

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?

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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<p>Concept #1: Comprehension</p> <p>Lesson Essential Question(s):</p> <p>Why should I make predictions before reading and listening to a story or poem?</p> <p>What elements must stories include to entertain a reader?</p> <p>How do I use sequencing to make sense of what I read?</p> <p>How do I use summarizing to retell the important parts of a story?</p> <p>Assessment prompt: What are the story elements?</p> <p>Vocabulary: character, setting, plot, problem, solution, sequence, event, prediction</p>	<p>Concept #2: Writing</p> <p>Lesson Essential Question(s):</p> <p>What is a personal narrative?</p> <p>What must a personal narrative contain?</p> <p>When do I use a capital letter?</p> <p>How do I use end punctuation when writing a complete sentence?</p> <p>Vocabulary: capital letter, punctuation, period, question mark, exclamation point, sentence character, setting, feeling, dialogue</p>
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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.*



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>			



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>			



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.*

