

1st Grade: Language Arts Curriculum

Reading Unit: Launching Reading Workshop		Time: September-October	Standards:
Essential Questions <ul style="list-style-type: none"> • What do readers do during reading workshop? • How can I be a better reader? • How can I choose just right books? • How do readers build stamina? • How do readers sound out unknown words? • How can having a reading partner help improve your own reading? • What are the parts of a story? • How can I sort words into categories? 		Enduring Understandings <ul style="list-style-type: none"> • I can develop into a classroom community of readers. • I can follow the reading workshop routines and procedures. • I can choose books that are right for me. • I can build my reading stamina. • I can use what I know to sound out words I do not know. • I can understand and explain the parts of a story. • I can sort words into categories. 	<p>RL.1.3 Describe characters, settings, and major event(s) in a story, using key details.</p> <p>RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases base on <i>grade 1 reading and content</i>, choosing flexibility from an array of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>B. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p><i>Other standards addressed:SL.1.1</i></p>

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Benchmark Assessment(s)

- At the beginning of the school year, conduct benchmark reading assessments. Assess oral language, letter recognition, phonemic awareness, word knowledge, and print concepts. Use a checklist for print concepts which would include identifying the front and back cover, author, illustrator, capital and lower case letters, and punctuation. (RF.1.1)
- Be sure to introduce and discuss character, setting and events as a whole group and in small reading groups. In a small group, read a story. After reading have students work on recalling the character, setting and events in the story. Students will recall or go back in the text and draw a picture of the main character(s) and write their names as well. They can do the same thing for setting. Next, they should include the main events in the story. This can be the problem and solution within the story. (RL.1.3)
- Review letter sounds. Have students isolate each sound within words. They can tap out each sound if that is helpful. They should be able to break one-syllable words into the beginning, middle and ending sounds. (RF.1.2.C)
- Discuss how to sort words into categories. Students can focus on sorting by the beginning sound, ending sound, a phonics feature, the number of letters in a word, etc. Students should be able to sort words independently and explain how they sorted those words. The sort will be words in the *-at* and *-an* family, and include 6 words (*mat, rat, cat, man, fan, pan*). (L.1.5.A)
- Students will choose a word that they know from a story. They will draw a picture and write a sentence to describe attributes about that word. They will do this for five words. Students should include the word, a picture, and a complete sentence about at least one key attribute of that word. (L.1.5.B)
- Teach students how to use the clues in a sentence or picture to help them figure out unknown words. Students will be able to use the context of a sentence to figure out the meaning of a word or phrase. The teacher will use a checklist to monitor progress and understanding. (L.1.4.A)
- Fridays: End of Selection Assessments

Other Assessments

- ✓ Small guided reading groups
- ✓ Independent reading assessment
- ✓ Teacher observation

Materials

- Project Read
- Houghton Mifflin Journeys

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SUGGESTED ACTIVITIES

- Model and practice procedures and expectations for reading workshop. For example, working with whisper voices, reading independently, and asking peers for help if they have a question.
- Learn how to read independently and choosing a 'just right' book. Discuss the five finger rule, and model for students how to use that strategy. Choose a book and begin reading. For every word that students do not know or cannot sound out, they put up a finger. If they have five fingers up in the first page or so, that book is probably not 'just right' for them.' Another option is to watch the video *How to Choose a Book* on brainpopjr.
- Learn how to read with a partner. Practice listening to your partner reading, and model how to take turns, echo read, and choral read.
- Review and practice letter sounds. Read a book about the alphabet; for example, *LMNO Peas* by Keith Baker. Use the classroom alphabet and point to each letter (does not have to be in order) and the students will say the sounds as a group.
- Learn how to say each sound of a word and change the beginning, middle and/or end sound. For example, use magnetic letters and magnetic white boards for each student. The word *cat* would be c-a-t. Students will take the word *cat* and change the beginning or end sound. Before asking students to change letters independently, model a few for them. First, change only the beginning sound, so the word *cat* could change to *pat*, *mat*, *fat*, *rat*, *bat*, etc. Then, move on to the end and middle sounds. The teacher can also have students practice this skill using white boards, spaghetti writing, or sand writing.
- Learn about word families, and how words can be sorted into categories. Give students a list of a few words (they can cut them apart to sort) and model how to sort the words by category. For example, first have students sort by the first letter in the word (all the words beginning with letter *f* in one pile, letter *b* in another, etc.). Then, have students work independently to sort words by the last letter of each word. Explain different ways to sort words into categories.
- Learn about the parts of a story. Discuss characters, setting and events. Read a book and focus on these elements of the story such as, *The Little Red Hen*. Watch the videos *Character*, *Plot* and *Setting* on brainpopjr.
- Students will read a book, such as *Little Red Riding Hood* by Robert Vitro. They will read the book, and then go back into the book and find words that they are familiar with. Some words may be, *flower*, *Grandmother*, *woods*, etc. They will first write down five words on a teacher made worksheet that they know. After writing the words, they will draw a picture to go with each word. Next, they will write at least one sentence to describe the attributes of that word. For example, for the word *flower*, students may write, *it is a plant that grows in the ground or it needs sun and water to grow*.
- Teach students how to use the clues in a sentence or picture to help them figure out unknown words. During small groups, reinforce this strategy while they are reading. Walk them through how to use the pictures and clues in the sentence to figure out the meaning of a word or phrase. This may need to be an ongoing assessment and the teacher will use a checklist to monitor progress and understanding.

REINFORCEMENT

- One on one or small group guidance for learning new strategies (sorting words, isolating sounds, choosing 'just right' books, etc).
- Draw pictures to describe the character in a book and the teacher can write a description for the student.
- Allow student to use a tablet or computer to play games that reinforce skills being taught in class (letter sounds, character traits, etc.)
- Teacher may write for the student if they can explain their answers orally, but have difficulty writing their ideas down.

ENRICHMENT

- Have students write more to describe their characters, or choose a second character.
- Students may work with a partner to create a word, and have their partner change the beginning, middle or end sound to create a new word. Repeat.
- Allow student to read independently when their work is complete.
- Allow student to use a tablet or computer to play games that enrich skills being taught in class (letter sounds, character traits, etc.)
- They can buddy read, after they both have completed their work.

Suggested Websites

- www.abcya.com

Suggested Materials

- Guided Reading by Gay Su Pinnell & Irene Fountas

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- www.brainpopjr.com
- www.justbooksreadaloud.com (read aloud books)
- <http://ngexplorer.cengage.com/ngyoungexplorer/>(National Geographic magazine)
- <http://www.sheppardsoftware.com>
- www.starfall.com
- www.storylineonline.com (read aloud books)
- www.the-best-childrens-books.org

- All Sorts of Sorts by Sheron Brown
- Word Matters by Gay Su Pinnell & Irene Fountas
- LMNO Peas by Keith Baker
- Rocket Learns to Read by Tad Hills.
- The Little Red Hen by Little Golden Books
- No David! by David Shannon
- How to Choose a Book on brainpopjr
- Little Red Riding Hood by Robert Vitro
- The First Day of School by Janice Leotti
- Tablets

Cross-Curricular Connections

21st Century Skills

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9)

CRP1: Act as a responsible and contributing citizen and employee.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP9: Model integrity, ethical leadership and effective management.

CRP11: Use technology to enhance productivity.

CRP 12: Work productively in teams while using cultural global competence.

SEL

Utilize positive communication and social skills to interact effectively with others.

Social Studies

6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history

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Unit: Text and Character Study	Time: November-January	Standards:
<p>Essential Questions</p> <ul style="list-style-type: none"> • How do readers read poetry and think about meaning? • How can readers read poetry independently and with reading partners? • How do readers make predictions before reading? • How can knowing letters, sounds, patterns and snap words help you read? • How can readers figure out tricky words? • How can readers use what they know to describe the adventures of characters in a story? • What strategies can help readers understand a character? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • I can read poetry for meaning. • I can read poetry on my own and with a partner. • I can make predictions before reading. • I can use all I know to figure out tricky words. • I can use strategies to understand and describe the adventures of characters in a story. • I can understand the character in a story. 	<p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <ul style="list-style-type: none"> A. Distinguish long from short vowel sounds in spoken single-syllable words. D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). <p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word. <p>L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> D. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. <p><i>Other standards addressed: RF.1.3, RF.1.4, SL.1.1, SL.1.2, L.1.6</i></p>

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Benchmark Assessment(s)

****Students will complete one or more of the following assessments:**

- Students will read a text and choose a character from the story to describe. They will also describe the setting of the story. Students will use the clues (text and illustrations) from the story to draw a picture and write a few sentences to describe the character and the setting. Use the character solution rubric to assess this skill. (RL.1.7)
- Read two texts and have students compare and contrast the adventures of the characters within those texts. After reading both books, discuss the adventures of the characters in each story. Use a Venn diagram to compare and contrast. Have students write at least two similarities and two differences. (RL.1.9)
- Students will read or listen to a poem. They will identify words and phrases in the poem that show the feelings of the poem. They will discuss any unknown words with a partner to figure out the meanings of the words. They will then write a few sentences to describe the feelings and may draw a picture to go along with their explanation. Use the poem rubric to assess this skill. (RL.1.4, RI.1.4)
- SWBAT to identify the features and clues within a word to distinguish between the long and short vowel sound when reading. The teacher will ask students to segment single-syllable words into individual sounds. This will be an ongoing assessment. The teacher will assess this skill through observation during small group reading. (RF.1.2.A, RF.1.2.D)
- SWBAT use affixes and inflection (such as *-ed*, *-s*, *-ing*, *re-*, *-less*, *un-*, *pre-*, *ful-*), to determine the meaning of a word. The teacher will use a checklist to monitor student progress and understanding. (L.1.4.B)
- Students will listen to a story that has a lot of descriptive words. The teacher will give a list of vocabulary words from the story that were used to describe the characters or setting. The students will use the words in a sentence to describe someone or something from their life. The teacher will model and then students will write on their own. They must write at least two sentences using both words. (L.1.5.C)
- SWBAT distinguish different meanings from similar verbs and adjectives. In small groups, students will complete an activity where they act out different verbs that have a similar meaning (i.e., walk, gallop, stroll). Then, students will analyze index cards with similar adjectives and put them in order of intensity (i.e., glad, happy, thrilled). (L.1.5.D)
- Journeys End of Selection Assessment

Other Assessments

- ✓ Small guided reading groups
- ✓ Independent reading assessment
- ✓ Teacher observation

Materials

- Project Read
- Houghton Mifflin Journeys

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SUGGESTED ACTIVITIES

- Introduce the meaning of the word *prediction* in terms that students will understand. It means to make a guess, but use everything that you know to make that guess. Reinforce that it is 'ok' to make an incorrect prediction- there are no 'right or wrong' answers; it is what you feel and what you think. Read a book and practice making predictions.
- Learn about how to describe characters and setting by using the clues from the story. The clues can be from the pictures and from the words. Read a book, like *No David!* by David Shannon. During reading, stop and discuss how David is behaving and where the story is taking place. Discuss how the pictures help describe David and the setting. Discuss how the words also describe David and the setting. Teach vocabulary words to help students describe the character deeper. This book is great for teaching the words *kindhearted, impulsive, energetic, playful, and forgetful*.
- Learn how to compare and contrast the adventures of two characters within two different texts. For example, read *If You Give a Mouse a Cookie* by Laura Joffe Numeroff and *If You Give a Moose a Pancake* by Laura Joffe Numeroff. As a whole group discuss the adventures of the mouse and then discuss the adventures of the moose. Model how to use a Venn diagram and have students share a few ideas of the similarities and differences. Have students complete their own Venn diagram and they will write at least two similarities and two differences between the adventures of the mouse and the moose.
- Learn about what poems are and how they do not always follow the conventional grammar rules such as complete sentences and punctuation. Watch the video *Poems on brainpopjr* to help introduce this topic.
- Discuss how to pick out key words or phrases in a poem that would display the feelings and meanings conveyed. Read the poem *Where Does the Wind Go?* by Marcia Vaughan. Explain how the wind is something that cannot be seen, but it can be 'seen' in the poem. How does the author of the poem show how the wind is seen? Students may discuss with a partner the words and phrases within the poem. They may ask their partner questions and answer any questions their partners have. They will then find specific phrases or words in the poem that puts a picture in the readers head.
- Teach students what *synonyms* are. They are different words that mean the same thing, such as *small* and *tiny*. In a small group, students will complete an activity where they must match words with their synonyms. For example, they may use the Synonyms game. After matching, students will record the synonyms on a teacher made worksheet. They should be able to match at least five synonyms, and they can draw a picture if they would like to.
- Teach students what *antonyms* are. They are words that mean the opposite of each other, such as *hot* and *cold*. In a small group, students will complete an activity where they must match words with their antonyms. For example, they may use the Antonyms game. After matching, students will record the antonyms on a teacher made worksheet. They should be able to match at least five antonyms and they can draw pictures for each if they would like to.
- Teach students how to pronounce some frequently occurring affixes and inflection (-ed, -s, -ing, re-, -less, un-, pre-, ful-). Then, discuss the meaning of those affixes and inflections. In small reading groups, have students identify words with those affixes and inflections. Have them describe what the word might mean as a result of the affix or inflection. The teacher will use a checklist to monitor student progress and understanding.

REINFORCEMENT

- One on one or small group guidance for learning new strategies
- Allow student to use a tablet or computer to play games that enrich skills being taught in class (predictions, reading poems, long and short vowels, etc.)
- Teacher may write for the student if they can explain their answers orally, but have difficulty writing their ideas down

ENRICHMENT

- Allow student to use a tablet or computer to play games that enrich skills being taught in class (predictions, reading poems, long and short vowels, etc.)
- Allow student to read independently when their work is complete.
- They can buddy read, after they both have completed their work.

Suggested Websites

- www.abcy.com
- www.brainpopjr.com
- www.justbooksreadaloud.com (read aloud books)
- <http://ngexplorer.cengage.com/ngyoungexplorer/> (National Geographic magazine)
- <http://www.sheppardsoftware.com>

Suggested Materials

- *Word Matters* by Gay Su Pinnell & Irene Fountas
- *If You Give a Mouse a Cookie* by Laura Joffe Numeroff
- *If You Give a Moose a Pancake* by Laura Joffe Numeroff
- *Where Does the Wind Go?* by Marcia Vaughan
- *Touch the Poem* by Arnold Adoff

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- www.starfall.com
- www.storylineonline.com (read aloud books)
- www.the-best-childrens-books.org

- *Mice Squeak, We Speak* by Arnold L. Shapiro
- *Morning, Noon and Night* by Sharon Taberski
- *Somewhere* by Jane Baskwill
- *I Love Cats* by Marjorie-Mary Hurst
- *What A Day It Was At School* by Jack Prelutsky
- *Wake Up Ginger* by Ant Parker
- Synonyms game
- Antonyms game
- Tablets

Cross-Curricular Connections

21st Century Skills

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9)

CRP1: Act as a responsible and contributing citizen and employee.

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SEL

Utilize positive communication and social skills to interact effectively with others.

Social Studies:

6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history

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Reading Unit: Reading Literature	Time: January-March	Standards:
<p>Essential Questions</p> <ul style="list-style-type: none"> • How can readers improve fluency? • How do readers self check and correct while reading? • What strategies can readers use for reading tricky words and apply them to harder books? • How do readers make predictions before and during reading? • How can readers check to make sure they understand the story while reading? • How can readers think about the story and have ideas as they are reading? • How can readers retell their books? • How do readers discuss books with each other? • How do readers identify the main idea of a story? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • I can improve fluency by rereading and using other strategies. • I can self check while I am reading. • I can make predictions before and during reading. • I can review strategies I know to figure out tricky words and use it to help me read harder books. • I can make predictions before reading and change my predictions during reading. • I can talk to my peers about a book that I have read. • I can figure out the main idea of a story. 	<p>Standards:</p> <p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.6. Identify who is telling the story at various points in a text.</p> <p>RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>B. Decode regularly spelled one-syllable words.</p> <p>C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>D. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p> <p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>

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	<p>C. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>L.1.4 Determine or clarify meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibility from an array of strategies.</p> <p>C. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>
<p>Benchmark Assessment(s)</p> <ul style="list-style-type: none"> ➤ SWBAT orally retell stories that include key details from the text and an understanding of the message or lesson. The teacher will assess this skill using the Reader’s Response rubric. (RL.1.2) ➤ In a small group, SWBAT read a book that has multiple narrators. While reading, question student(s) about who is telling the story at multiple points throughout. Give students a chance to orally tell the teacher when they notice that a narrator has changed. This will be assessed through teacher observation. (RL.1.6) ➤ Students will be able to apply phonics skills while reading. They will know and pronounce digraphs when reading, decode one syllable words, identify words with the final –e, know long and short vowels and decode two-syllable words. Students will also be able to read single-syllable words by blending sounds including consonant blends. The teacher will observe the students during small group reading, partner reading, and benchmark assessments and track their progress using a checklist/anecdotal notes. (RF.1.2.B, RF.1.3) ➤ Twice during the year, conduct Developmental Reading Assessments. This will assess oral language, letter recognition, phonemic awareness, word knowledge, print concepts and fluency. Students will be able to read with accurate fluency, which does not hinder their comprehension. They should be able to read at or around grade level using expression. Students should also self-correct as needed. (RF.1.4) ➤ Students will engage in conversation with their peers and the teacher both in small group settings as well as whole group. With an adult or their peers, students will speak, listen, respond, and ask questions about a grade level topic. The teacher will assess this through ongoing observation. The teacher will have a checklist that they will use to keep track of student progress. (SL.1.1) 	<p>Other Assessments</p> <ul style="list-style-type: none"> ✓ Small guided reading groups ✓ Independent reading assessment ✓ Teacher observation <p>Materials</p> <ul style="list-style-type: none"> • Project Read • Houghton Mifflin Journeys

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- In a small group, read a fictional book together. After reading, ask the students questions about the story. Then have students orally ask each other questions about the text. If they cannot recall the answer, they should go back in the book and find the answer. This will be assessed through teacher observation throughout the school year. The teacher will have a checklist that they will use to keep track of student progress. (RL.1.1, SL.1.2)
- Students will listen to a speaker who presents information orally about a certain topic. After listening to the speaker, students will be able to answer questions about what the speaker said. They will also be able to ask questions to gather more information, or clarify something that they did not understand. They will answer two questions about the topic, and they will be able to ask at least two questions about the presentation. The teacher will use a written assessment. (SL.1.3)
- Students will be given root words, and their inflectional endings (-s, -ed, -ing). They will be able to read the root word alone, as well as all three of the endings. Students should be able to do this for at least four different frequently occurring root words. The teacher will use a checklist to monitor student understanding and progress. (L.1.4.C)

SUGGESTED ACTIVITIES

- Expand upon making predictions. Reinforce that it is 'ok' to make an incorrect prediction- there are no 'right or wrong' answers; it is what you feel and what you think. Model and explain how to make a prediction before reading and adjust that prediction as the story progresses during reading. Model as a whole class and reinforce and practice during small groups.
- Discuss what the main idea or central message is. Read the book *Chrysanthemum* by Kevin Henkes. Before reading explain that the author wants to teach his readers something and there is a message that he wants to send his readers. Instruct students that they must figure out what that is. During reading remind students they should be thinking of what the main idea may be. After reading have volunteers share some of their ideas.
- Explain that it is important for students to understand what they are reading as well as sound out the words. It is important to build student's comprehension during reading in whole group and in small group settings. There are many different ways to do this. One strategy is by asking questions while students are reading to monitor their understanding. Read a fictional book to or with a small group of students. For example, read *Days of Adventure* by Lyn Swanson. Ask the student a few questions about the text, and this will model the type of questioning expected of them. Next, have the student ask a partner questions about the story. They may look back in the text after they have tried to recall information without looking.
- Teach students different strategies for understanding a story that they are reading. You may want to break the strategies up into mini-lessons and have them apply it in their small group that day. A simple strategy to use is re-reading. When a student gets stuck on a word, they are then concentrating on sounding out and discovering the word instead of thinking about what is going on in the story. Have students go back and read the sentence over

REINFORCEMENT

- One on one or small group guidance for learning new strategies.
- Allow student to use a tablet or computer to play games that reinforce skills being taught in class (predictions, main idea, story elements, summarizing, etc.)
- Provide comprehension building activities: re-reading, anticipation guides, questioning, story map, story board.
- Oral language building activities, if necessary. Look at a picture and have student describe it in different ways (orally describe, write single words, write sentences, etc.)
- Teacher may write for the student if they can explain their answers orally, but have difficulty writing their ideas down.

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again after they read the word they were stuck on. They may need to read the same sentence several times. Keep reinforcing this skill and eventually students will implement that strategy when they are reading independently as well. Another strategy is using anticipation guides. This helps activate students' prior knowledge and peaks curiosity. Before reading, students respond to several statements (true or false) about the story and after reading, they will go back and see if they were correct in their predictions before reading the text. An additional strategy for comprehension building is practicing the chain of events or creating a storyboard. This strategy is simply identifying a sequence of events throughout the story. While the student is reading, they will choose a key event that occurred at the beginning, a few from the middle and one at the end. They can draw pictures to show each event, or write a few sentences about it, depending on the students' abilities. Another comprehension strategy is called Somebody Wanted But So Then. Somebody-Who is the character?, Wanted-What did the character want?, But- What was the problem?, So-How did the character try to solve the problem?, Then- What was the resolution to the story? This could be set up as a chart, and the student completes each section as they read the story.

- A great strategy to practice remembering the elements of a story is story maps. A story map is a graphic organizer helps students identify the characters, plot, setting, problem and solution. The students must read carefully to learn the details. There are many different versions of story map graphic organizers. The most basic focus on the characters, setting, beginning, middle and end. As students master the basic, they can move on to the more advanced organizers including problem, solution, plot or character traits. Students should complete during reading, and fill in any missing sections when they finish reading. Story maps are also great comprehension building activities.
- Explain what fluency means, being sure to emphasize that it does NOT just mean that they read quickly. Students need to be able to understand what they are reading as well. Practice fluency in small groups. Some strategies for practicing and reinforcing fluency include re-reading the story, choral reading (reading as a group), echo reading (repeating after the teacher or partner), and reading in different voices or accents.
- Introduce what a *summary* is. A summary is retelling the story using your own words and only telling about the major points in the story. Read a story such as *Toy Trouble* by Justine Korman Fontes. Model for students how to come up with a summary. First, state where the story takes place and the main characters. Then, think about the major problem in the story and how the character solves their problem, including the key details from the story.
- Introduce what a *narrator* is. The narrator is the person who is telling the story. Explain to students that sometimes an author chooses more than just one narrator. Read a story, such as *Voices in the Park* by Anthony Browne. Read the story through the first time without stopping, and discuss the characters in the story. Then read the story a second time and stop at points where the narrator changes. Point out to students how they can notice that a narrator is changing and someone new is telling the story. It can also be when characters change speaking roles within a story, and not just the narrator. Have students practice this skill in a small group setting and use a book such as *Lenny and Tweek* by Klaus Baumgart.
- Students will listen to a presenter, such as *Firefighter Phil*. They will listen to what the speaker has to say. After hearing the presentation, students will return to the classroom and complete a teacher made worksheet. They will answer two questions about the presentation, such as *What is one thing you learned?*, *What is something that you already knew?* Then they will have an opportunity to write down two questions that they would ask the speaker, either to clarify something that they did not understand or gain additional knowledge.

ENRICHMENT

- Allow student to use a tablet or computer to play games that enrich skills being taught in class (predictions, main idea, story elements, summarizing, etc.)
- Allow student to read independently when their work is complete.
- They can buddy read, after they both have completed their work.
- Student may write down any additional questions they have for the speaker.

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- Teach students about root words and inflectional endings (-s, -ed, -ing). The student will be given a root word followed by the root word with each inflectional ending. They will simply read each word to the teacher. For example, they will first read *look*, followed by *looks*, *looked*, *looking*. Then they will read three more root words with inflectional endings. They could be *help*, *like*, *play*. The teacher will use a checklist to assess.
- Students should read texts about prominent African American figures throughout the unit. Students will practice the skills in the unit but these people should be emphasized. People to study include Martin Luther King Jr., Louis Armstrong, Maya Angelou, and Charles Drew. (Amistad Commission)

Suggested Websites

- www.abcya.com
- www.brainpopjr.com
- www.justbooksreadaloud.com (read aloud books)
- <http://ngexplorer.cengage.com/ngyoungexplorer/> (NatGeo magazine)
- <http://www.sheppardsoftware.com>
- www.starfall.com
- www.storylineonline.com (read aloud books)
- www.the-best-childrens-books.org

Suggested Materials

- *Chrysanthemum* by Kevin Henkes
- *Manners of a Pig* by Bronwen Scarffe
- *Yum! Yum!* by JoAnn Vandine
- *Firefighters* by Nancy Leber
- *Days of Adventure* by Lyn Swanson
- *How the Mouse Got Brown Teeth* by Freda Ahenakew
- *Toy Trouble* by Justine Korman Fontes
- *Voices in the Park* by Anthony Browne
- *Lenny and Tweek* by Klaus Baumgart
- *Lost Cat* by Margaret Gay Malone
- *The Royal Drum: An Ashanti Tale* by Mary Dixon Lake
- *Signs of Spring* by Justine Korman Fontes
- Tablets

Cross-Curricular Connections

21st Century Skills

- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., 2.2.2.MSC.5, RL.2.9)
- CRP1: Act as a responsible and contributing citizen and employee.
- CRP5: Consider the environmental, social and economic impacts of decisions.
- CRP9: Model integrity, ethical leadership and effective management.
- CRP11: Use technology to enhance productivity.
- CRP 12: Work productively in teams while using cultural global competence.

SEL

Utilize positive communication and social skills to interact effectively with others.

Social Studies

- 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

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Reading Unit: Reading Informational Texts		Time: April-June	Standards:
Essential Questions <ul style="list-style-type: none"> • What are informational or nonfiction texts? • How does reading nonfiction improve readers understanding of our world and the things in it? • What are the parts of a nonfiction text? • How does comparing and contrasting multiple books on a topic increase our understanding of that topic? • What are the differences between fiction and nonfiction texts? 		Enduring Understandings <ul style="list-style-type: none"> • I can read informational or nonfiction texts. • I can identify the parts of a nonfiction text. • I can compare and contrast different books about the same thing. • I can tell the difference between fiction and nonfiction. 	<p>RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.</p> <p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.</p> <p><i>Other standards addressed: RI.1.4, RF.1.3, RF.1.4</i></p>
Benchmark Assessment(s) <ul style="list-style-type: none"> ➤ Discuss what the main idea is. Students will read a story, and be able to explain the main idea. Once they explain it, they must also use details from the story to support their answers. The teacher will use a checklist/anecdotal notes to assess this benchmark. (RI.1.2) ➤ Students will understand what a nonfiction book is and what a fiction book is. Students will be able to orally explain the differences between the two types of texts. They should include that nonfiction books teach something, sometimes have photographs, may have labels in the pictures, and that fiction books are made up stories, and usually have illustrations. The teacher will have a checklist to record responses and progress for each student. (RL.1.5) 		Other Assessments <ul style="list-style-type: none"> ✓ Small guided reading groups ✓ Independent reading assessment ✓ Teacher observation 	Materials <ul style="list-style-type: none"> • Project Read • Houghton Mifflin Journeys

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- Have students read a nonfiction book. Before reading, have students locate the table of contents. Ask the student to use the table of contents to read each heading and locate a specific topic. They will be able to look at the heading, find the page number and turn to that page. Ask students questions about the text after reading. Have students orally ask each other questions about the text. If they cannot recall the answer, they should go back in the book and find the answer. They can use the table of contents, heading, and/or glossary to do so. (RI.1.1, RI.1.5)
- Students will read an informational text. While reading the text they will focus on two ideas, individuals or events that are discussed within that text. After reading they will complete a Venn diagram which discusses the connections between the two individuals, ideas or events. Students will include at least two similarities and two differences. (RI.1.3)
- Display a nonfiction text. Take a picture walk through the book- do not read the text yet. Only look at the pictures and any labels or captions that go along with the pictures. Students will write a few sentences describing what they learned just by looking at the pictures. Next, go through the book again, this time reading the text, and ignoring the pictures. Students will write a few sentences describing what they learned from the text. Students will be able to write at least two sentences fully describing what they learned from the text and two sentences describing what they learned from the pictures. (RI.1.6)
- Students will listen to a nonfiction text (listening center). They will focus on the key details in the text as well as the pictures provided. After listening to the book, students will complete a grade level worksheet. They will write down at least three key points and details that they learned from the text. They must write in complete sentences, using capitals and punctuation. (RI.1.7)
- Students will listen to or read an informational text. They will focus on a key idea that the author makes in the text. They will identify reasons that the author gives which supports the main idea. Students will complete a grade level worksheet and should include at least three reasons that support the authors point. (RI.1.8)
- Read two informational books about the same topic to the class (they may be about animals). Let students know that they will be comparing the two books when we have finished reading. After reading, have students share some ideas of similarities and differences. Use a Venn diagram to identify similarities and differences and they should include at least two examples for each. (RI.1.9)
- Twice a year, conduct developmental reading assessments. This will assess skills such as comprehension, fluency, and oral language. Students will be able to read informational texts at grade level or above. (RI.1.10)

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SUGGESTED ACTIVITIES

- Learn about what nonfiction is, and the parts of a nonfiction book. Read a book or watch a video to show students an example. For example, watch the video *Reading Nonfiction* on brainpopjr. The video discusses what nonfiction is, the parts of a nonfiction book, how to read nonfiction and how to take notes while reading.
- Learn about the differences between fiction and nonfiction texts. Compare and contrast two books. Note the difference between the two books. The illustrations will be different, and there may be labels within them. The text will teach the reader something in nonfiction stories and they are about real things, where fiction is make-believe.
- In a small reading group, have students read an informational book, such as *Dolphins* by Sylvia M. James. Before reading be sure to introduce the table of contents. Discuss and model how to use the table of contents. Read the headings, and follow the dots or the lines to figure out the page where that information is found. Also discuss what headings are. They tell the reader what they will learn about in that specific section of the book. Have students practice reading a heading, and locating the page within the text. Next, introduce the glossary. Explain to students that it is located at the end of the book and is a list of some of the difficult words in the book. It will tell the reader what those difficult words mean. If they come across a word that they do not know, and it is in dark, bold print, that tells them they can look in the glossary to discover the meaning of the word. Have students locate and practice that skill.
- In a separate lesson, but after teaching about headings, table of contents and the glossary, have students read the informational book. After reading, ask the students questions about the book. Allow each student to answer at least one question. Then have students turn to a partner and ask their partner questions about the book. They will ask each other a few questions, and if they cannot recall the answer, they should be able to use the table of contents, headings, and/or glossary to discover the answer.
- Teach students that comprehension is important with nonfiction texts also. Teach them how to use a KWL chart, which will help them build comprehension and keep track of some ideas. The K stands for *what I know*, the W stands for *what I want to know*, and L stands for *what I learned*. Before reading, students will complete the K section, and write about what they already know about the topic. Then, they will complete the W section, and write some questions that they may have about the topic, and what they hope to learn while reading. Next, read the book, and when they are finished they will complete the L section. They will write some things that they learned about from the text.
- Read students two different informational books about the same topic, such as animals. For example, read *Penguins are Waterbirds* by Sharon Taberski and *A World of Birds* by Sylvia M. James. Before reading, discuss with students that they will be comparing the two books, so they should pay close attention to things that they notice are the same and different about the stories. After reading, have volunteers share some ideas that they have noticed. Use a Venn diagram to have students write at least two similarities and two differences between the two texts. Before doing so, review how to use the Venn diagram.
- Display the book *Penguins are Waterbirds* by Sharon Taberski. Explain to the class that the pictures in a book can teach just as much as the words can. Instruct them to pay close attention to the pictures on each page. Explain that they are going to write about something that they learned just from looking at the pictures. Take a picture walk through the book and notice any labels or captions that go along with them. Students will then be given a teacher created worksheet to write a few sentences describing what they learned just

REINFORCEMENT

- One on one or small group guidance for learning new strategies
- Allow student to use a tablet or computer to play games that reinforce skills being taught in class (nonfiction books, key details, fluency, etc.)
- Complete a KWL Chart with the student.
- Teacher may write for the student if they can explain their answers orally, but have difficulty writing their ideas down

ENRICHMENT

- Allow student to read independently when their work is complete
- Allow student to use a tablet or computer to play games that enrich skills being taught in class (nonfiction books, headings, table of contents, etc.)
- They can buddy read, after they both have completed their work

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by looking at the pictures. Early finishers may draw a picture to go with their description. Next, read the text, and ignore the pictures. Have students share some facts that they learned just from the text. Students will then write a few sentences describing what they learned from the words.

- Students will listen to or read an informational book such as, *Everything Spring* by Jill Esbaum, *Where Do Animals Live?* by Linette Ellis Mathewson or *Caterpillars* by Robyn Green. This may be done in a listening center. After reading the book, they will think about what was taught in the book by recalling the text and the pictures that were included. Students will write at least three key points and details that they learned from the text. They must write in complete sentences, using capitals and punctuation. They will complete the teacher made worksheet and can include pictures for each idea.
- Students will listen to or read a nonfiction text, such as *Spiders* by Esther Cullen or *Meet the Octopus* by Sylvia M. James. After reading, students will complete a teacher made worksheet where they must provide at least three reasons that an author give to support points in the text. Students could focus on one heading within the text, so for *Spiders*, students can look at the heading *Where do spiders live*. They can provide three different places that spiders live and a description of each. Their responses should be at least three separate sentences.
- Students will read an informational text (possibly within a guided reading group) and may read a book such as *Growing Radishes and Carrots* by Faye Bolton and Diane Snowball. While reading, students will focus on the ideas of how radishes grow and how carrots grow. After reading, students will complete a Venn diagram to compare radishes and carrots. They write at least two similarities and two differences between the two vegetables. Students may choose to complete this activity with a partner or individually.

Suggested Websites

- www.abcya.com
- www.brainpopjr.com
- www.justbooksreadaloud.com (read aloud books)
- <http://ngexplorer.cengage.com/ngyoungexplorer/> (NatGeo magazine)
- <http://www.sheppardsoftware.com>
- www.starfall.com
- www.storylineonline.com (read aloud books)
- www.the-best-childrens-books.org

Suggested Materials

- *Martin's Big Words* by Doreen Rappaport
- *Sharks!* by Anne Schreiber
- *A World of Birds* by Sylvia M. James
- *Where Do Animals Live?* By Linette Ellis Mathewson
- *A Pumpkin Grows* by Linda D. Bullock
- *Caterpillars* by Robyn Green
- *Penguins are Waterbirds* by Sharon Taberski
- *Growing Radishes and Carrots* by Faye Bolton and Diane Snowball
- *Spiders* by Esther Cullen
- *Meet the Octopus* by Sylvia M. James
- *Dolphins* by Sylvia M. James
- *Reading Nonfiction* on brainpopjr

Cross-Curricular Connections

21st Century Skills

- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9)
- CRP1: Act as a responsible and contributing citizen and employee.
- CRP5: Consider the environmental, social and economic impacts of decisions.
- CRP9: Model integrity, ethical leadership and effective management.
- CRP11: Use technology to enhance productivity.

CRP 12: Work productively in teams while using cultural global competence.

SEL- Utilize positive communication and social skills to interact effectively with others.

Social Studies:

- 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

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Writing Unit: Launching Writer's Workshop		Time: September	Standards:
Essential Questions <ul style="list-style-type: none"> • What is writer's workshop? • What are the routines of writer's workshop? • How do writers work independently during writer's workshop? 		Enduring Understandings <ul style="list-style-type: none"> • I can be a part of a community of writers. • I can learn and follow the routines of writer's workshop. • I can practice strategies to be a better writer. 	<p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print all upper- and lowercase letters.</p> <p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>B. Use end punctuation for sentences.</p> <p>SL.1.6. Produce complete sentences when appropriate to task and situation.</p> <p>RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p><i>Other standards addressed: W.1.3</i></p>
Benchmark Assessment(s) <ul style="list-style-type: none"> ➤ As a whole class, review procedures of writer's workshop. Students will be able to apply what they have learned about writing and writer's workshop to engage in an independent writing assignment. Students will write a narrative about an activity or an experience they had over their summer break. They will write and draw a picture to go with it. Observe their writing habits. Students should be able to write in complete sentences with correct punctuation marks. They should include at least one event in their story. Student writing should include capital letters at the beginning of each sentence. Student writing will be assessed using a grade level rubric (SL.1.6, L.1.1A, L.1.2.B, RF.1.1) 		Other Assessments <ul style="list-style-type: none"> ✓ Teacher observations ✓ Student writing folders ✓ Writing conference ✓ Journals ✓ Writing Prompts 	Materials <ul style="list-style-type: none"> • <i>Common Core Writing Handbook, Houghton Mifflin Harcourt</i> • Student writing folders

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SUGGESTED ACTIVITIES

- Introduce and practice procedures for writer's workshop such as coming to the carpet for a mini-lesson and then engaging in writing activities.
- Model and discuss 'two-inch' voices or how to use whisper voices during writer's workshop.
- Model and discuss how to share with their peers.
 - 'Turn and Talk' method
 - Buzz Groups
- Learn how to utilize student writing folders and where to store them.
- Learn about capitalization and punctuation. Read a book to teach this skill. For example, read *Punctuation Takes a Vacation* by Robin Pulver. This book shows students the importance of punctuation and what a book would be like without any. Have students focus on using punctuation in their writing for the day.
- Learn about complete and incomplete sentences. Use brainpopjr to introduce the concept and then conduct a mini-lesson on this skill. You could say sentences orally, write them on the board, or have sentence strips cut up and the kids have to decide if they are complete sentences or not.
- Practice correctly writing upper and lower case letters. Have students practice proper letter formation by writing on paper, writing on a dry erase board, using yarn to make the letters, or writing the letters in sand.

REINFORCEMENT

- Small group instruction and guidance for independent writing.
- One on one instruction and guidance for independent writing.
- Student can draw their picture before beginning their writing.
- Student can bring in an object from home to help give them ideas.
- Give students options of a topic if they are having a hard time remembering something from summer (first day of school, hobby, getting a pet, etc.).

ENRICHMENT

- Peer to peer editing and revising.
- Make sure the student has added sufficient details to the middle of their narrative.
- Student can add an engaging beginning sentence to their narrative.
- Student can add an exciting ending to their narrative.

Suggested Websites

- www.abcya.com/word_clouds.htm
- www.brainpopjr.com (writing and grammar)
- www.the-best-childrens-books.org
- <http://www.toondoo.com>
- <http://www.zooburst.com>

Suggested Materials

- *Library Mouse* by Daniel Kirk
- *Howard B. Wigglebottom Learns to Listen* by Howard Binkow
- *Too Much Noise* by Ann McGovern
- *Punctuation Takes a Vacation* by Robin Pulver.
- Chart paper
- Markers

Cross-Curricular Connections

21st Century Skills:

- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9)
- CRP6: Demonstrate creativity and innovation.

Social Studies:

- 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

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Writing Unit: Writing Narratives in ‘Small Moments’		Time: October-December	Standards:
Essential Questions <ul style="list-style-type: none"> • What are small moment stories? • How do writers get ideas for small moment stories? • How do writers revise their stories? • How do writers discuss their writing with a partner? • How do writers get their writing ready to publish? 		Enduring Understandings <ul style="list-style-type: none"> • I can read and write true small moment stories about my own life. • I can think of a small moment topic on my own. • I can organize my writing into a beginning, middle and end. • I can improve my writing by revising and editing. • I can engage in conversation with my peers about our writing. • I can use strategies to help me spell unknown words. • I can publish my writing and share with my peers. 	<p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p> <p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>B. Use common, proper, and possessive nouns.</p> <p>C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize dates and names of people.</p> <p><i>Other standards addressed: RF.1.1, SL.1.6</i></p>
Benchmark Assessment(s) <ul style="list-style-type: none"> ➤ As a whole group, ask students to recall something that happened to them or something that they do. Model how to choose a small moment from those topics. Have a few students share their ideas. Students will write a small moment story based on their personal experience. Use the writing paper provided by the teacher. Students should be able to write in complete sentences and include capitalization at the beginning of a sentence, for names and dates and include correct punctuation. They should include at least two events with details for each one. Student writing should display the use of adjectives, and personal, possessive, indefinite pronouns and an understanding of singular and plural nouns with matching verbs. Student writing should also include proper use of common, proper, and possessive nouns. Students will peer revise with a classmate and add suggestions to their writing when appropriate. Writing will be graded using a grade level rubric. (W.1.5, W.1.8, L.1.1.B, L.1.1.C, L.1.1.D, L.1.2.A) 		Other Assessments <ul style="list-style-type: none"> ✓ Teacher observation ✓ Student writing folders ✓ Writing conferences ✓ Journals ✓ Writing Prompts 	Materials <ul style="list-style-type: none"> • Student writing folder • Writing paper
SUGGESTED ACTIVITIES			

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- Spend time reading personal narratives and take the time to notice what the author includes in the story.
- Learn how to add beginning and ending sentences to stories.
- Practice revising their writing and how to revise a partners writing.
- Act out their stories with their writing partner.
- Learn how to add details to the events in a story. Have student add how they felt, what they were thinking and any other emotions they had during their experience.
- Spend time working on including words that are difficult to spell.
- Model and discuss how to get their books ready to publish.
- Learn about common, proper and possessive nouns. Read a book or watch a video to introduce the topic. For example, have students watch the video *Possessive Nouns* on brainpopjr. After watching a video or reading the book, instruct students to focus on that skill today and apply it to their writing. Students can share examples of where they used the different forms of nouns.
- Learn about personal, possessive, and indefinite pronouns. (I, me, my, they, them, etc.) Read a book or watch a video to introduce the concept. For example, read the book *The Planet Without Pronouns* by Justin Martin. After watching a video or reading the book, instruct students to focus on that skill today and apply it to their writing. Students can share examples of where they used the different forms of pronouns.
- Learn about singular and plural nouns with matching verbs. For example, ‘She jumps, They jump’. Read a book or watch a video to introduce the topic. For example, read the book *Nouns and Verbs Have a Field Day* by Robin Pulver. After watching a video or reading the book, instruct students to focus on that skill today and apply it to their writing. Students can share examples of where they used nouns with matching verbs.

REINFORCEMENT

- Small group or one-on-one writing conference.
- Draw some of their ideas on a scrap paper and save them in their writing folders for when they are looking for a new writing topic.
- Sketch their ideas across the pages before they begin writing.
- Work with a partner and plan their story out loud before writing.
- Give students a picture of something that is familiar to them and they can write a narrative based off that.
- Provide a framework to help students organize ideas. (Character, Setting, Problem, Solution – Somebody, Wanted, But, So, Then).

ENRICHMENT

- Peer to peer editing and revising.
- Have student add descriptive words to their writing.
- Take their story and create a comic strip, either on paper or online.

Suggested Websites

- www.abcya.com/word_clouds.htm
- www.brainpopjr.com (writing and grammar)
- www.the-best-childrens-books.org
- <http://www.toondoo.com>
- <http://www.zooburst.com>

Suggested Materials

- *Night of the Veggie Monster* by George McClements
- *Arthur Writes A Story* by Marc Brown
- *Rocket Writes A Story* by Tad Hills
- *Nouns and Verbs Have a Field Day* by Robin Pulver
- *The Planet Without Pronouns* by Justin Martin
- Word wall
- Tablets

Cross-Curricular Connections

21st Century Skills:

- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9)
- CRP6: Demonstrate creativity and innovation.
- SEL: Utilize positive communication and social skills to interact effectively with others.

1st Grade: Language Arts Curriculum

Social Studies:

6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

1st Grade: Language Arts Curriculum

Writing Unit: Writing Informational Books	Time: December- February	Standards:
<p>Essential Questions</p> <ul style="list-style-type: none"> • What are informational or nonfiction books? • How do writers write to teach others? • How can I draw pictures to help my reader understand my story? • What is a research paper? • What is a how-to report? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • I can write books to teach others. • I can choose a topic on my own that will teach others. • I can add labels and other information to my pictures. • I can research a topic, write about it and type it on the computer. • I can write a how-to report that a friend can understand. 	<p>Standards:</p> <p>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.</p> <p>W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>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).</p> <p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>C. Use commas in dates and to separate single words in a series.</p> <p>E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><i>Other standards addressed: W.1.5, SL.1.6, RF.1.1</i></p>
<p>Benchmark Assessment(s)</p> <ul style="list-style-type: none"> ➤ As a whole group, discuss how to choose a topic to teach about. They must know at least four facts about the topic in order to teach about it. Have students brainstorm, turn and share ideas, then share a few as a whole group. Explain to students that they need to include an opening, a closing and at least four facts with details. Have students work independently to write their informational writing sample. Student writing should display understanding of verbs and verb tense, spelling conventions taught and appropriate use of commas. In addition to writing, students should also include a drawing and visual to describe and clarify the information being taught. (W.1.2, L.1.1.E, L.1.2.C, L.1.2.E, SL.1.5) ➤ Introduce a topic that students will research (habitats or penguins) and they can choose a subcategory from that topic (type of habitat or species of penguin). They will go online (may be easier with an older student’s assistance) and research facts about their topic. They will take notes on the topic while 		<p>Other Assessments</p> <ul style="list-style-type: none"> ✓ Teacher observation ✓ Student writing folders ✓ Writing conferences ✓ Common Core Handbook ✓ Journals <p>Materials</p> <ul style="list-style-type: none"> • Nonfiction Chapter Books • Student writing folder • Writing paper

1st Grade: Language Arts Curriculum

researching, write a rough draft, and go to the computer lab and type the final copy. Students will be expected to have at least four facts, an opening and closing, and proper sentence structure. Student writing should display understanding of verbs and verb tense, spelling conventions taught and use commas when writing the date and lists. (W.1.6, L.1.1.E, L.1.2.C, L.1.2.E)

- As a whole group, discuss what a how-to report is. As a whole class, research different examples of how-to writing pieces (recipes, directions, etc.) As a class, decide on a topic for students to write their own how-to story (how to build a snowman). Students will write a sequence of instructions and include pictures for each step. They will be sure to write in complete sentences, use correct sentence structure, include an opening and closing, and include details for each step. Student writing should display understanding of verbs and verb tense, spelling conventions taught and appropriate use of commas. (W.1.7, L.1.1.E, L.1.2.C, L.1.2.E)

SUGGESTED ACTIVITIES

- Spend time reading informational or nonfiction books and take the time to notice what the author includes in the story.
- Note what the illustrator includes to the pictures in nonfiction books as opposed to fiction (labels, photographs).
- Explain how to choose a topic for a teaching book. Use the five finger strategy. Think of an idea and put up a finger for every detail they can explain about that idea. If there are four or more fingers up, then it is something they can write a lot about. If they cannot think of four ideas, they should choose another topic.
- Model and discuss Touch, Tell, and Sketch across pages. With their writing partner, students tell information across their fingers, sketch the pictures and then write.
- Learn how to write catchy beginning and ending sentences for teaching books.
- Practice revising their writing and how to revise a partners writing.
- Learn how to teach with pictures, not just with words.
- Learn how to be brave enough to spell domain-specific words (fancy words).
- Model and discuss how to get their books ready to publish.
- Learn about the appropriate use of commas and what they are for. View video on brainpopjr to introduce the concept, view *Commas Song* on YouTube or read *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst. As an activity, the teacher could create a 'list' on separate index cards. Have students go up to the front of the class, each holding one word. Students must decide where to insert commas into the sentence.
- Review the spelling conventions learned so far, and learn how to use that knowledge to spell unknown words. Read an appropriate book, for example, *Big Words for Little People* by Jamie Lee Curtis. Discuss

REINFORCEMENT

- Small group or one-on-one writing conference.
- Draw some of their ideas on a scrap paper and save them in their writing folders for when they are looking for a new writing topic.
- Sketch their ideas across the pages before they begin writing.
- Provide a graphic organizer to assist with planning out the ideas for teaching. (Idea web, four square, etc.)
- Assist students with choosing and thinking of a topic.

ENRICHMENT

- Peer to peer editing and revising.
- Have student add descriptive words to their writing.
- Go back and add labels to their pictures.
- Allow student to independently research a topic they are interested in, write about it and/or present to the class.

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how students should be brave enough to try and spell difficult words, and model how they can use all they know to do their best. Have students focus on editing spelling within their writing piece that day.

- Learn about verbs and the different verb tenses (past, present and future). Read a book or watch a video to introduce the concept. For example, view the video *Tenses* on brainpopjr. Be sure to explain the difference between past, present and future before watching. After watching a video or reading the book, instruct students to focus on that skill today and apply it to their writing. Students can share examples of where they used verb tenses.

- Give student an informational writing menu and they can write about a topic, research it more, and/or present to the class.

Suggested Websites

- www.abcya.com/word_clouds.htm
- www.brainpopjr.com (writing and grammar)
- www.the-best-childrens-books.org

Suggested Materials

- *Sharks!* by Anne Schreiber
- *In November* by Cynthia Rylant
- *Deep In The Desert* by Rhonda Lucas Donald
- *Big Words for Little People* by Jamie Lee Curtis
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
- *Commas Song* on YouTube
- Word Wall
- Tablets

Cross-Curricular Connections

21st Century Skills

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9)
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP11: Use technology to enhance productivity.

SEL

Utilize positive communication and social skills to interact effectively with others.

Science

1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

1st Grade: Language Arts Curriculum

Writing Unit: Writing Reviews and Opinions		Time: February-April	Standards:
Essential Questions <ul style="list-style-type: none"> • What is an opinion? • How can I choose a topic to write about? • How can I persuade my reader to agree with me? • How can I support my opinion? 		Enduring Understandings <ul style="list-style-type: none"> • I can state my opinion. • I can choose a topic on my own and write about my opinion. • I can persuade my reader. • I can include reasons to support my opinion. 	<p>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.</p> <p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>F. Use frequently occurring adjectives.</p> <p>G. Use frequently occurring conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>).</p> <p>H. Use determiners (e.g., articles, demonstratives).</p> <p>I. Use frequently occurring prepositions (e.g., <i>during</i>, <i>beyond</i>, <i>toward</i>).</p> <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>L.1.6 Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signify simple relationships (e.g., <i>because</i>).</p> <p><i>Other standards addressed: L.1.2, SL.1.6, RF.1.1</i></p>
Benchmark Assessment(s) <ul style="list-style-type: none"> ➤ As a whole group, discuss how to choose a topic to write an opinion or review about. They must have at least three reasons to support their opinion. Have students brainstorm, turn and share ideas, then share a few as a whole group. Explain to students that they need to include an opening, a closing and at least three supporting reasons with details. Have students work independently to write their persuasive writing sample. Student writing should include the use of adjectives, conjunctions, determiners and prepositions. (W.1.1, L.1.1.F, L.1.1.G, L.1.1.H, L.1.1.I) ➤ Students must write a descriptive paragraph about an event. They must state their opinion about that event (did they like it or not) and describe the people, place, and reasons to support their opinion. Students could write about their experience on one of their class trips. Writing should include frequently occurring words and phrases and should include frequently occurring conjunctions (i.e., <i>because</i>). (SL.1.4, L.1.6) 		Other Assessments <ul style="list-style-type: none"> ✓ Teacher observation ✓ Student writing folders ✓ Writing conferences 	Materials <ul style="list-style-type: none"> • Student writing folders • Writing paper • Common Core Writing Handbook- Houghton Mifflin Harcourt

1st Grade: Language Arts Curriculum

SUGGESTED ACTIVITIES

- Spend time reading persuasive books and take the time to notice what the author includes in the story.
- Explain how to choose a topic for an opinion book.
- Use the five finger strategy for opinion writing. Think of an opinion and put up a finger for every supporting idea. If they have three or more fingers up, then it is something they can write a lot about. If they cannot think of three ideas, they should choose another topic.
- Learn how to hook your reader with catchy beginning and ending sentences for opinion books.
- Practice revising their writing and how to revise a partners writing.
- Continue working on being brave enough to spell domain-specific words (fancy words).
- Model and discuss how to get their books ready to publish.
- Learn about adjectives and how to use them to describe nouns. Watch a video or read a book to teach the concept. For example, watch the video *Adjectives* on brainpopjr or read the book *If You Were an Adjective* by Michael Dahl. After watching a video or reading the book, instruct students to focus on that skill today and apply it to their writing. Students can share examples of where they used adjectives.
- Learn about conjunctions and when to use them in writing (and, but, or, so, because). Watch a video or read a book to teach the concept. For example, watch the video *School House Rock: Conjunction Junction* on YouTube or read the book *Just Me and 6,000 Rats* by Rick Walton. After watching a video or reading the book, instruct students to focus on that skill and apply it to their writing. Students can share examples of where they used conjunctions.
- Learn about determiners; including demonstratives and articles, and how to use them in writing. Watch a video or read a book to teach the concept. For example, watch the video *The A and An Song or Indefinite Article* on YouTube. After watching a video or reading the book, instruct students to focus on that skill and apply it to their writing. Students can share examples of where they used determiners.
- Learn about prepositions and when/how to use them in writing (during, beyond, toward). Read a book or watch a video to teach the concept. For example, read the book *Around the House the Fox Chased the Mouse* by Rick Walton. Discuss prepositions and how students can use them in their writing. Instruct students to focus on that skill in their writing that day. Students can share examples of where they used prepositions.

REINFORCEMENT

- Small group or one-on-one writing conference.
- Draw some of their ideas on a scrap paper and save them in their writing folders for when they are looking for a new writing topic.
- Sketch their ideas across the pages before they begin writing.
- Provide a graphic organizer to assist with planning out the ideas for teaching. (Idea web, four square, etc.)
- Assist student with choosing and thinking of a topic.

ENRICHMENT

- Peer to peer editing and revising.
- Have student add descriptive words to their writing.
- Student can research other examples of opinion writing to get ideas.
- Give student a persuasive writing menu and they can write about a topic, research it more, and/or present to the class.

Suggested Websites

- www.brainpopjr.com (writing and grammar)
- www.the-best-childrens-books.org
- www.youtube.com

Suggested Materials

- *Should There Be Zoos?* by Tony Stead
- *I Wanna Iguana* by Karen Kaufman Orloff
- *Who Wants A Cheap Rhinoceros?* by Shel Silverstein
- *School House Rock: Conjunction Junction* on YouTube
- *Around the House the Fox Chased the Mouse* by Rick Walton
- *Just Me and 6,000 Rats* by Rick Walton
- *If You Were an Adjective* by Michael Dahl
- Tablets

1st Grade: Language Arts Curriculum

Cross-Curricular Connections

21st Century Skills:

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9)

CRP6: Demonstrate creativity and innovation.

CRP4: Communicate clearly and effectively and with reason.

SEL: Utilize positive communication and social skills to interact effectively with others.

Social Studies:

6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

1st Grade: Language Arts Curriculum

Writing Unit: Writing Realistic Fiction Series		Time: April- June	Standards:
Essential Questions <ul style="list-style-type: none"> • What is realistic fiction? • How do writers write realistic fiction stories? • What kinds of problems might characters in realistic fiction face? • How do writers help their characters solve their problems? 		Enduring Understandings <ul style="list-style-type: none"> • I can write realistic fiction stories with a character, setting, problem and solution. • I can create one or more realistic fiction characters. • I can create problems that my characters will face. • I can help my characters solve their problems. 	<p>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.</p> <p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p><i>Other standards addressed: W.1.5, SL.1.6, RF.1.1</i></p>
Benchmark Assessment(s) <ul style="list-style-type: none"> ➤ As a whole group, discuss with students how to create their own character, give them character traits, and make a setting, problem and solution. Have students share their ideas. Students will write a realistic fiction narrative based on their fictional character. Use the writing paper provided by the teacher. Students should be able to write in complete sentences and include correct capitalization and punctuation. They should include at least two sequential events, details describing each one, transitional words, and obvious closure. Student writing should display an understanding of a variety of sentences (interrogative, declarative, exclamatory), as well as conventional spelling for words. (W.1.3, L.1.1.J, L.1.2.D) 		Other Assessments <ul style="list-style-type: none"> ✓ Teacher observation ✓ Student writing folders ✓ Writing conferences ✓ Journals 	Materials <ul style="list-style-type: none"> • Common Core Writing Handbook- Houghton Mifflin Harcourt • Student writing folders • Writing paper

1st Grade: Language Arts Curriculum

SUGGESTED ACTIVITIES

- Spend time reading realistic fiction and take the time to notice what the author includes in the story.
- Explain what character traits are and how to apply them to their fictional characters.
- Discuss how to create a fictional story that would have realistic events.
- Introduce their character in the beginning of the book.
- Be sure to get their characters out of trouble or solve their problem by the end of the book.
- Practice revising their writing and how to revise a partners writing.
- Continue working on being brave enough to spell domain-specific words (fancy words). They should take their spelling seriously and use everything they know to spell words.
- Learn how to add details to the events in a story. Have student add how their characters felt, what they were thinking and any other emotions they had during their adventures.
- Model and discuss how to get their books ready to publish.
- Practice and review writing a variety of sentences. Identify when to use question marks, exclamation points and periods. Read a book or watch a video on this concept. For example, view *Types of Sentences* on brainpopjr, or read the book *Punctuation Celebration* by Elsa Knight Bruno to discuss and introduce the topic. The teacher can also read a text with only statements, and show students that it can be a bit dry. Then, read the same text but include statements, questions and exclamations; note how much more exciting the story is when written that way. Have students go back and include a variety of sentences into their writing. Students will share at the end of the class.

REINFORCEMENT

- Small group or one-on-one writing conference
- Draw some of their ideas on a scrap paper and save them in their writing folders for when they are looking for a new writing topic
- Sketch their ideas across the pages before they begin writing

ENRICHMENT

- Peer to peer editing and revising
- Have student add descriptive words to their writing
- Students can use their story to create a comic book

Suggested Websites

- www.brainpopjr.com (writing and grammar)
- www.the-best-childrens-books.org
- <http://www.toondoo.com>
- <http://www.zooburst.com>

Suggested Materials

- *Henry and Mudge and the Happy Cat* by Cynthia Rylant
- *Punctuation Celebration* by Elsa Knight Bruno
- Tablets

Cross-Curricular Connections

21st Century Skills

- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9)
- CRP6: Demonstrate creativity and innovation.

SEL

Utilize positive communication and social skills to interact effectively with others.

Social Studies:

- 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.