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| Course: 1 st Grade | Athens Area School District |
| Unit: 1 (8) Topic : Story Structure/Sequencing | Days: 15 This unit will be taught a 2 nd 15 days later in the year. |

Key Learning:
Knowledge of narrative text and narrative writing.

Unit Essential Question:
 1. How do I find the story elements in a narrative story?
 2. How can powerful readers actively use strategies to understand what they read?

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| Common Core Standards: RL.1.2 RI.1.10 RL.1.3 RF.1.4 RL.1.7 RL1.10 RL.1.1 | R.F.1.1 L 1.1 L 1.2 |
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| Concept #1: Comprehension | Concept #2: Writing |
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| Lesson Essential Question(s): Why should I make predictions before reading and listening to a story or poem? What elements must stories include to entertain a reader? How do I use sequencing to make sense of what I read? How do I use summarizing to retell the important parts of a story? Assessment prompt: What are the story elements? | Lesson Essential Question(s): What is a personal narrative? What must a personal narrative contain? When do I use a capital letter? How do I use end punctuation when writing a complete sentence? |
| Vocabulary: character, setting, plot, problem, solution, sequence, event, prediction | Vocabulary: capital letter, punctuation, period, question mark, exclamation point, sentence character, setting, feeling, dialogue |

Notes:

Common UNIT Assessment: *In this space describe the common assessment, resources to be utilized, and skills being assessed. (Grades 2-5 need to include at least one cold read). Please Attach all Materials (readings, questions, answer key or rubric) NOTE: common assessments will be used for data collection for PLC's and Intervention groups.*



Common UNIT Writing Assessment: *Describe in this space the specific type of writing and rubric. Attach all materials.*



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| Course: 1 st Grade | | Athens Area School District | |
| Unit: 4 (11) | | Days: 15 | |
| Topic: Cause and Effect | | This course will be taught a 2 nd 15 days later in the year. | |
| Key Learning: Knowledge of causes and effects in a story. | | | |
| Unit Essential Question: <ol style="list-style-type: none"> How does one event in a story cause another event to happen? How can powerful readers actively use strategies to understand what they read? | | | |
| Common Core Standards: RI 1.3 RF 1.4 W 1.2 RI 1.1 RL 1.10 | | | |
| Concept #1: Comprehension | | Concept #2: Writing | |
| Lesson Essential Question(s): How are causes used to predict what might happen in a story? How does one event in a story cause another event to happen? Assessment prompt: How do readers use signal words to identify cause and effect? | | Lesson Essential Question(s): How can I organize my ideas for informational writing? How do I organize my ideas to include a topic sentence, supporting details, and a conclusion? | |
| Vocabulary: cause, effect, predict, signal words (therefore, because, so, for that reason...etc.) | | Vocabulary: informational writing, topic sentence, details, conclusion | |
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| Common UNIT Writing Assessment: <i>Describe in this space the specific type of writing and rubric.</i> | | | |



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| Course: 1 st grade | | Athens Area School District | |
| Unit 6 (12) Topic: Making Inferences | | Days: 15 This unit will be taught a 2 nd 15 days later in the year. | |
| Key Learning: Knowledge of using story clues and prior knowledge to make an inference. | | | |
| Unit Essential Question: <ol style="list-style-type: none"> How does our schema (everything we know) help us make inferences while reading a story? How can powerful readers actively use strategies to understand what they read? | | | |
| Common Core Standards: RL 1.1 RF 1.4 W 1.5 RL 1.10 W 1.7 RI 1.1 RI 1.10 | | | |
| Concept #1: Comprehension | | Concept #2: Writing | |
| Lesson Essential Question(s): How do I use story clues and what I know (my schema) to figure out things in a story that the Author doesn't tell me? | | Lesson Essential Question(s): How do I use information gathered from books to explain how to do something in order? How do I edit my writing to make it better? | |
| Vocabulary: inference, context clues, drawing conclusions | | Vocabulary: transition words, edit, revise, proofread | |
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| Common UNIT Writing Assessment: <i>Describe in this space the specific type of writing and rubric. Attach all materials.</i> | | | |



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| Course: 1 st Grade | | Athens Area School District | |
| Unit: 7 | | Days: 15 | |
| Topic: Text and Graphic Features and Author's Purpose | | | |
| Key Learning: Knowledge of nonfiction text and graphic features | | | |
| Unit Essential Question: | | | |
| <ol style="list-style-type: none"> How can text and graphic features help a reader understand a selection? How can powerful readers actively use strategies to understand what they read? | | | |
| Common Core Standards: | | | |
| RI 1.4 | RF 1.4 | W 1.2 | |
| RI 1.5 | | L 1.1 | |
| RI 1.6 | | L. 1.2 | |
| RI 1.7 | | | |
| Concept #1: Comprehension | | Concept #2: Writing | |
| Lesson Essential Question(s): Why do authors write stories, books, and poems? How can text and graphic features help a reader understand a selection? Assessment prompt: What are the different parts of a nonfiction book? | | Lesson Essential Question(s): What is the purpose of informational writing? How do we write a topic sentence? How can details support a topic sentence? When do I use a capital letter? How do I use end punctuation when writing a complete sentence? | |
| Vocabulary: author's purpose, table of contents, title, author, illustrator, glossary, index, title page | | Vocabulary: information, topic sentence, details. capital letter, punctuation | |

Notes:

Common UNIT Assessment: *In this space describe the common assessment, resources to be utilized, and skills being assessed. (Grades 2-5 need to include at least one cold read). Please Attach all Materials (readings, questions, answer key or rubric) **NOTE: common assessments will be used for data collection for PLC's and Intervention groups.***

Common UNIT Writing Assessment: *Describe in this space the specific type of writing and rubric. Attach all materials.*

