

Grade 1	Month	Big Ideas	Enduring Understanding	Essential Questions	Goals	Performance Based Assessment
1A	September-October	Connections • Relationships	Readers understand that they improve their comprehension by identifying and understanding the story elements of a text. • Writers understand that details play a role in explaining characters, central message, and setting of the story. • Learners understand that characters relate to one another.	What makes a good reading? How do writers create interesting characters?	Readers will retell stories, including key details, and demonstrate understanding of the central message or lesson. Writers will write a narrative story in which they recount two or more sequenced events, and in which setting plays a role. explore content Learners will recognize important relationships between characters.	TASK: Life Lessons Children will think about StellaLuna. They will then write a short narrative, which they will illustrate. Children will illustrate two events in the order in which they occurred in the story and they will write a sentence for each event. Children will present their writing to the class. Target Standard Common Core Learning Standard W.1.3 Write narratives in which they recount what happened, use temporal words to signal event order, and provide some sense of closure.
1B	October- November	Connections • Relationships	Readers understand informational text is written differently than literary text and makes different demands on the reader. • Writers understand that different genres have different structures and conventions. • Learners will explore content to understand that living things have certain behaviors that shape them and allow them to survive.	How do text features in an informational text help readers understand the main topic and key details? How does the organizational structure of question and answer help a writer explain information?	Readers will read informational texts in search of answers to questions. Writers will create one informational piece on a topic they are interested in learning more about. explore content Learners will explore a variety of informational texts while asking and answering questions.	TASK: Informative Writing Children will write an informative writing piece, with guidance and support from adults, about an animal and its environment. Children will use facts from either Elephants and Their Calves or What Do You Do with a Tail Like This? Children will provide two facts about one of the animals they read about. Children will use correct capitalization and punctuation. TARGET STANDARD Common Core Learning Standard 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.
2A	November	Experiences • Citizenship	Readers understand that details in the text help them identify the central message in the text. • Writers understand that opinions are supported by reasons. • Learners will explore content to understand that citizenship begins with becoming a contributing member of the classroom community.	How does a reader retell text to understand the central message?	Readers will retell stories, including key details, and demonstrate understanding of their central message or lesson. Writers will formulate an opinion and supply reasons for the opinion. explore content Learners will explore content to understand how children contribute to a classroom community as "classroom citizens."	TASK: CLASSROOM CITIZENS Children will reflect on what they've learned about becoming a "classroom citizen" from their readings and discussions. Working in small groups, they will discuss how Tilly and A Fine, Fine School or Katie Sue in The Rescuee Queen were responsible, contributing members of their classroom communities. Children will then write an opinion piece that states an opinion on what it means to be a responsible classroom citizen and supply a reason for the opinion. Children will share their writing with the class by reading aloud and by posting their work. "I think Katie Sue/Tilly is a good classroom citizen. I think this because." Target Standards Common Core Learning Standard 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.
2B	November-December	Experiences • Citizenship	Readers understand that illustrations and details in the text help identify main ideas. • Writers understand that facts help explain a topic. • Learners will explore content to understand that as global citizens, we are connected to people beyond our own communities and we have a shared responsibility to protect and respect our world.	How do readers use illustrations and details in informational texts? How do writers use what they read to share information about a topic?	Readers will identify a main topic and retell key details using the text and illustrations. Writers will create an explanatory text including facts about a topic and some closure. explore content Learners will explore content to understand how children contribute to a global community as "child citizens."	TASK: GLOBAL SCHOOL CITIZENS Children will choose one student from It's Back to School We Got or Going to School. They will compare and contrast their own school experiences with that student's school experiences. Their report will explain how children all around the world are connected to one another through their school experiences. Children will share their writing with the class. TARGET STANDARD Common Core Learning Standard 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.
3A	December- January	Choices • Decisions	Readers understand we can learn lessons through characters in stories. • Writers understand that word choice enables a reader to understand a story. • Learners will explore content to understand that how people choose to use their resources can help them get what they want and need.	How can we learn lessons from fictional stories? How can word choice show feelings in writing?	Readers will retell stories, including character, setting, and major events, and demonstrate understanding of their central message or lesson. Writers will create a narrative of an event in sequence using powerful words to show emotion. explore content Learners will explore content to identify how characters make decisions.	TASK: A STORY OF CHOICES The stories in this module teach readers about choices and making decisions. Children will write narratives about a time in their life when they had to make a choice. Children will recount two or more appropriately sequenced events, include some details about the events, and use sequence words as they transition from one event to another. Target Standard Common Core Learning Standard W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
3B	January	Choices • Decisions	Readers understand that the details in the text support the author's main points. • Writers understand that an opinion has to be supported with a reason. • Learners will explore content to understand that people make decisions about how to spend what they earn.	How can we use the details in a text to identify the reasons an author gives to support his or her points? How can we use information to support an opinion?	Readers will state and explain the reasons an author gives to support points in a text. Writers will compose an opinion and support the opinion by supplying a reason. explore content Learners will explore content to understand that people make decisions by considering choices.	TASK: MAKING DECISIONS The informational texts in this module teach readers about goods and services and make decisions. Each child will choose a good or service from a disorganized list and write an opinion piece to support their belief that that good or service is important to their family. Children will state their opinion, supply a reason, and create a sense of closure. Children will use words that best describe their opinions and reasons. TARGET STANDARD Common Core Learning Standard 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.
4A	February- March	Generations	Readers understand who is telling a story and how that shapes the story. • Writers understand that narrative contain characters and sequenced events. • Learners will explore content to understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation.	How do readers identify who is telling a story? How do writers create narratives with sequenced events and a sense of closure?	Readers will identify who is telling a story. Writers will compose a narrative with details and a sequence of events. explore content Learners will explore content to understand how traditions and lessons are passed on from generation to generation.	TASK: CONTINUE THE STORY Children will recall and retell what Miss Rumphius's grandfather teaches her: to go to faraway places, to live by the sea, and to do something to make the world more beautiful. Children will craft their own narrative that tells what Miss Rumphius's niece, Alice, does to make the world more beautiful. Their narrative will include two or more sequenced events, descriptive details about sequenced events, temporal words to signal event order, a sense of closure, and correctly used verbs. TARGET STANDARD Common Core Learning Standard W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
4B	April	Generations	Readers understand the connection between multiple pieces of information in a text. • Writers understand that facts and details help explain information to others. • Learners will explore content to understand growth happens over time and that each part of an organism contributes to this process.	How do readers make connections between ideas and information? How do writers write to explain information to others?	Readers will describe the connection between two facts in an informational text. Writers will use facts and details to compose an explanatory text. explore content Learners will explore content to identify what is necessary for growth.	TASK: STEPS IN A SEQUENCE Children will use the information and features found in How a Seed Grows and The Life Cycle of an Apple Tree to create their own book that includes at least three steps that show how a seed grows. Children will introduce a topic, write the steps from seed to plant, supply some facts about the topic, use temporal words to demonstrate the sequence, and draw detailed pictures and diagrams. TARGET STANDARD Common Core Learning Standard 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.
5A	May	Observations	Readers understand that sensory details in a text can describe and that facts and details in a text can convey information. • Writers understand that narrative texts are a sequenced events that include a conclusion with some sense of closure. • Learners will explore content to understand that observations of the natural world can tell us something about the human world.	How do readers of literary text identify sensory language that describes? How do readers of informational text identify facts and details that convey information? How do writers use temporal words to sequence narrative texts?	Readers will identify descriptive words and facts and key details in various texts. Writers will use what they learn in literary and informational texts to create a sequenced events. EXPLORE CONTENT Learners will explore content to understand how to compare messages about the natural world in literary text with information about the natural world in nonfiction text.	TASK: Moon Stories The moon has inspired a wide variety of narrative writing. Children will create another story that includes the moon as a central figure. It can be a fantasy about creatures that live on the moon or a realistic story about a character who knows something about the moon. Children will include two or more sequenced events, use temporal words to signal event order, incorporate sensory words and phrases, and provide a conclusion with some sense of closure. TARGET STANDARD Common Core Learning Standard W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
5B	June	Observations	Readers understand that facts, details, and features enable them to find answers to their questions. • Writers understand that research and experiences will enable them to provide answers and information to readers. • Learners will explore content to understand that observation and prediction help us to discover the world.	How do readers read to find answers to questions? How do writers use facts and key details to answer questions about a topic?	Readers will use facts and details found in text features and multiple parts of an informational text to find answers to questions. Writers will use research and experiences to write informational text. EXPLORE CONTENT Learners will explore content to understand how to use observations and new learning to make predictions about the universe and its stars.	TASK: QUESTION-AND-ANSWER BOOK Children will create a question-and-answer book that asks and answers questions about the planets or other elements of the solar system. Children will participate in shared research on their questions and use the anchor and supporting texts, as well as other texts as research tools for their books. Children will write questions about their topic, write answers to their questions based on facts in the texts, and provide a sense of closure. TARGET STANDARDS Common Core Learning Standard 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. Common Core Learning Standard W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
6A		Diversity	Readers understand that characters in stories can convey important life lessons. • Writers understand that valid opinions are supported by reasons. • Learners will explore content to understand that America is a strong country because of the diversity of its people.	How can readers learn life lessons from literary texts? How do writers support an opinion?	Readers will retell stories, including key information about characters, setting, and major events. Readers will demonstrate understanding of a story's central message or lesson. Writers will formulate an opinion and support it with good reasons and text evidence. EXPLORE CONTENT Learners will explore content to understand America's rich diversity.	TASK: Book Review In this unit, children read about real people and fictional characters who come to understand the challenges of immigration. Children will write a review of one of the texts they have read. They will select two lines from the text and, using illustrations and words, express the feelings the lines suggest and how those lines impact children's opinion of the text. Children will introduce the topic by stating the book they are writing about, state an opinion about the book, integrate lines of text from the book that support that opinion, and provide some sense of closure. TARGET STANDARD Common Core Learning Standard 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.
6B		Diversity	Readers understand that illustrations and details in the text help them identify main ideas about a topic. • Writers understand that valid opinions are supported by reasons. • Learners will explore content to understand challenges immigrants faced in America.	How do readers use illustrations and key details to understand main ideas in informational texts? How do writers use what they read to develop and support an opinion?	Readers will identify a main topic and retell key details using the text and illustrations. Writers will formulate an opinion and support it with a reason and text evidence. EXPLORE CONTENT Learners will explore content to appreciate the rich diversity of America and celebrate how it fosters understanding between cultures.	TASK: OPINION PIECE Using a "Chart," children will consider the rewards and challenges that people face when they move to a new place. Children will imagine their own family is talking about moving to a new place and they have been asked to give their opinion. Would they like to move to a new place, or would they rather stay where they live now? Children will write their opinion about moving. In their opinion pieces, children will introduce the topic, state an opinion and supply a reason for it, and provide some sense of closure. TARGET STANDARD Common Core Learning Standard 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.