style-type: none"> <input type="checkbox"/> Drawing Conclusions <input type="checkbox"/> Visualizing <input type="checkbox"/> Monitoring & Clarifying <input type="checkbox"/> Summarizing <input type="checkbox"/> Classifying & Categorizing <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Main Idea <input type="checkbox"/> Details <input type="checkbox"/> Imagery 	<ul style="list-style-type: none"> <input type="checkbox"/> RD-EP-1.0.2 Determine synonyms that can replace specific vocabulary words in the text. <input type="checkbox"/> RD-EP-1.0.6 Create questions connected with <u>Being Afraid</u> theme for concept board. <input type="checkbox"/> RD-EP-2.0.1 Determine whether text is fiction or non-fiction using elements to distinguish. <input type="checkbox"/> RD-EP-2.0.2 Complete story map. <input type="checkbox"/> RD-EP-2.0.4 Connect specialized vocabulary and synonyms for use in student journal. <input type="checkbox"/> RD-EP-2.0.7 Use context clues from passages to draw conclusions and make inferences concerning the text. <input type="checkbox"/> RD-EP-3.0.2 Define conflict and designate passages where conflict has been resolved. <input type="checkbox"/> RD-EP-3.0.4 Determine Main Idea of text and chart details which show support. <input type="checkbox"/> RD-EP-4.0.1 Connect text to real world by reading other text using same theme. <input type="checkbox"/> RD-EP-5.0.2 Apply knowledge of literary devices – foreshadowing to explain text connection to fear. <input type="checkbox"/> RD-EP-5.0.3 Create chart of things students might be afraid of. <input type="checkbox"/> RD-EP-5.0.4 Demonstrate use of drawing conclusions

Grade 1 Reading	Unit 9: Being Afraid		Suggested Length: 3 – 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> ❑ RD-EP-5.0.4 Students will identify the organizational pattern, used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage. 		thru use of context clue.

Grade 1 Reading	Unit 10: Homes		Suggested Length: 3 – 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. Why is shelter important for people and animals?</p>	<p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ RD-EP-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2 ❑ RD-EP-1.0.2 Students will apply knowledge of synonyms, antonyms, or compound words for comprehension. DOK 2 ❑ RD-EP-1.0.5 Students will identify the purpose of capitalization, punctuation, boldface type, italics, or indentations to make meaning of the text. DOK 1 ❑ RD-EP-1.0.6 Students will formulate questions to guide reading. ❑ RD-EP-2.0.1 Students will distinguish between fiction and non-fiction texts. ❑ RD-EP-2.0.2 Students will describe characters, plot, setting, or problem/solution of a passage. DOK 3 ❑ RD-EP-2.0.4 Students will identify specialized vocabulary (words and terms specific to understanding the content). 	<ul style="list-style-type: none"> ❑ Nonfiction ❑ Fiction ❑ Setting ❑ Dialogue ❑ Summarizing ❑ Monitoring & Clarifying ❑ Classifying & Categorizing ❑ Visualizing ❑ Compare & Contrast ❑ Main Idea ❑ Details ❑ Predicting ❑ Inferences ❑ Cause & Effect ❑ Compound Words ❑ Informative Text ❑ Imagery 	<ul style="list-style-type: none"> ❑ RD-EP-1.0.1 Demonstrate word recognition strategies through word knowledge activities at the beginning of each story. ❑ RD-EP-1.0.2 Complete activity of creating compound words from two-word list. ❑ RD-EP-1.0.5 Determine when contractions and apostrophes should be used in text. Find these in other text. ❑ RD-EP-1.0.6 Develop questions connected to unit theme <u>Homes</u> for concept board. ❑ RD-EP-2.0.1 Use a fiction or non-fiction checklists to determine which the text is. ❑ RD-EP-2.0.2 Develop student created story web to display story elements. ❑ RD-EP-2.0.4 Complete student vocabulary booklet using specific vocabulary from text.

Grade 1 Reading	Unit 10: Homes		Suggested Length: 3 – 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>DOK 2</p> <ul style="list-style-type: none"> ❑ RD-EP-2.0.5 Students will identify the correct sequence. DOK 1 ❑ RD-EP-3.0.1 Students will explain a character’s actions based on a passage. DOK 3 ❑ RD-EP-3.0.4 Students will identify main ideas or details that support them. DOK 3 ❑ RD-EP-3.0.5 Identify fact or opinion from a passage. DOK 2 ❑ RD-EP-3.0.8 Students will identify informative or persuasive passages. ❑ RD-EP-4.0.1 Students will connect information from a passage to students’ lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). ❑ RD-EP-5.0.2 Students will identify literary devices such as foreshadowing, imagery, or figurative language (similes and personification). ❑ RD-EP-5.0.3 Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, headings) to answer questions about a passage. DOK 2 ❑ RD-EP-5.0.4 Students will identify the organizational pattern, used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage. 		<ul style="list-style-type: none"> ❑ RD-EP-2.0.5 Create story sequence graphic. ❑ RD-EP-3.0.1 Determine which text passage explains a character’s action. ❑ RD-EP-3.0.4 Apply knowledge of text to determine main ideas and supporting details. ❑ RD-EP-3.0.5 Organize a fact and opinion graphic using text. ❑ RD-EP-3.0.8 Identify persuasive passages in the text. ❑ RD-EP-4.0.1 Discuss student connections to text. ❑ RD-EP-5.0.2 Demonstrate knowledge of imagery usage in text. ❑ RD-EP-5.0.3 Demonstrate use of table of content with various text. ❑ RD-EP-5.0.4 Demonstrate classifying and categorizing by classifying various types of homes.