



INSTRUCTIONAL EXCELLENCE

Unit Overview

Grade 1: English/Language Arts

Unit 1: Teamwork

Contents

Using This Resource	3
Unit Overview	4
Essential Questions:.....	5
Standards and Learning Targets	5
Reading Foundational Skills (RF).....	5
Reading Literature (RL)	7
Reading Informational Text (RI).....	9
Writing (W).....	10
Speaking and Listening (SL).....	12
Language (L).....	13
Unit Assessments and Rubrics	14
Pre-Assessments and Formative Assessments	14
Summative Assessments.....	15
Vocabulary.....	15
Text Suggestions	16
Teacher Resources.....	19
Lesson Sequence — Unit Progression.....	20
Appendix A: Text Complexity Considerations	21
Appendix B: Instructional Strategies for Diverse Learners	22
Comprehension Strategies	22
Comprehension Strategies with Cooperative Learning (Collaboration).....	22
Vocabulary Strategies	22
Fluency Strategies	23
Phonemic Awareness/Phonics Strategies.....	23

Using This Resource




The Unit Overview provides all the standards and learning targets that should be taught over the course of the unit. It is designed to be used in conjunction with the Unit-at-a-Glance. Teachers should refer to the Overview to locate specific standards and their corresponding learning targets when designing lesson plans and assessments. *While Text Suggestions are provided throughout the unit, they are intended as suggestions only. We recognize that elements of these texts are controversial; however, we intentionally left them in this unit for their educational value and the teaching moments they present. Individual teachers should use their discretion when selecting texts to meet their students' needs. The additional resources included in the Overview promote the most effective research-based teaching practices and should be considered when planning and assessing students.

This work is licensed under CC BY-NC-SA 4.0. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>



CC BY-NC-SA: This license allows reusers to distribute, remix, adapt, and build upon the material in any medium or format for noncommercial purposes only, and only so long as attribution is given to the creator. If you remix, adapt, or build upon the material, you must license the modified material under identical terms.

CC BY-NC-SA includes the following elements:

- BY  – Credit must be given to the creator
- NC  – Only noncommercial uses of the work are permitted
- SA  – Adaptations must be shared under the same terms

Unit Overview

The unifying theme for Unit 1 is **Teamwork**. The focus on teamwork is ideal for the beginning of the school year and will cover the first nine weeks (August-October). This is the time to set the stage for the upcoming school year. When a sense of unity is developed in the classroom, students are more willing to share, take risks, show respect, work together and learn. Over the course of this unit, students will think about the big idea of teamwork: How does teamwork help us be better together?

During the first week of the unit, students will work together with their teacher to develop a “Classroom Constitution” that will lay out classroom expectations as well as provide students with a sense of ownership of their learning. Essential Questions throughout the subsequent weeks will lead students to refine and deepen their understanding of the concept of teamwork. Students will engage in activities that will allow them to develop their critical thinking skills and strengthen their language skills through listening, speaking, reading and writing.

This unit will provide a review of fundamental reading and writing skills from kindergarten. A pre-assessment will allow teachers to gauge where their students are as readers and writers. These skills will be reinforced and expanded upon throughout the unit. First-graders will develop their speaking and listening skills as they collaborate in the classroom through small-group and partner discussions. First-graders will learn the characteristics of both fiction and informational texts as they read and listen to a variety of complex texts that highlight the teamwork theme. The text features of informational text and their purpose will be analyzed and applied throughout the unit in order to deepen understanding of reading material. Students will identify story elements used in fiction to describe the characters, settings and major events in the story. Additionally, they will participate in an author study through which they examine these story elements in depth and learn how to explain their thoughts using evidence from the text.

Over the course of the unit, students will learn skills to apply before, during and after reading that promote the five essential components of effective reading: phonics, phonemic awareness, comprehension, fluency and vocabulary. Students will learn how to read purposefully as the teacher models a variety of strategies while reading aloud (such as think-alouds, predicting, questioning and making connections). Continuous modeling using a variety of texts will ensure students are learning how to read complex texts closely in order to construct meaning. A focus on the central message and key details of texts will further support this development.

Throughout the unit, students will meet in guided reading sessions where they engage in lessons designed specifically for their instructional reading level. During the guided reading sessions, teachers provide students with the opportunity to apply phonics and word analysis skills while decoding complex text. Regular running records should be completed to monitor progress and ensure the students’ needs are being met. Students will learn how to compose writing pieces with three different purposes: to give an opinion, to inform and to express their thoughts in narrative form. In addition, they will actively participate in a shared research and writing project using multiple sources about how different animals demonstrate teamwork to “be better together.” Throughout the language and writing lessons, students will be instructed on, and will demonstrate, the distinguishing features of Standard English.

Essential Questions:

- How does teamwork help us be better together?
- In what ways can I express my ideas and feelings clearly and effectively?
- What are my strategies for reading and understanding text?
- How can I use illustrations to support what I'm reading and writing?
- Why is it important to understand key details in a text?
- How does understanding story elements help me be a better reader?

Standards and Learning Targets

Reading Foundational Skills (RF)

Code	Standard	Learning Targets
RF.1	Demonstrate understanding of the organization and basic features of print.	<ul style="list-style-type: none">• See RF.1.a.
RF.1.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<ul style="list-style-type: none">• Follow words from left to right, top to bottom, and page by page.• Recognize that spoken words are represented in written language by specific sequences of letters.• Understand that words are separated by spaces in print.• Identify the components of a sentence (words, punctuation, etc.).
RF.2	Demonstrate understanding of spoken words, syllables and sounds (phonemes).	<ul style="list-style-type: none">• See RF.2.b and RF.2.c.
RF.2.b	Orally produce single-syllable words by blending sounds (phonemes).	<ul style="list-style-type: none">• Orally segment and count the syllables heard in given words.• Identify initial, medial and final sounds (phonemes) in single-syllable spoken words.• Compare and identify the sounds (phonemes) in single-syllable spoken words using initial, medial and final sounds.• Identify onsets and rimes of single-syllable spoken words.• Orally blend three to four phonemes into a word.
RF.2.c	Isolate and pronounce initial, medial vowel and final sounds	<ul style="list-style-type: none">• Identify the sounds (phonemes) heard in single-syllable spoken words.

Code	Standard	Learning Targets
	(phonemes) in spoken single-syllable words.	<ul style="list-style-type: none"> ● Produce the sounds (phonemes) heard in single-syllable spoken words. ● Orally add or delete a sound (phoneme) at the beginning or end of single-syllable words to make new words. ● Orally substitute initial, medial and final sounds in single-syllable words to make new words.
RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.	<ul style="list-style-type: none"> ● See RF.3.b.
RF.3.b	Decode regularly spelled single-syllable words.	<ul style="list-style-type: none"> ● Apply the principles of sound-letter correspondence, including exceptions. ● Produce letter-sound correspondences rapidly. ● Blend isolated sounds into single-syllable words. ● Use known word/part to decode unknown words.
RF.4	Read with sufficient accuracy and fluency to support comprehension.	<ul style="list-style-type: none"> ● See RF.4.a, 4.b, 4.c.
RF.4.a	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> ● Apply decoding skills to read on-level text. ● Read grade-level sight words/high-frequency words in isolation and in context with automaticity. ● Use context cues and text features to determine and clarify the meanings of an unknown word.
RF.4.b	Read on-level text orally with accuracy, appropriate rate and expression on successive readings.	<ul style="list-style-type: none"> ● Listen to interactive read-alouds of steadily increasing complexity (informational and literary, across all structures and genres of text, representing a wide variety of cultures) in order to observe models of fluent reading and apply skills to the student's own reading. ● Apply decoding skills to read on-level text. ● Read on-level sight words/high-frequency words with automaticity. ● Use punctuation as cues to appropriate expression. ● Fluently read on-level text with accuracy and prosody.
RF.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> ● Use prior knowledge and experiences to confirm or self-correct word recognition and understanding. ● Reread when something does not make sense in order to determine the meaning of a known word. ● Use context clues and visual cues to guide self-correction.

Reading Literature (RL)

Code	Standard	Learning Targets
RL.1	Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> ● Apply appropriate strategies before reading, viewing or listening to a text: <ul style="list-style-type: none"> ▶ Use prior knowledge and experiences to make connections to the text. ▶ Make predictions or ask questions about the text by examining the title, cover, illustrations/ photographs/text, and familiar author or topic. ▶ Set a purpose for reading and identify type of text. ● Apply appropriate strategies to monitor understanding during reading, viewing or listening to a text: <ul style="list-style-type: none"> ▶ Recall and discuss what is understood. ▶ Identify and question what did not make sense. ▶ Reread difficult parts and use own words to restate. ▶ Make, confirm or adjust predictions. ● Demonstrate understanding after reading, viewing or listening to a text: <ul style="list-style-type: none"> ▶ Retell and discuss the text. ▶ Engage in conversation to understand the text. ▶ Determine the main idea of a text.
RL.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<ul style="list-style-type: none"> ● Listen to, read and discuss a variety of literary texts (narrative text structure, both fiction and nonfiction) representing diverse cultures, perspectives and ethnicities. ● Identify the elements of a story (e.g., characters, setting, problem and solution). ● Analyze key details to determine the central message or lesson in literary text. ● Retell story events in a logical sequence. ● Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. (CCSS SL.1.4) ● Demonstrate command of the conventions of Standard English grammar and usage when speaking. (CCSS L.1.1)
RL.3	Describe characters, settings and major events in a story, using key details.	<ul style="list-style-type: none"> ● Identify the elements in a story, including characters and the setting. ● Identify key details in a story. ● Retell the events in a story in a logical sequence.

Code	Standard	Learning Targets
		<ul style="list-style-type: none"> Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. (CCSS SL.1.4)
RL.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<ul style="list-style-type: none"> Listen to, read and discuss a variety of literary texts, both fiction and nonfiction. Identify similarities and differences between fiction and nonfiction texts. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS L.1.1)
RL.7	Use illustrations and details in a story to describe its characters, setting or events.	<ul style="list-style-type: none"> Explain the connection between the illustrations and words in a story. Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. (CCSS SL.1.4) Add drawings or other visual displays to descriptions when appropriate, to clarify ideas, thoughts and feelings. (CCSS SL.1.5) Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS L.1.1)
RL.9	Compare and contrast the adventures and experiences of characters in stories.	<ul style="list-style-type: none"> Identify characters and events in stories. Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. (CCSS SL.1.4) Identify likenesses and differences between characters and events in stories.
RL.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<ul style="list-style-type: none"> With prompting and support, read a variety of self-selected and assigned literary texts representing diverse cultures, perspectives, ethnicities and time periods. With prompting and support, read and comprehend texts of steadily increasing complexity. Participate in collaborative conversations about grade 1 topics and texts with diverse partners, including peers and adults in small and larger groups. (CCSS SL.1.1)

Reading Informational Text (RI)

Code	Standard	Learning Targets
RI.1	Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> ● Apply appropriate strategies before reading, viewing or listening to a wide variety of increasingly complex informational text including expository and narrative structures and types (e.g., trade books, magazine, multimedia resources, functional texts such as recipes and labels), related to personal interests and reflecting a wide variety of cultures: <ul style="list-style-type: none"> ▶ Access prior knowledge and experiences. ▶ Examine the title, cover, illustrations/photographs/text. ▶ Make predictions or ask questions. ▶ Set a purpose for reading, and identify type of text. ● Apply appropriate strategies to monitor understanding during reading, viewing or listening to informational text: <ul style="list-style-type: none"> ▶ Use text features and graphic aids to facilitate understanding. ▶ Recall and discuss what is understood. ▶ Make, confirm and/or modify predictions. ▶ Reread difficult parts and restate in own words. ▶ Make connections. ● Demonstrate understanding orally or in writing after reading, viewing or listening to a text: <ul style="list-style-type: none"> ▶ Engage in conversations to retell details in the text. (CCSS SL.1.1) ▶ Describe what is directly stated in the text. ▶ Confirm predictions using details from the text. ▶ Identify what did not make sense. ● Participate actively and appropriately in discussions about informational text. (CCSS SL.1.1, 2, 3)
RI.2	Identify the main topic and retell key details of a text.	<ul style="list-style-type: none"> ● Determine the key details from the text. ● Connect the key details to determine the main topic of the text. ● Retell the main topic and key details. ● Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. (CCSS SL.1.4) ● Demonstrate command of the conventions of Standard English when speaking and writing. (CCSS L.1.1, 2)
RI.5	Know and use various text features (e.g., headings, tables of contents, glossaries,	<ul style="list-style-type: none"> ● Identify different types of text features in informational text. ● Determine the purpose of various text features.

Code	Standard	Learning Targets
	electronic menus) to locate key facts/information in a text.	
RI.7	Use the illustrations in a text to describe its key ideas.	<ul style="list-style-type: none"> ● Identify the relationship between text and illustrations; explain how they support each other. ● Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. (CCSS SL.1.4) ● Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS SL6) ● Demonstrate command of the conventions of Standard English when writing or speaking. (CCSS L1, L2)
RI.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	<ul style="list-style-type: none"> ● Read, listen to, and discuss a variety of texts read aloud or presented orally or through other media. (CCSS SL.1.2) ● Compare and contrast two texts on the same topic. ● Ask and answer questions about key details in a text read aloud or presented orally or through other media. (CCSS SL.1.2)
RI.10	With prompting and support, read informational texts appropriately complex for grade 1.	<ul style="list-style-type: none"> ● With prompting and support, read a variety of self-selected and assigned informational texts representing diverse cultures, perspectives, ethnicities and time periods. ● With prompting and support, read and comprehend texts of steadily increasing complexity. ● Participate in collaborative conversations about grade 1 topics and texts with diverse partners, including peers and adults in small and larger groups. (CCSS SL.1)

Writing (W)

Code	Standard	Learning Targets
W.1	Write opinion pieces that introduce the topic or name the book, state an opinion, supply a reason for the opinion and provide some sense of closure.	<ul style="list-style-type: none"> ● Apply the prewriting and planning stages of the writing process (introduce): <ul style="list-style-type: none"> ▶ Gather information on a specific topic. ▶ Form an opinion based on prior knowledge and information provided. ● Develop a simple sentence that states the topic and gives an opinion. ● Provide a reason to support an opinion.

Code	Standard	Learning Targets
		<ul style="list-style-type: none"> ● Draft a simple sentence or sentences to express an opinion or reason. <ul style="list-style-type: none"> ▶ Use end punctuation for sentences. (CCSS L.1.2b) ▶ Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS L.1.2e) ● Produce writing that is legible, including correct formation of manuscript letters. ● Draft a simple sentence that restates the opinion (closure).
W.2	Write informative/explanatory texts that name a topic, supply some facts about the topic and provide some sense of closure.	<ul style="list-style-type: none"> ● Apply the prewriting and planning stages of the writing process (name the topic): <ul style="list-style-type: none"> ▶ Identify the topic. ▶ Establish or build upon a personal schema of a topic. ▶ Gather facts from basic print, online and media resources. (CCSS 2 W.2.7, 2 W.2.8) ● Develop and write a simple introductory sentence that states the topic. ● Participate in shared research on a topic. (CCSS W.1.7) ● Write several sentences using facts that are related to the topic: <ul style="list-style-type: none"> ▶ Produce complete simple and compound sentences. (CCSS L.1.1f) ▶ Use conventional spelling for words with common spelling patterns and frequently occurring irregular words. (CCSS L.1.2d) ● Produce writing that is legible, including correct formation of manuscript letters. ● Draft a concluding simple sentence (closure). ● Rehearse oral performance of a written product with appropriate fluency.
W.3	Write narratives that 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.	<ul style="list-style-type: none"> ● Apply the prewriting and planning stages of the writing process (recount events): <ul style="list-style-type: none"> ▶ Identify the elements of a narrative. ▶ Identify two or more events, characters and settings. (CCSS RL.1.3) ▶ Tell about a series of events in a logical sequence. (CCSS RL.1.2, SL.1.4) ● Draft an opening sentence that introduces the narrative. ● Apply knowledge of story structure. <ul style="list-style-type: none"> ▶ Produce complete simple sentences. (CCSS L.1.1j)

Code	Standard	Learning Targets
		<ul style="list-style-type: none"> ▶ Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS L.1.2e) ● Produce writing that is legible, including correct formation of manuscript letters. ● Use words and phrases acquired through conversations and being read to. (CCSS SL.1.6) ● Draft a concluding sentence that brings resolution to the story (closure).
W5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	<ul style="list-style-type: none"> ● See W.1, W.2, W.3 and W..7 of CCSS Framework for specific application. ● Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about topics and texts under discussion). (CCSS SL.1.1a) ● Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CCSS SL.1.2)
W.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).	<ul style="list-style-type: none"> ● With guidance, identify an assigned or personal information need. ● With guidance, explore and identify human, print, online, and multimedia resources. ● Prepare the final product for presentation and/or publication in a variety of formats. ● Produce writing that is legible, including the correct formation of manuscript letters.

Speaking and Listening (SL)

Code	Standard	Learning Targets
SL.1	Participate in collaborative conversations about grade 1 topics and texts with diverse partners, including peers and adults in small and larger groups.	<ul style="list-style-type: none"> ● See SL.1.a.
SL.1.a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	<ul style="list-style-type: none"> ● Create rules to ensure respectful group discussions. ● Identify and define roles of participants in discussions. ● Participate in group discussions on a variety of topics.

Code	Standard	Learning Targets
		<ul style="list-style-type: none"> ● Demonstrate command of the conventions of Standard English grammar and usage when speaking. (CCSS L.1.1)
SL.2	Ask and answer questions about key details in a text read aloud or presented orally or through other media.	<ul style="list-style-type: none"> ● Identify the main idea and key details in a text. ● Generate appropriate questions to meet the information need. ● Demonstrate command of the conventions of Standard English grammar and usage when speaking. (CCSS L.1.1.)
SL.4	Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.	<ul style="list-style-type: none"> ● Distinguish between relevant and irrelevant details. ● Add details to expand ideas and sentences. ● Use frequently occurring adjectives to describe. (CCSS L.1.1f) ● Demonstrate command of the conventions of Standard English grammar and usage when speaking. (CCSS L.1.1) ● Speak at an appropriate pace, volume and tone.
SL.5	Add drawings or other visual displays to descriptions when appropriate, to clarify ideas, thoughts and feelings.	<ul style="list-style-type: none"> ● Use illustrations and details in a story to describe its character, setting or events. (CCSS RL.1.7) ● Use a variety of formats to prepare, for sharing, the findings/conclusions of an information need. ● Use available technology appropriately. ● Demonstrate command of the conventions of Standard English grammar and usage when speaking. (CCSS L.1.1)

Language (L)

Code	Standard	Learning Targets
L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> ● See L.1.a.
L.1.a	Print all upper- and lowercase letters.	<ul style="list-style-type: none"> ● Develop and strengthen fine motor skills using a variety of activities. ● Correctly form all upper- and lowercase letters. ● Practice forming upper- and lowercase letters on various sizes and styles of paper, and other mediums.

Code	Standard	Learning Targets
L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing.	<ul style="list-style-type: none"> ● See L.2.a, 2.b, 2.d, 2.e.
L.2.a	Capitalize dates and names of people.	<ul style="list-style-type: none"> ● Distinguish between names and other nouns. ● Identify months of the year. ● Demonstrate correct capitalization of names and dates when writing. ● Analyze writing models for correct capitalization.
L.2.b	Use end punctuation for sentences.	<ul style="list-style-type: none"> ● Identify the components of a sentence. ● Identify different types of sentences and their end punctuation. ● Use end punctuation correctly in writing. ● Analyze writing models for correct punctuation.
L.2.d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	<ul style="list-style-type: none"> ● Identify common spelling patterns. ● Identify the spellings for frequently occurring irregular words. ● Practice and apply the correct spelling of words with common spelling patterns and frequently occurring irregular words.
L.2.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	<ul style="list-style-type: none"> ● Identify the letter(s) for consonant and vowel sounds. ● Use sound-spelling correspondences to approximate the spelling of unknown words in writing.

Unit Assessments and Rubrics

Pre-Assessments and Formative Assessments

- Foundational Skills Pre-assessment
- Informational Text Assessment: “Our House Rules”
- Writing to Inform Organizer
- Text Comparison Venn Diagram
- Model Lesson #1 Observation Checklist
- Model Lesson #2 Observation Checklist
- ML3 Student Checklist

- Gr1 I Can Assessment

Summative Assessments

- Grade 1 Research Rubric
- Text Comparison Rubric
- Gr1 Narrative Writing Rubric
- Animal Research Writing
- Gr1 Learning Targets Checklist

Vocabulary

High-frequency “Tier 2” words and academic vocabulary should be taught explicitly, as students need to understand and apply these words across all content areas in various situations. For more information on how to teach vocabulary while using standards, visit the following websites:

- www.edutopia.org/blog/teaching-ccss-critical-vocabulary-marilee-sprenger
- www.ascd.org/publications/educational-leadership/sept09/vol67/num01/Six-Steps-to-Better-Vocabulary-Instruction.aspx
- achievethecore.org/aligned/including-tier-2-vocabulary-instruction-in-curricular-materials/

Theme-Related

- Teamwork
- Collaborate
- Community
- Urban
- Suburban
- Rural

Reading

- Literature
- Informational text
- Text features
- Title
- Author
- Illustrator
- Illustrations
- Captions
- Infer

- Central message
- Key details
- Story elements
- Character
- Setting
- Problem
- Solution

Writing

- Concept map/web
- Venn diagram
- Textual evidence
- Multimedia resources
- Opinion
- Informational/explanatory
- Narrative

Language

- Nouns
- Verbs
- Adjectives
- Punctuation

Text Suggestions

The following texts have been chosen for their Lexile levels, interest levels and ease for planning to multiple standards. To find an up-to-date list of vetted texts — which clearly center diversity, equity and inclusion — visit our list of [Culturally Responsive Text Suggestions](#).

See *Appendix A: Text Complexity Considerations* for information on how to select complex text. Some Lexile (L) levels are listed below for reference.

Beginning of First Grade

Chrysanthemum by Kevin Henkes (460L)

David Goes to School by David Shannon

First Day Jitters by Julie Danneberg (AD210L)

Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids by Carol McCloud (AD710L)

How Full Is Your Bucket? For Kids by Tom Rath and Mary Reckmeyer

If You Take a Mouse to School by Laura Joffe Numeroff (AD190L)

Lilly's Purple Plastic Purse by Kevin Henkes (540L)

Minerva Louise at School by Janet Morgan Stoeke
Stand Tall, Molly Lou Melon by Patty Lovell
The Night Before First Grade by Natasha Wing
The Recess Queen by Alexis O'Neil

Theme-Related Fiction

A Buzz Is Part of a Bee by Carolyn Lunn
A Chair for My Mother by Vera Williams
A Is for Angry: An Animal and Adjective Alphabet by Sandra Boynton
A Rainbow of Friends by P.K. Hallinen
Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
Applesauce Season by Eden Ross Lipson
Apt. 3 by Ezra Jack Keats
Big Mama's by Donald Crews
Cleversticks by Bernard Ashley (AD370L)
Corduroy by Don Freeman
Country Kid, City Kid by Julie Cummins
Families Are Different by Nina Pellegrinni
Franklin's Bad Day by Paulette Bourgeois
Giraffes Can't Dance by Giles Andreae
Goggles by Ezra Jack Keats (AD340L)
In Lucia's Neighborhood by Pat Shewchuk and Parek Colek
Jamaica's Find by Juanita Havill
My Daddy and Me by Amy E. Sklansky
My Friend Is Sad by Mo Willems
My Forever Friend by Pam Consuegra
On the Town: A Community Adventure by Judith Casely
One Hundred Is a Family by Pam Munoz Ryan
Owen by Kevin Henkes
Peter's Chair by Ezra Jack Keats
Teamwork Isn't My Thing and I Don't Like to Share! by Julia Cook
The Doorbell Rang by Pat Hutchins
The Patchwork Quilt by Valerie Flournay
The Quilt Story by Tony Johnston
The Seven Chinese Brothers by Margaret Mahy
The Wednesday Surprise by Eve Bunting
Through Grandpa's Eyes by Patricia MacLachlan
What Sisters Do Best/What Brothers Do Best by Laura Joffe Numeroff
Who's In My Family? by Robie H. Harris
Who's Who in My Family by Loreen Leedy

Animals Using Teamwork

Animal Families by Connie and Peter Roop
Ants by Melissa Stewart
Bats by Gail Gibbons
Owen and Mzee by Isabella Hatkoff, Craig Hatkoff and Dr. Paula Hahumbu
Sisters and Brothers: Sibling Relationships in the Animal World by Robin Page
Stellaluna by Janell Cannon
The Perfect Gift by Mary Newell DePalma

The Rainbow Fish by Marcus Pfister
Zoolidays by Bruce Glassman and Rolandus Kiaulevicius

Theme-Related Nonfiction

ABC of Jobs by Roger Priddy
A Day With Firefighters by Jodie Shepherd
Apples by Gail Gibbons
Apples and Pumpkins by Anne Rockwell
Apples for Everyone (Picture the Seasons) by Jill Esbaum
Brothers and Sisters by Ellen B. Senisi
Buzz Said the Bee by Wendy Cheyette Lewison
City (Neighborhood Walk) by Peggy Pancella
I'll Do It (Taking Responsibility) Brian Moses and Mike Gordon
I Want to Be a Firefighter by Dan Liebman
Families by Shelley Rotner and Sheila M. Kelly
Farm Community (Neighborhood Walk) by Peggy Pancella
Living in a City by Lisa Trumbauer
Living in a Rural Area by Lisa Trumbauer
Living in a Suburb by Lisa Trumbauer
Living in Suburban Communities by Kristin Sterling
Living in Urban Communities by Kristin Sterling
My Family Community (Leveled Reader) by Bobby Kalman
Places in My Neighborhood by Shelly Lyons
Teamwork by Ann Morris
The Great Big Book of Families by Mary Huffman

Leo Lionni Author Study

A Color of His Own
Alexander and the Wind-Up Mouse
Fish Is Fish
Frederick
Inch by Inch
Little Blue and Little Yellow
Swimmy (AD640L)
Teaching With Favorite Leo Lionni Books: Creative Activities for Exploring Friendship, Self-Esteem, Cooperation, and Other Themes in These Beloved Books by Kathleen M. Hollenbeck

Teacher Resources

Websites change frequently. Check sites ahead of time for content and accuracy.

- www.pinterest.com/TheEducatorsHelper: The Educators' Helper was created on Pinterest to provide resources that support the Instructional Framework best practices such as planning to multiple standards and creating plans that are equitable and inclusive.
- <https://info.flipgrid.com/> FlipGrid is a free video discussion platform where teachers can post questions and students of ages can respond via short videos. It's excellent for students who have challenges with written expression but excel through oral communication; however, all students can benefit from this creative form of expression.
- <https://www.peardeck.com/> Pear Deck is an add-on feature for Google Slides or PowerPoint which allows slides to become interactive. Teachers can leave audio instructions for independent work, post surveys or questions for real-time assessment, etc. These features allow for differentiation among students such as drawing responses, dragging answers, leaving video recordings, etc.
- <https://nearpod.com/> Nearpod is a platform that combines the most popular applications in one place, making teaching easier and more effective. It has interactive lessons, interactive videos, games and activities that allow for differentiation and real-time assessment of learning.
- www.padlet.com Padlet is a collaborative learning tool that visually organizes information (e.g., words, pictures, videos/links). Users can add comments, rate/score information, and/or respond to questions.
- www.youtube.com/watch?v=ZUKJjVXT0Ko: A video of *Swimmy* being read aloud.
- www.rhcbooks.com/search?book=0&group=0&q=leo%20lionni&type=0: This link offers free printables that go along with Leo Lionni texts.
- www.youtube.com/watch/?v=bo6vWP9I5JA: The Goose Story.
- www.youtube.com/watch?v=A042J0IDQK4: Animal Research (Week 8).
- easyscienceforkids.com/all-about-ants/: Animal Research (Week 8).
- kidskonnct.com/animals/ant/: Animal Research (Week 8).
- www.carlscorner.us.com/comprehension.htm: Free organizers and explanations of reading comprehension strategies mentioned in the Unit-at-a-Glance.
- www.readworks.org/: Free nonfiction articles from ReadWorks.
- busyteacher.org/: Lots of resources, including free printables for centers, graphic organizers and teaching strategy ideas.
- teacher.depaul.edu/: An abundance of resources and free printables that are linked directly to the CCSS.
- www.educationoasis.com/curriculum/graphic_organizers.htm: Graphic organizers.
- www.teachervision.com/families/printable/48727.html: Free website for teachers that provides popular family printables.

- www.teachingchannel.org/videos/first-grade-social-studies A video that teaches students about their identities.

Lesson Sequence — Unit Progression

The Unit Progression gives weekly examples of how to teach to the unit-specific learning targets over the course of nine weeks. Teachers should adjust the pace as needed for their individual classes.

This unit begins the school year and is taught during the months of August-October. During the **first week**, **reading foundational skills** are assessed and modeled. Students are introduced to the theme Teamwork and are presented with the Essential Questions that will guide their learning throughout the unit. Through multiple discussions, students think about what it means to build a class community. They complete collaborative tasks related to read-alouds together and agree upon the rules and routines that support their community.

The **second week** focuses on defining teamwork. Students will work collaboratively to define what teamwork is and the characteristics of a good team. Students will use the photographs and **text features** of nonfiction read-alouds to learn more information about different types of teams. An opinion writing piece will allow students to describe why they are good team members.

The **third week** of the unit relates the theme of teamwork to friendship. The focus of this week is to identify **story elements** in fiction and understand how they help the reader understand the story. Students will learn how to use these story elements to retell what they have read. The **fourth week** will introduce the students to the works of author Leo Lionni. Students will use what they have learned about story elements to compare different texts written by the author.

During the **fifth** and **sixth weeks** of the unit, students will read and listen to informational and literary texts as they explore different types of families. Using the **key details** in these texts, students will examine what they already know about families and will add to their knowledge. The writing focus for this week will be to produce a personal narrative.

During **weeks seven** and **eight**, students will be introduced to how animals use teamwork to be “better together.” A variety of media (online articles, videos, printed text, illustrations, etc.) will be used to show students how to examine a topic closely. With guidance, first-graders will practice how to complete a **research project** on one kind of animal and provide specific evidence from resources.

Week nine concludes the unit with the focus on community and community helpers. Students will explore the greater community through reading informational text. They will write what they have learned about the people who help run their community every day.

Appendix A: Text Complexity Considerations

When selecting books, text complexity matters. According to the Common Core State Standards Initiative, three factors should be considered when the teacher is choosing texts: 1) Qualitative Measures, 2) Quantitative Measures, and 3) Reader and Task Considerations. For more information on these measures, see the following website: www.corestandards.org/ELA-Literacy/standard-10-range-quality-complexity/measuring-text-complexity-three-factors/.

As a result of research conducted in 2013 on text complexity, updated information was added to Appendix A of the CCSS to reflect the new expectations required of students in order to meet College and Career Readiness (CCR) by high school graduation. The table below shows the six different measures found reliable for measuring text complexity and their corresponding grade levels.

Common Core Band	ATOS (Accelerated Reader)	Degrees of Reading Power®	Flesch-Kincaid	The Lexile Framework®	Reading Maturity	Text Evaluator
2nd-3rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	100 – 590
4th-5th	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	405 – 720
6th-8th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	550 – 940
9th-10th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	750 – 1125
11th-CCR	11.20 – 14.10	67 – 74	10.34 – 14.20	1185 – 1385	9.57 – 12.00	890 – 1360

Table 1: Updated Text Complexity Grade Bands and Associated Ranges From Multiple Measures, taken from www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity-revised.pdf, which can be found on the website www.corestandards.org/other-resources/.

Appendix B: Instructional Strategies for Diverse Learners

When choosing instructional strategies, teachers should consider the multiple learning styles, backgrounds and abilities of all students. Research shows that to promote ELA/literacy skills, teachers should incorporate a mix of whole-group, peer-paired and independent activities into instructional procedures. Below is a list of research-based strategies recommended to promote literacy skills in the five essential areas of reading (comprehension, vocabulary, fluency, phonics and phonemic awareness).

Comprehension Strategies

- KWL Charts, Venn Diagrams, T-charts, etc.
- Interactive Read-Alouds, Think-Alouds, etc.
- Story Boards, Sketch to Stretch, etc.
- Question-Answer-Relationship (QAR) (e.g., www.youtube.com/watch?v=wsud7AQWva8)
- Focus Questions

Comprehension Strategies with Cooperative Learning (Collaboration)

- Guided Reading, Literature Circles, Book Talks, etc.
- Readers Theater, Role Play, Reciprocal Reading, etc.
- Shared/Buddy/Paired Reading
- Think-Pair-Share, Turn-and-Talk, etc.
- Jigsaw (e.g., www.ascd.org/publications/educational-leadership/nov18/vol76/num03/Let's-Get-Jigsaw-Right.aspx)
- Socratic Seminar (grade 2: www.youtube.com/watch?v=zBfH_fhAme0; for older students: www.youtube.com/watch?v=69Qv3l0nuNg)
- Fishbowl
- Four Corners (e.g., www.youtube.com/watch?v=M2XmJQ9FL5A)
- Gallery Walk (e.g., www.youtube.com/watch?v=nNT3PZP2obU)

Vocabulary Strategies

- Word Walls
- Word Analysis, Word Sorts (e.g., Making Words), Word Games (e.g., UpWords, BINGO)
- Word Ladders
- Concept Mapping (great for ELL students/differentiation), Concept Circles, Frayer Model, etc.
- Alpha Boxes (e.g., www.youtube.com/watch?v=iBGB7CiN0bQ)

- List-Group-Label (e.g., www.youtube.com/watch?v=K731qicwYcY)
- Non-Linguistic Strategies (visuals)
- Analogies, Connect-Two, etc.

Fluency Strategies

- Daily Read-Alouds, Think-Alouds, etc.
- Record Self/Listen to Self
- Listen to Stories Using Technology
- Repeated Readings
- Choral Reading

Phonemic Awareness/Phonics Strategies

- Making Words
- Word Ladders
- Centers/Literacy Stations
- Guided Reading
- Interactive Writing

