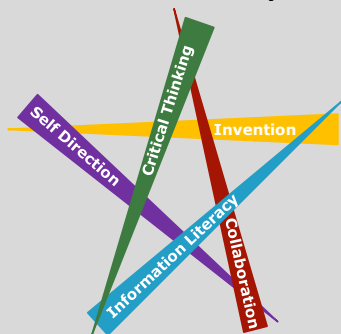


Curriculum Development Course at a Glance
Planning for 1st Grade Reading, Writing, and Communicating

Content Area	Reading, Writing, and Communicating	Grade Level	1 st Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Oral Expression and Listening	1. Multiple strategies develop and expand oral vocabulary	RWC10-GR.1-S.1-GLE.1	
	2. Verbal and nonverbal language is used to express and receive information	RWC10-GR.1-S.1-GLE.2	
	3. Identifying and manipulating phonemes in spoken words allow people to understand the meaning of speech	RWC10-GR.1-S.1-GLE.2	
2. Reading for All Purposes	1. Comprehending and fluently reading a variety of literary texts are the beginning traits of readers	RWC10-GR.1-S.2-GLE.1	
	2. Comprehending and fluently reading a variety of informational texts are the beginning traits of readers	RWC10-GR.1-S.2-GLE.2	
	3. Decoding words require the application of alphabetic principles, letter sounds, and letter combinations	RWC10-GR.1-S.2-GLE.3	
	4. Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read	RWC10-GR.1-S.2-GLE.4	
3. Writing and Composition	1. Exploring the writing process develops ideas for writing texts that carry meaning	RWC10-GR.1-S.3-GLE.1	
	2. Appropriate spelling, conventions, and grammar are applied when writing	RWC10-GR.1-S.3-GLE.2	
4. Research and Reasoning	1. A variety of resources leads to locating information and answering questions of interest	RWC10-GR.1-S.4-GLE.1	
	2. Purpose, information, and questions about an issue are essential steps in early research	RWC10-GR.1-S.4-GLE.2	

Colorado 21st Century Skills



- Critical Thinking and Reasoning:**
Thinking Deeply, Thinking Differently
- Information Literacy:** *Untangling the Web*
- Collaboration:** *Working Together, Learning Together*
- Self-Direction:** *Own Your Learning*
- Invention:** *Creating Solutions*

Common Core Reading Foundational Standards

- Print Concepts:** [CCSS: RF.1.1](#) Demonstrate understanding of the organization and basic features of print.
[CCSS: RF.1.1a](#) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- Phonological Awareness:** [CCSS: RF.1.2](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
[CCSS: RF.1.2a](#) Distinguish long from short vowel sounds in spoken single-syllable words.
[CCSS: RF.1.2b](#) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
[CCSS: RF.1.2c](#) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
[CCSS: RF.1.2d](#) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- Phonics and Word Recognition:** [CCSS: RF.1.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
[CCSS: RF.1.3a](#) Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
[CCSS: RF.1.3b](#) Decode regularly spelled one-syllable words.
[CCSS: RF.1.3c](#) Know final -e and common vowel team conventions for representing long vowel sounds.
[CCSS: RF.1.3d](#) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
[CCSS: RF.1.3e](#) Decode two-syllable words following basic patterns by breaking the words into syllables.
[CCSS: RF.1.3f](#) Read words with inflectional endings.
[CCSS: RF.1.3g](#) Recognize and read grade-appropriate irregularly spelled words.
- Fluency:** [CCSS: RF.1.4](#) Read with sufficient accuracy and fluency to support comprehension.
[CCSS: RF.1.4a](#) Read grade-level text with purpose and understanding.
[CCSS: RF.1.4b](#) Read grade-level text orally with accuracy, appropriate rate, and expression.
[CCSS: RF.1.4c](#) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Curriculum Development Course at a Glance
Planning for 1st Grade Reading, Writing, and Communicating

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Patterns to Success	6-8 weeks	1
Transformations Around Me	6-8 weeks	2
Tell Me a Story	6-8 weeks	3
I Can Be An Author	6-8 weeks	4

Curriculum Development Overview
Unit Planning for 1st Grade Reading, Writing, and Communicating

Unit Title	Patterns to Success		Length of Unit	6-8 weeks
Focusing Lens(es)	Patterns/systems	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.1-S.4-GLE.1 RWC10-GR.1-S.4-GLE.2 RWC10-GR.1-S.3-GLE.1 RWC10-GR.1-S.1-GLE.3 RWC10-GR.1-S.2-GLE.2 RWC10-GR.1-S.1-GLE.2	RWC10-GR.1-S.1-GLE.1 RWC10-GR.1-S.3-GLE.2 RWC10-GR.1-S.2-GLE.4 RWC10-GR.1-S.2-GLE.3 RWC10-GR.1-S.2-GLE.4
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What happens when we communicate in different ways? (RWC10-GR.K -S.1-GLE.1-EO.a; c; d) and (RWC10-GR.K -S.1-GLE.2-EO.a.i- iii) and (RWC10-GR.K -S.1-GLE.2-EO.c) and (RWC10-GR.K -S.2-GLE.1-EO.d) and (RWC10-GR.1-S.2-GLE.2-EO.d-e) and (RWC10-GR. -S.3-GLE.1-EO.a-c) and (RWC10-GR.1-S.3-GLE.2-EO.a.iii, v) • What systems are important in our lives? (RWC10-GR.1-S.1-GLE.3-EO.a) and (RWC10-GR.1-S.2-GLE.1-EO.b.i; ii; iv) and (RWC10-GR.1-S.2-GLE.4-EO. d) • What are different systems in our lives and why do we have them? (RWC10-GR.K -S.2-GLE.3-EO.a) and (RWC10-GR.1-S.1-GLE.1-EO.d) and (RWC10-GR.1-S.1-GLE.2-EO.a) and (RWC10-GR.K -S.1-GLE.3-EO.a) • How do patterns/systems help us learn to read and write? (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S.2-GLE.2-EO.c.iii) and (RWC10-GR.1-S.2-GLE.4-EO.b.i; ii) and (RWC10-GR.1-S.2-GLE.4-EO.d) and (RWC10-GR.1-S.3-GLE.1-EO.a; b; c) 			
Unit Strands	Oral Expression & Listening – Reading for all Purposes – Writing and Composition – Research and Reasoning			
Concepts	In content:	In reading:	In writing:	
	Value, communication (non-verbal and verbal), compare/contrast, culture, structure, patterns, perspective	Phonics, Fluency, Comprehension, Vocabulary, Phonological Awareness	Phonics, Fluency, Comprehension, Vocabulary, Phonological Awareness, Spelling	

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Decoding words requires the application alphabetic principles, letter sounds, and letter combinations (RWC10-GR.1-S.1-GLE.3-EO.a) and (RWC10-GR.1-S.2-GLE.3-EO.a)*	How many different ways can we break apart the word _____? (RWC10-GR.1-S.2-GLE.3-EO.a.iv,v)	Why is learning letter combinations important for becoming an effective reader? (RWC10-GR.1-S.1-GLE.3-IQ.1)
Reading comprehension requires knowledge of letter names/letter sounds, decoding, the development of automatic word recognition, and reading fluency (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S.2-GLE.2-EO.d; e)*	What are the three parts of reading fluency (rate – accuracy – prosody)? (RWC10-GR.1-S.2-GLE.2-EO.e.ii)	How does automaticity with underlying skills lead to reading comprehension? (RWC10-GR.1-S.2-GLE.1-N.1,2) and (RWC10-GR.1-S.2-GLE.2-N.1,2)
Students must develop the ability to comprehend and fluently read various informational and literary texts written at grade level (RWC10-GR.1-S.2-GLE.2)*	What are the differences between literary texts and informational texts? (RWC10-GR.1-S.2-GLE.1-EO.b.ii) and (RWC10-GR.1-S.2-GLE.2-EO.b.ii)	Why must readers understand the structural differences between narrative and informational text? (RWC10-GR.1-S.2-GLE.1-EO.b.ii) and (RWC10-GR.-S.2-GLE.2-EO.b.ii)

Curriculum Development Overview
Unit Planning for 1st Grade Reading, Writing, and Communicating

<p>Different cultures and values help determine decisions and decision-making and shape beliefs about success within a given society/system. (RWC10-GR.1-S.2-GLE.2-EO.a.iii; iv) and (RWC10-GR.1-S.2-GLE.2-EO.c.iii) and (RWC10-GR.1-S.2-GLE.2-RA.2)</p>	<p>What clues can help you determine the particular values and beliefs an author conveys in a text?</p>	<p>How does your environment affect how you act? (RWC10-GR.1-S.1-GLE.1-RA.1) and (RWC10-GR.1-S.1-GLE.1-N.1) and (RWC10-GR.1-S.1-GLE.3-N.3)</p>
<p>Understanding different patterns of text structure enables readers to self-regulate (while reading and writing). (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S.2-GLE.2-EO.d; e) and (RWC10-GR.1-S.2-GLE.3-EO.a; S.3-GLE.1-EO.a-d)</p>	<p>Why do we start a sentence with a capital and end with a period? (RWC10-GR.1-S.3-GLE.2-EO.b.iii) and (RWC10-GR.1-S.3-GLE.2-N.3) What patterns are used in different genres of writing? (RWC10-GR.1-S.3-GLE.1)</p>	<p>How are stories different between cultures? (RWC10-GR.1-S.4-GLE.1; S.4-GLE.2) and (RWC10-GR.1-S.4-GLE.2-RA.1) and (RWC10-GR.1-S.4-GLE.2-N.1; 2) How does understanding the structure of different genres help you comprehend that genre? (RWC10-GR.1-S.2-GLE.1) and (RWC10-GR.1-S.2-GLE.2) and (RWC10-GR.1-S.3-GLE.1)</p>
<p>The comparing and contrasting of word sounds and structures facilitates reading and writing. (RWC10-GR.1-S.3-GLE.2-EO.b.v; vi) and (RWC10-GR.1-S.2-GLE.4-EO.b; c) and (RWC10-GR.1-S.2-GLE.3-EO.a) and (RWC10-GR.1-S.3-GLE.2-EO.b.v; vi)</p>	<p>What different sounds can “oa” make and how can you decide which pronunciation to use? (RWC10-GR.1-S.1-GLE.3) and (RWC10-GR.1-S.1-GLE.3-IQ.3) What is the difference between “hat” and “hate”? (RWC10-GR.1-S.1-GLE.3) and (RWC10-GR.1-S.1-GLE.3-IQ.3)</p>	<p>How can you use meaning to help read words correctly? (RWC10-GR.1-S.2-GLE.1-EO.e.iii) and (RWC10-GR.1-S.2-GLE.2-EO.e.iii)</p>
<p>Characters’ unique perspectives often predict their behavior. (RWC10-GR.1-S.2-GLE.1-EO.a.iv)</p>	<p>What rules at school help keep us safe? (RWC10-GR.1-S.1-GLE.1-EO.c; d) and (RWC10-GR.1-S.1-GLE.1-RA.2) and (RWC10-GR.1-S.1-GLE.2-EO.a) and (RWC10-GR.1-S.2-GLE.1-EO.c) What do you know about Jack and Annie in The Magic Tree House to help you make predictions about the book? What do you predict _____ will do next and why? (RWC10-GR.1-S.2-GLE.1-EO.a.iv)</p>	<p>How does your decision making affect other people? (RWC10-GR.1-S.1-GLE.1) and (RWC10-GR.1-S.1-GLE.2-N.1; 2) Why does it get easier to read more than one book by the same author? (RWC10-GR.1-S.2-GLE.1-EO.c) How does knowing a character’s background help you comprehend when reading? (RWC10-GR.1-S.2-GLE.1-EO.c)</p>
<p>A book series repeats certain patterns in order to help readers build background knowledge as they progress through the series. (RWC10-GR.1-S.2-GLE.1-EO.a.iii,iv) and (RWC10-GR.1-S.2-GLE.1-EO.b.iii) and (RWC10-GR.1-S.2-GLE.1-EO.c.ii) and (RWC10-GR.1-S.2-GLE.2-EO.c.iii)</p>	<p>In reading (series) what patterns and themes have you noticed that recur?</p>	<p>What the advantages of recurring characters, themes, situations, etc?</p>

Curriculum Development Overview
Unit Planning for 1st Grade Reading, Writing, and Communicating

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • The organization and basic features of print. (RWC10-GR.1-S.2-GLE.4-EO.d) CCSS: RF.1.1 • The distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (RWC10-GR.1-S.1-GLE.2-EO.a.i) CCSS: RF.1.1a • Grade-level phonics and word analysis skills for decoding words. (RWC10-GR.1-S.2-GLE.3-EO.a) CCSS: RF.1.3 • The importance of rules in different settings (RWC10-GR.1-S.1-GLE.1-EO.a) and (RWC10-GR.1-S.1-GLE.1-EO.c; d) and (RWC10-GR.1-S.1-GLE.1-RA.1) and (RWC10-GR.1-S.1-GLE.1-N.1) and (RWC10-GR.1-S.1-GLE.2-EO.a) and (RWC10-GR.1-S.1-GLE.2-EO.c) and (RWC10-GR.1-S.1-GLE.2-IQ.1-3) and (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S.2-GLE.2-EO.d; e) and (RWC10-GR.1-S.3-GLE.1-EO.a-c) • Why systems are important (RWC10-GR.1-S.1 -GLE.3) and (RWC10-GR.1-S.2-GLE.1-EO. b.i; ii) and (RWC10-GR.1-S.2-GLE.1-EO.b.iv) and (RWC10-GR.1-S.2 -GLE.2-EO.e) and (RWC10-GR.1-S.2-GLE.4 -EO.d) • Letter sound correlations and how we can use them to read and write. (RWC10-GR.1-S.1-GLE.3-EO.a) • The proper use of conventions when writing. (RWC10-GR.1-S.3-GLE.2-EO.a,b) • The process of producing a piece of writing. (RWC10-GR.1-S.3-GLE.1-EO.d-f) and (RWC10-GR.1-S.4-GLE.2-EO.a) • The relationship between cause and effect. (RWC10-GR.1-S.1-GLE.2-EO.a) and (RWC10-GR.1-S.1-GLE.2-IQ.1-3) and (RWC10-GR.1-S.1-GLE.2-RA.1) and (RWC10-GR.1-S.1-GLE.2-N.1) 	<ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (RWC10-GR.1-S.2-GLE.4-EO.d.i) CCSS: RF.1.1a • Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RWC10-GR.1-S.1-GLE.3-EO.a) CCSS: RF.1.2 • Distinguish long from short vowel sounds in spoken single-syllable words. (RWC10-GR.1-S.1-GLE.3-EO.a.i) CCSS: RF.1.2a • Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (RWC10-GR.1-S.1-GLE.3-EO.a.ii) CCSS: RF.1.2b • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (RWC10-GR.1-S.1-GLE.3-EO.a.iii) CCSS: RF.1.2c • Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (RWC10-GR.1-S.1-GLE.3-EO.a.iv) CCSS: RF.1.2d • Know and apply grade-level phonics and word analysis skills in decoding words. (RWC10-GR.1-S.2-GLE.3-EO.a) CCSS: RF.1.3 • Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (RWC10-GR.1-S.2-GLE.3-EO.a.i) CCSS: RF.1.3a • Decode regularly spelled one-syllable words.(RWC10-GR.1-S.2-GLE.3-EO.a.ii) CCSS: RF.1.3b • Know final -e and common vowel team conventions for representing long vowel sounds. (RWC10-GR.1-S.2-GLE.3-EO.a.iii) CCSS: RF.1.3c • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (RWC10-GR.1-S.2-GLE.3-EO.a.iv) CCSS: RF.1.3d • Decode two-syllable words following basic patterns by breaking the words into syllables. (RWC10-GR.1-S.2-GLE.3-EO.a.v) CCSS: RF.1.3e • Read words with inflectional endings. (S.2-GLE.3-EO.a.vi) CCSS: RF.1.3f • Recognize and read grade-appropriate irregularly spelled words. (RWC10-GR.1-S.2-GLE.3-EO.a.vii) CCSS: RF.1.3g • Read with sufficient accuracy and fluency to support comprehension. (RWC10-GR.1-S.2-GLE.1-EO.e) CCSS: RF.1.4 • Read grade-level text orally with accuracy, appropriate rate, and expression. (RWC10-GR.1-S.2-GLE.1-EO.e.ii) CCSS: RF.1.4b • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RWC10-GR.1-S.2-GLE.1-EO.e.iii) CCSS: RF.1.4c • Produce a simple piece of writing using words and or pictures. (RWC10-GR.1-S.1-

**Curriculum Development Overview
Unit Planning for 1st Grade Reading, Writing, and Communicating**

	<p>GLE.1-EO.a-d)</p> <ul style="list-style-type: none"> • Communicate without being disruptive. (RWC10-GR.1-S.1-GLE.2-EO.a) • Ask and answer questions orally about text read aloud (RWC10-GR.1-S.1-GLE.2-EO.b) • Participate appropriately in a conversation. (RWC10-GR.1-S.1-GLE.2-EO.a) • Demonstrate understanding of spoken words, syllables, and sounds (phonemes).(RWC10-GR.1-S.1-GLE.3-EO.a) CCSS: RF.1.2 • Compare and contrast adventures and experiences of characters in a story. (RWC10-GR.1-S.2-GLE.2-EO.e) • Read grade level text accurately with purpose and understanding and use context to confirm or self-correct word recognition and understanding, rereading as necessary.(RWC10-GR.1-S.2-GLE.2-EO.e) CCSS: RF.1.4a and (RWC10-GR.1-S.2-GLE.3-EO.a) CCSS: RF.1.4c • Use decoding skill to produce single syllable or predictable words in reading and writing. (RWC10-GR.1-S.1-GLE.3-EO.a) • Implement the writing process to successfully create opinion, informative, and personal narratives. (RWC10-GR.1-S.3-GLE.1-EO.a-c) • Students will be able to dictate inquiry questions that arise during instruction (RWC10-GR.1-S.4-GLE.1-EO.a) • Demonstrate command of conventions (RWC10-GR.1-S.3-GLE.2-EO.a, b) • Determine the pronunciation and meaning of complex vocabulary (RWC10-GR.1-S.2-GLE. 4-EO.a; c; d)
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<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>“In my school environment I have to raise my hand to communicate, but at home I can speak whenever I want.”</i> <i>“When reading a book I can figure out how to read a word by thinking about the story and what would make sense.”</i> <i>“If I know one word (make) it can help me read and write many new words.” (take, lake, cake – etc.)</i> <i>“Chunking words (syllabication) is a system that helps me to read new words.”</i></p>
<p>Academic Vocabulary:</p>	<p>Relationships, systems, culture, summarize, environment, communicate, describe, evaluate, similarities and differences Connections, narrative, text, spelling patterns, produce</p>
<p>Technical Vocabulary:</p>	<p>Decode, syllable, vowels, consonants, segment/blend (decoding), phoneme</p>

*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

Curriculum Development Overview
Unit Planning for 1st Grade Reading, Writing, and Communicating

Unit Title	Transformations Around Me		Length of Unit	6-8 weeks
Focusing Lens(es)	Change	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.1-S.2-GLE.1 RWC10-GR.1-S.2-GLE.1 RWC10-GR.1-S.2-GLE.1 RWC10-GR.1-S.2-GLE.2 RWC10-GR.1-S.3-GLE.1 RWC10-GR.1-S.3-GLE.2	RWC10-GR.1-S.4-GLE.1 RWC10-GR.1-S.4-GLE.2 RWC10-GR.1-S.4-GLE.2 RWC10-GR.1-S.2-GLE.4 RWC10-GR.1-S.2-GLE.3
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What causes change? (RWC10-GR.1-S.2-GLE.2-EO.e.i; ii; iii) and (RWC10-GR.1-S.2-GLE.3-EO.a) and (RWC10-GR.1-S.2-GLE.4-EO.d.ii) • Is change important? (RWC10-GR.1-S.2-GLE.2-EO.a-e) and (RWC10-GR.1-S.2-GLE.3-EO.a.i; viii; ix) • How can you affect change? (RWC10-GR.1-S.3-GLE.1-EO.a) and (RWC10-GR.1-S.3-GLE.2-EO.b.iii) 			
Unit Strands	Oral Expression & listening – Reading for all Purposes – Writing and Composition – Research and reasoning			
Concepts	In content:	In reading:	In writing:	
	change, growth, movement, progress, patterns, adaptation, environment, transformation, metamorphosis, convey	phonics, phonological awareness, fluency, vocabulary, comprehension	phonics, phonological awareness, fluency, vocabulary, comprehension, spelling	

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Decoding words requires the application alphabetic principles, letter sounds, and letter combinations (RWC10-GR.1-S.1-GLE.3-EO.a) and (RWC10-GR.1-S.2-GLE.3-EO.a)*	How many different ways can we break apart the word _____? (RWC10-GR.1-S.1-GLE.3-EO.a) and (RWC10-GR.1-S.2-GLE.3-EO.a.iv; v)	Why is learning letter combinations important for becoming an effective reader? (RWC10-GR.1-S.1-GLE.3-IQ.1)
Reading comprehension requires knowledge of letter names/letter sounds, decoding, the development of automatic word recognition, and reading fluency (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S.2-GLE.2-EO.d,e)*	What are the three parts of reading fluency (rate – accuracy – prosody)? (RWC10-GR.1-S.2-GLE.2-EO.e.ii)	How does automaticity with underlying skills lead to reading comprehension? (RWC10-GR.1-S.2-GLE.1-N.1; 2) and (RWC10-GR.1-S.2-GLE.2-N.1; 2)
The ability to comprehend and fluently read various informational and literary texts written at grade level allows students to access and understand a variety of written materials (RWC10-GR.1-S.2-GLE.2)*	What are the differences between literary texts and informational texts? (RWC10-GR.1-S.2-GLE.1-EO.b.ii) and (RWC10-GR.1-S.2-GLE.2-EO.b.ii)	Why must readers understand the structural differences between narrative and informational text?

Curriculum Development Overview
Unit Planning for 1st Grade Reading, Writing, and Communicating

<p>Change can often create progress. (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S,2-GLE.2-EO.d; e)</p>	<p>How has your reading improved this year? (S.2-GLE.1-EO.d, e; S,2-GLE:2-EO.d, e) What is an event that has made you change? (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S,2-GLE:2-EO.d; e) What is my responsibility to change? (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S,2-GLE2-EO.d; e)</p>	<p>Is progress always good? (S.2-GLE.1-EO.d, e; S,2-GLE.2-EO.d, e; S.3-GLE.1-EO.a) How can I bring about change? (RWC10-GR.1-S.1-GLE.1-EO.a-c) and (RWC10-GR.1-S.3-GLE.1-EO.a) and (RWC10-GR.1-S.3-GLE.1-N.2)</p>
<p>Reading and writing purposes change depending on context and communication intent. (RWC10-GR.1-S.1-GLE.2-EO.a) and (RWC10-GR.1-S.2-GLE.1-EO.b.ii; iii) and (RWC10-GR.1-S2-GLE.2-EO.b) and (RWC10-GR.1-S.3-GLE.1) and (RWC10-GR.1-S.4-GLE.1-EO.c) and (RWC10-GR.1-S.1-GLE.3-RA.3) and (RWC10-GR.1-S.2-GLE.2-IQ.1; 2) and (RWC10-GR.1-S.3-GLE.2-IQ.1-4)</p>	<p>How do you adapt your reading and writing for a variety of purposes? (RWC10-GR.1-S.2-GLE.1-EO.e) and (RWC10-GR.1-S.2-GLE.2-EO.e) and (RWC10-GR.10S.2-GLE.3) and (RWC10-GR.1-S.3-GLE.1) How do you change your speech when talking to different people? (RWC10-GR.1-S.1-GLE.1-EO.a) and (RWC10-GR.1-S.1-GLE.1-N.1) Why do we use conventions? (RWC10-GR.1-S.3-GLE.2) and (RWC10-GR.1-S.2-GLE.2-IQ.1)</p>	<p>What can result if you do not or cannot adapt to outside influences? (RWC10-GR.1-S.2-GLE.2-EO.a) and (RWC10-GR.1-S.2-GLE.2-RA.2) Is adaptation important? (RWC10-GR.1-S.2-GLE.2-EO.a and (RWC10-GR.1-S.2-GLE.2-RA.2) and (RWC10-GR.1-S.2-GLE.2-EO.a) and (RWC10-GR.1-S.2-GLE.2-RA.2) and (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S,2-GLE2-EO.d; e) How do you convey meaning in writing? (RWC10-GR.1-S.2-GLE.4-EO.b.iii; iv) and (RWC10-GR.1-S.3-GLE.2-EO.a)</p>
<p>People often adapt to changing environments in order to have success in that environment. (RWC10-GR.1-S.1-GLE.2-EO.b; c) and (RWC10-GR.1-S.2-GLE.1-EO.e.i; ii) and (RWC10-GR.1-S.2-GLE.2-EO.e.i; ii)</p>	<p>How do you read different kinds of text? (RWC10-GR.1-S.2-GLE.1) and (RWC10-GR.1-S.2-GLE.2) How is your writing different when you are writing a persuasive piece versus a narrative? (RWC10-GR.1-S.3-GLE.1-EO.a; c)</p>	<p>How do you change depending on your purpose? (RWC10-GR.1-S.3-GLE.1-EO.a; c)</p>
<p>The analysis of systems and their inherent relationships help people uncover patterns and make meaning. (S.2-GLE.3-EO.a.i-vi; S.2-GLE.3-EO.a.viii; S.2-GLE.3-EO.a.ix; S.2 GLE.3-IQ.1-3, S.2 GLE.3-RA.1,3)</p>	<p>How are fiction and non-fiction text different/similar? (S.2-GLE.1-EO.b.ii) What patterns help us read? (S.1-GLE.3)</p>	<p>How can patterns be applied to learning to read and write? (RWC10-GR.1-S.1-GLE.3) and (RWC10-GR.1-S.2-GLE.3) and (RWC10-GR.1-S.2-GLE.4-EO.a)</p>

Curriculum Development Overview
Unit Planning for 1st Grade Reading, Writing, and Communicating

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • The organization and basic features of print. (RWC10-GR.1-S.2-GLE.4-EO.d) CCSS: RF.1.1 • The distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (RWC10-GR.1-S.1-GLE.2-EO.a.i) CCSS: RF.1.1a • Grade-level phonics and word analysis skills for decoding words. (RWC10-GR.1-S.2-GLE.3-EO.a) CCSS: RF.1.3 • Research can help us find the answer to a question (RWC10-GR.1-S.2-GLE.2-EO.d) and (RWC10-GR.1-S.3-GLE.1-EO. d; f) • Characters can change (RWC10-GR.1-S.2 -GLE.1-EO.a.iii) and (RWC10-GR.1-S.2-GLE.1-EO.c.i) and (RWC10-GR.1-S.2-GLE.2-EO.a.iii) • The difference between fiction and non-fiction writing/books (RWC10-GR.1-S.2-GLE.2-EO.c.iii) and (RWC10-GR.1-S.2-GLE.2-EO.d; e) and (RWC10-GR.1-S.2-GLE.2-EO.d.i) and (RWC10-GR.1-S.2-GLE.1-EO.d) and (RWC10-GR.1-S.2-GLE.2.e.i; ii) and (RWC10-GR.1-S-4-GLE.2) 	<ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (RWC10-GR.1-S.2-GLE.4-EO.d.i) CCSS: RF.1.1a • Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RWC10-GR.1-S.1-GLE.3-EO.a) CCSS: RF.1.2 • Distinguish long from short vowel sounds in spoken single-syllable words. (RWC10-GR.1-S.1-GLE.3-EO.a.i) CCSS: RF.1.2a • Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (RWC10-GR.1-S.1-GLE.3-EO.a.ii) CCSS: RF.1.2b • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (RWC10-GR.1-S.1-GLE.3-EO.a.iii) CCSS: RF.1.2c • Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (RWC10-GR.1-S.1-GLE.3-EO.a.iv) CCSS: RF.1.2d • Know and apply grade-level phonics and word analysis skills in decoding words. (RWC10-GR.1-S.2-GLE.3-EO.a) CCSS: RF.1.3 • Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (RWC10-GR.1-S.2-GLE.3-EO.a.i) CCSS: RF.1.3a • Decode regularly spelled one-syllable words.(RWC10-GR.1-S.2-GLE.3-EO.a.ii) CCSS: RF.1.3b • Know final -e and common vowel team conventions for representing long vowel sounds. (RWC10-GR.1-S.2-GLE.3-EO.a.iii) CCSS: RF.1.3c • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (RWC10-GR.1-S.2-GLE.3-EO.a.iv) CCSS: RF.1.3d • Decode two-syllable words following basic patterns by breaking the words into syllables. (RWC10-GR.1-S.2-GLE.3-EO.a.v) CCSS: RF.1.3e • Read words with inflectional endings. (RWC10-GR.1-S.2-GLE.3-EO.a.vi) CCSS: RF.1.3f • Recognize and read grade-appropriate irregularly spelled words. (RWC10-GR.1-S.2-GLE.3-EO.a.vii) CCSS: RF.1.3g • Read with sufficient accuracy and fluency to support comprehension. (RWC10-GR.1-S.2-GLE.1-EO.e) CCSS: RF.1.4 • Read grade-level text orally with accuracy, appropriate rate, and expression. (RWC10-GR.1-S.2-GLE.1-EO.e.ii) CCSS: RF.1.4b • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RWC10-GR.1-S.2-GLE.1-EO.e.iii) CCSS: RF.1.4c

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	<ul style="list-style-type: none"> • Describe story elements and major events using key details (RWC10-GR.1-S.2-GLE.1-EO.a.iii) • Make logical predictions and explain why or why not (RWC10-GR.1-S.2-GLE.1-EO.a.iv) • Read with sufficient accuracy and fluency to support comprehension (RWC10-GR.1-S.2-GLE.1-EO.e) and (RWC10-GR.1-S.2-GLE.3-EO.a) CCSS: RF.1.4 • Use key ideas and details craft and structure to comprehend and read a variety of text (RWC10-GR.1-S.2-GLE.2-EO.a; b) • With guidance produce a piece of informative/explanatory text (RWC10-GR.1-S.3-GLE.1-EO.b, d-f) • Use appropriate spelling, conventions and grammar when writing (RWC10-GR.1-S.3-GLE.2-EO.a; b) • Use a variety of resources to locate information and answer questions of interest (RWC10-GR.1-S.4-GLE.1-EO.a-c) • Participate in shared research and writing with guidance and support (RWC10-GR.1-S.4-GLE.2-EO.a,b) • Determine the pronunciation and meaning of complex vocabulary (RWC10-GR.1-S.2-GLE.4-EO.a-d) • Find key ideas and details in illustrations and text to answer questions about key ideas (RWC10-GR.1-S.2-GLE.2-EO.a.i) and (RWC10-GR.1-S.2-GLE.2-EO.c.i) • Identify main idea and retell details (RWC10-GR.1-S.2-GLE.2-EO.2.a.ii)
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<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>“My writing changed by putting an “I” to show that my character was excited.”</i> <i>“I know how to read boat so I can read soap.”</i> <i>“I have progressed in reading because now I can read chapter books.”</i></p>
<p>Academic Vocabulary:</p>	<p>pattern, adaptations, alter, environment, transformation, growth, progress, research, fiction, non-fiction, informative, explain character</p>
<p>Technical Vocabulary:</p>	<p>Metamorphosis, research process, pronunciation, illustration(s)/illustrator</p>

*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

Curriculum Development Overview
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Unit Title	Tell Me A Story		Length of Unit	6-8 weeks
Focusing Lens(es)	Relationships	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.1-S.1-GLE.1 RWC10-GR.1-S.1-GLE.2 RWC10-GR.1-S.2-GLE.1 RWC10-GR.1-S.2-GLE.1 RWC10-GR.1-S.2-GLE.1 RWC10-GR.1-S.2-GLE.1 RWC10-GR.1-S.2-GLE.3 RWC10-GR.1-S.2-GLE.2	RWC10-GR.1-S.2-GLE.2 RWC10-GR.1-S.2-GLE.4 RWC10-GR.1-S.3-GLE.1 RWC10-GR.1-S.3-GLE.2 RWC10-GR.1-S.4-GLE.1 RWC10-GR.1-S.4-GLE.2
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> How do a character's values and beliefs impact others? (RWC10-GR.1-S.1-GLE.1-EO.a, c) and (RWC10-GR.1-S.2-GLE.1-EO.a) and (RWC10-GR.1-S.2-GLE.1-EO.b.ii) and (RWC10-GR.1-S.2-GLE.1-EO.c-e) and (RWC10-GR.1-S.2-GLE.1. IQ.2) and (RWC10-GR.1-S.2-GLE.2-EO.a-e) and (RWC10-GR.1-S.2-GLE.2-RA 2) How do needs and wants affect relationships? (RWC10-GR.1-S.1-GLE.1-EO.a,c) and (RWC10-GR.1-S.2-GLE.1-EO.a) and (RWC10-GR.1-S.2-GLE.1-EO.b .ii) and (RWC10-GR.1-S.2-GLE.1-EO.c-e) and (RWC10-GR.1-S.2-GLE.1-IQ 2) and 9 RWC10-GR.1-S.2-GLE.2-EO.a; c-e) and (RWC10-GR.1-S.2-GLE.2-RA.2) How does a perspective influence a relationship? (RWC10-GR.1-S.2-GLE.2-EO.a.iii) How do readers decide relevant and irrelevant information in a story? (RWC10-GR.1-S.2-GLE.2-EO.a) and (RWC10-GR.1-S.2-GLE.c. i) 			
Unit Strands	Oral Expression & Listening – Reading for all Purposes – Writing and Composition – Research and Reasoning			
Concepts	In content:	In reading:	In writing:	
	relationships, values, morals, perspectives, heroes, villains, culture, struggle	phonics, fluency, vocabulary, comprehension, phonological awareness	phonics, fluency, vocabulary, comprehension, phonological awareness, spelling	

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Decoding words requires the application alphabetic principles, letter sounds, and letter combinations (RWC10-GR.1-S.1-GLE.3-EO.a) and (RWC10-GR.1-S.2-GLE.3-EO.a)*	How many different ways can we break apart the word _____? (RWC10-GR.1-S.1-GLE.3-EO.a) and (RWC10-GR.1-S.2-GLE.3-EO.a.iv; v)	Why is learning letter combinations important for becoming an effective reader? (RWC10-GR.1-S.1-GLE.3-IQ.1)
Reading comprehension requires knowledge of letter names/letter sounds, decoding, the development of automatic word recognition, and reading fluency (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S.2-GLE.2-EO.d,e)*	What are the three parts of reading fluency (rate – accuracy – prosody)? (RWC10-GR.1-S.2-GLE.2-EO.e.ii)	How does automaticity with underlying skills lead to reading comprehension? (RWC10-GR.1-S.2-GLE.1-N.1; 2) and (RWC10-GR.1-S.2-GLE.2-N.1; 2)

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<p>The ability to comprehend and fluently read various informational and literary texts written at grade level allows students to access and understand a variety of written materials (RWC10-GR.1-S.2-GLE.2)*</p>	<p>What are the differences between literary texts and informational texts? (RWC10-GR.1-S.2-GLE.1-EO.b.ii) and (RWC10-GR.1-S.2-GLE.2-EO.b.ii) and (RWC10-GR.1-S.4-GLE.1-EO.a; b)</p>	<p>Why does it help readers to understand the structural differences between narrative and informational text? (RWC10-GR.1-S.2-GLE.1-EO.b.ii) and (RWC10-GR.1-S.2-GLE.2-EO.b.ii)</p>
<p>A character’s actions reflect their values and morals and help define them as either hero or villain. (RWC10-GR.1-S.2-GLE.1-EO.a) and (RWC10-GR.1-S.2-GLE.1-EO.c-e)</p>	<p>Why is the big bad wolf a villain? (RWC10-GR.1-S.1-GLE.1.a; b) and (RWC10-GR.1-S.1-GLE.2; S.2-GLE.1-EO.b.i) and (RWC10-GR.1-S.2-GLE.1-IQ.1; 2) and (RWC10-GR.1-S.2-GLE.1-EO.c.i) and (RWC10-GR.1-S.4-GLE.1-EO.a; b)</p> <p>Why is the hunter a hero? (S.1-GLE.1.a, b; S.1-GLE.2; S.2-GLE.1-EO.b.i; S.2-GLE.1-IQ.1,2; S.2-GLE.1-EO.c.i; S.4-GLE.1-EO.a, b)</p>	<p>How do your choices define who you are? (good/bad) (RWC10-GR.1-S.1-GLE.1.a, b) and (RWC10-GR.1-S.1-GLE.2) and (RWC10-GR.1-S.2-GLE.1-EO.b.i) and (RWC10-GR.1-S.2-GLE.1-IQ.1,2) and (RWC10-GR.1-S.2-GLE.1-EO.c.i) and (RWC10-GR.1-S.4-GLE.1-EO.a, b)</p>
<p>Traditional stories typically convey cultural perspectives and beliefs. (RWC10-GR.1-S.2-GLE.1-EO.a) and (RWC10-GR.1-S.2-GLE.1-EO.c-e)</p>	<p>What character traits do different cultures value? (bravery, honesty) (RWC10-GR.1-S.1-GLE.1-EO.a,b) and (RWC10-GR.1-S.1-GLE.2) and (RWC10-GR.1-S.4-GLE.1-EO.a, b)</p>	<p>How do you make decisions? (RWC10-GR.1-S.1-GLE.2) and (RWC10-GR.1-S.1-GLE.2-IQ.1-3)</p> <p>Do your decisions affect others? Explain. (RWC10-GR.1-S.1-GLE.2) and (RWC10-GR.1-S.1-GLE.2-IQ.1-3) and (RWC10-GR.1-S.1-GLE.2-RA.1) and (RWC10-GR.1-S.4-GLE.1-EO.a, b)</p>
<p>Traditional story themes often depict individuals caught in powerful struggles (with themselves, with others, or with the world) (Erickson, 2012). (RWC10-GR.1-S.2-GLE.1-EO.a) and (RWC10-GR.1-S.2-GLE.1-EO.c-e)</p>	<p>What is the struggle in the story Rapunzel? (RWC10-GR.1-S.2-GLE.1-EO.a.i-iii) and (RWC10-GR.1-S.2-GLE.1-EO.c.i) and (RWC10-GR.1-S.2-GLE.1-N.1) and (RWC10-GR.1-S.4-GLE.1-EO.a, b)</p> <p>What themes are similar in traditional text? (RWC10-GR.1-S.2-GLE.1-EO.c.ii) and (RWC10-GR.1-S.4-GLE.1-EO.a; b)</p>	<p>Is conflict always bad? Explain. (RWC10-GR.1-S.1-GLE.2)</p>
<p>Changes in characters’ relationships to one another reflect their status (or changes to their status) as either hero or villain. (RWC10-GR.1-S.2-GLE.1-EO.a) and (RWC10-GR.1-S.2-GLE.1-EO.c-e)</p>	<p>Why is the wolf nice to Little Red Riding Hood? (RWC10-GR.1-S.2-GLE.1-EO.a) and (RWC10-GR.1-S.2-GLE.1-EO.c-e) and (RWC10-GR.1-S.1-GLE.2; S.4-GLE.1-EO.a; b)</p>	<p>How is a relationship defined as good or bad? How can perspective affect ones relationship?</p>

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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • The organization and basic features of print. (RWC10-GR.1-S.2-GLE.4-EO.d) CCSS: RF.1.1 • The distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (RWC10-GR.1-S.1-GLE.2-EO.a.i) CCSS: RF.1.1a • Grade-level phonics and word analysis skills. (RWC10-GR.1-S.2-GLE.3-EO.a) CCSS: RF.1.3 • Reading with sufficient accuracy and fluency supports comprehension. (RWC10-GR.1-S.2-GLE.1-EO.e) CCSS: RF.1.4 • The purpose of research (RWC10-GR.1-S.4 -GLE. 1-EO.a,b) and (RWC10-GR.1-S.4-GLE.2-EO.a,b) and (RWC10-GR.1-S.4-GLE.2-IQ.1-8) • The format of narrative paper (RWC10-GR.1-S.1-GLE.1-EO.b, d) and (RWC10-GR.1-S.3-GLE.1-EO.c-f) and (RWC10-GR.1-S.3-GLE.2-EO.a, b) and (RWC10-GR.1-S.2-GLE.4-EO.c, d) • The format of an opinion paper (RWC10-GR.1-S.1-GLE.1-EO.b, d) and (RWC10-GR.1-S.3-GLE.1-EO.a) and (RWC10-GR.1-S.3-GLE.1-EO.d-f) and (RWC10-GR.1-S.3-GLE.2-EO.a,b) and (RWC10-GR.1-S.2-GLE.4-EO.c,d) • The process of comparing and contrasting characters in literature (RWC10-GR.1-S.2-GLE 1-EO.c) • The format of an oral retell (RWC10-GR.1-S.1-GLE.1-EO.c) and (RWC10-GR.1-S.1-GLE.2-EO.a.i) and (RWC10-GR.1-S.1-GLE.2-EO.b) and (RWC10-GR.1-S.1-GLE.3-EO.a) and (RWC10-GR.1-S.1 S.4-GLE.1-EO.a, b) and (RWC10-GR.1-.2-GLE.1-EO.a) and (RWC10-GR.1-S.2-GLE.1-EO.c-e) • Authors choose a specific format based on their purpose. (RWC10-GR.1-S.3-GLE.1-EO.a-f) 	<ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (RWC10-GR.1-S.2-GLE.4-EO.d.i) CCSS: RF.1.1a • Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RWC10-GR.1-S.1-GLE.3-EO.a) CCSS: RF.1.2 • Distinguish long from short vowel sounds in spoken single-syllable words. (RWC10-GR.1-S.1-GLE.3-EO.a.i) CCSS: RF.1.2a • Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (RWC10-GR.1-S.1-GLE.3-EO.a.ii) CCSS: RF.1.2b • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (RWC10-GR.1-S.1-GLE.3-EO.a.iii) CCSS: RF.1.2c • Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (RWC10-GR.1-S.1-GLE.3-EO.a.iv) CCSS: RF.1.2d • Know and apply grade-level phonics and word analysis skills in decoding words. (RWC10-GR.1-S.2-GLE.3-EO.a) CCSS: RF.1.3 • Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (RWC10-GR.1-S.2-GLE.3-EO.a.i) CCSS: RF.1.3a • Decode regularly spelled one-syllable words.(RWC10-GR.1-S.2-GLE.3-EO.a.ii) CCSS: RF.1.3b • Know final -e and common vowel team conventions for representing long vowel sounds. (RWC10-GR.1-S.2-GLE.3-EO.a.iii) CCSS: RF.1.3c • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (RWC10-GR.1-S.2-GLE.3-EO.a.iv) CCSS: RF.1.3d • Decode two-syllable words following basic patterns by breaking the words into syllables. (RWC10-GR.1-S.2-GLE.3-EO.a.v) CCSS: RF.1.3e • Read words with inflectional endings. (RWC10-GR.1-S.2-GLE.3-EO.a.vi) CCSS: RF.1.3f • Recognize and read grade-appropriate irregularly spelled words. (RWC10-GR.1-S.2-GLE.3-EO.a.vii) CCSS: RF.1.3g • Read with sufficient accuracy and fluency to support comprehension. (RWC10-GR.1-S.2-GLE.1-EO.e) CCSS: RF.1.4 • Read grade-level text orally with accuracy, appropriate rate, and expression. (RWC10-GR.1-S.2-GLE.1-EO.e.ii) CCSS: RF.1.4b • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RWC10-GR.1-S.2-GLE.1-EO.e.iii) CCSS: RF.1.4c

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	<ul style="list-style-type: none"> • Describe people and events in order to expand vocabulary and use drawings and pictures to clarify ideas (RWC10-GR.1-S.1-GLE.1-EO.a,b) • Use verbal and nonverbal language to express and receive information (RWC10-GR.1-S.1-GLE. 2-EO.a-c) • Use craft and structure to explain differences between books, identify who is telling the story (RWC10-GR.1-S.2-GLE.1-EO.b.ii-iii) • Use integration and knowledge of ideas to describe story elements and compare and contrast characters’ experiences (RWC10-GR.1-S.2-GLE.1-EO.c) • Use integration of knowledge and ideas to discuss author’s purpose (RWC10-GR.1-S.2-GLE.2-EO.c.ii) • Compare and contrast two text on the same topic (RWC10-GR.1-S.2-GLE.2-EO.c.iii) • Determine the pronunciation and meaning of complex vocabulary (RWC10-GR.1-S.2-GLE.4-EO.a-d) • Use appropriate conventions in writing (RWC10-GR.1-S.3-GLE.2-EO.a,b) • Use a variety of resources to locate and answer questions (RWC10-GR.1-S.4-GLE.1-EO.a-c) • Participate in shared research and writing using text to gather information (RWC10-GR.1-S.4-GLE.2-EO.a,b) • Read and comprehend grade level appropriate text (RWC10-GR.1-S.2-GLE.1-EO.a-e) CCSS: RF.1.4a • How to use a graphic organizer to explain differences/similarities between books (RWC10-GR.1-S.3-GLE.1-EO.e)
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<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>“The wolf should not be seen as a villain because he was eating the pigs because he was hungry.” (perspective)</i> <i>“If I make good choices, I can influence my friends to make good choices too.”</i> <i>“After reading many versions of Cinderella, I noticed that many cultures value _____.”</i></p>
<p>Academic Vocabulary:</p>	<p>opinion, narrative, informative, retell, research, values, morals, hero, villain, compare/contrast, character, perspective, influence, power, cause/effect, participate,</p>
<p>Technical Vocabulary:</p>	<p>fairy tales, heroes, villains, graphic organizer(s)</p>

*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

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Unit Title	I Can Be an Author		Length of Unit	4-6 weeks
Focusing Lens(es)	Perspective/Creativity	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.1-S.1-GLE.1 RWC10-GR.1-S.1-GLE.2 RWC10-GR.1-S.1-GLE.3 RWC10-GR.1-S.2-GLE.1 RWC10-GR.1-S.2-GLE.2 RWC10-GR.1-S.2-GLE.3	RWC10-GR.1-S.2-GLE.4 RWC10-GR.1-S.3-GLE.1 RWC10-GR.1-S.3-GLE.2 RWC10-GR.1-S.4-GLE.2 RWC10-GR.1-S.4-GLE.1 RWC10-GR.1-S.4-GLE.2
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What makes a writer great? (RWC10-GR.1-S.3-GLE.1-EO.a-c) and (RWC10-GR.1-S.3-GLE.1-N.1-2) • Why do writers write? (RWC10-GR.1-S.3-GLE.1-EO.a-c) and (RWC10-GR.1-S.4-GLE.2-EO.a) • How might a person decide if a piece of writing is worth publishing? (RWC10-GR.1-S.3-GLE.1-EO.d) and (RWC10-GR.1-S.3-GLE.1-RA.3) • How can writing make a difference in the world? (RWC10-GR.1-S.3-GLE.1-EO.a,b) 			
Unit Strands	Oral Expression & Listening – Reading for all Purposes – Writing and Composition – Research and Reasoning			
Concepts	In content:	In reading:	In writing:	
	perspective, value, emotion, voice, purpose, craft, connections, creativity, reader	phonics, fluency, vocabulary, comprehension, phonological awareness	phonics, fluency, vocabulary, comprehension, phonological awareness, spelling	

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Decoding words requires the application alphabetic principles, letter sounds, and letter combinations (RWC10-GR.1-S.1-GLE.3-EO.a) and (RWC10-GR.1-S.2-GLE.3-EO.a)*	How many different ways can we break apart the word _____? (RWC10-GR.1-S.1-GLE.3-EO.a) and (RWC10-GR.1-S.2-GLE.3-EO.a.iv,v)	Why is learning letter combinations important for becoming an effective reader? (RWC10-GR.1-S.1-GLE.3-IQ.1)
Reading comprehension requires knowledge of letter names/letter sounds, decoding, the development of automatic word recognition, and reading fluency (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S.2-GLE.2-EO.d,e)*	What are the three parts of reading fluency (rate – accuracy – prosody)? (RWC10-GR.1-S.2-GLE.2-EO.e.ii)	How does automaticity with underlying skills lead to reading comprehension? (RWC10-GR.1-S.2-GLE.1-N.1,2) and (RWC10-GR.1-S.2-GLE.2-N.1,2)
The ability to comprehend and fluently read various informational and literary texts written at grade level allows students to access and understand a variety of written materials (RWC10-GR.1-S.2-GLE.2)*	What are the differences between literary texts and informational texts? (RWC10-GR.1-S.2-GLE.1-EO.b.ii) and (RWC10-GR.1-S.2-GLE.2-EO.b.ii)	Why must readers understand the structural differences between narrative and informational text? (RWC10-GR.1-S.2-GLE.1-EO.b.ii) and (RWC10-GR.1-S.2-GLE.2-EO.b.ii)

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<p>Authors purposefully craft language to convey meaning to the reader. (RWC10-GR.1-S.2-GLE.1-EO.d,e; S.2-GLE.2-EO.d,e) and (RWC10-GR.1-S.3-GLE.1-N.1; 2)</p>	<p>Why did _____ (author) write _____? (RWC10-GR.1-S.2-GLE.1-EO.b.ii) and (RWC10-GR.1-S.2-GLE.2-EO.c.ii)</p> <p>What language conveyed the emotion of fear? (RWC10-GR.1-S.2-GLE.1-EO.b.i)</p> <p>How can we use context to infer the meaning of words?(RWC10-GR.1-S.2-GLE.1-EO.e.iii) and (RWC10-GR.1-S.2-GLE.2-EO.b.i) and (RWC10-GR.1-S.2-GLE.2-EO.e.iii)</p>	<p>How does using figurative language enhance your writing? (RWC10-GR.1-S.2-GLE.4-EO.b; S.3-GLE.1-EO.a) and (RWC10-GR.1-S.3-GLE.1.RA.2)</p> <p>What helps readers create images in their head as they read? (RWC10-GR.1-S.2-GLE.1-EO.a.i-iii)</p>
<p>Authors strategically use craft (tone, mood, word choice, characterization – etc.) in order to connect with the reader on an emotional level. (RWC10-GR.1-S.2-GLE.1-EO.i)</p>	<p>What emotions did you feel while reading this book? (RWC10-GR.1-S.2-GLE.1-EO.b.i) and (RWC10-GR.1-S.2-GLE.2-RA.2)</p>	<p>How do authors convey emotion? (RWC10-GR.1-S.2-GLE.1-EO.b.i) and (RWC10-GR.1-S.2-GLE.2-RA.2) and (RWC10-GR.1-S.2-GLE.4-EO.b.iii, iv) and (RWC10-GR.1-S.3-GLE.1-EO.d) and (RWC10-GR.1-S.3.GLE.1-RA.3)</p> <p>Why do authors try to convey emotions in their writing? (RWC10-GR.1-S.2-GLE.1-EO.b.i) and (RWC10-GR.1-S.2-GLE.2-RA.2) and (RWC10-GR.1-S.2-GLE.4-EO.b.iii)</p>
<p>An author’s perspective influences voice and purpose in a piece of writing. (RWC10-GR.1-S.2-GLE.2-EO.c.ii) and (RWC10-GR.1-S.2-GLE.4-EO.b) and (RWC10-GR.1-S.3-GLE.1-EO.a-c)</p>	<p>What words show that the author feels _____ about the topic? (RWC10-GR.1-S.2-GLE.1-EO.b.i)</p>	<p>How do you decide what to write about? (RWC10-GR.1-S.3-GLE.1) and (RWC10-GR.1-S.1-GLE.1-IQ.1-3) and (RWC10-GR.1-S.3-GLE.1-RA.1)</p> <p>Why do you think _____ wrote this book? (RWC10-GR.1-S.3-GLE.1-EO.a)</p>
<p>Readers connect with texts in relation to their personal values and beliefs. (RWC10-GR.1-S.2-GLE.1-EO.c.ii) and (RWC10-GR.1-S.2-GLE.2-EO.c.iii)</p>	<p>Does this story make you think of something in your own life, another book or something in the world? (RWC10-GR.1-S.2-GLE.1-EO.a,c) and (RWC10-GR.1-S.2-GLE.2-EO.a.iii, iv)</p>	<p>How do we judge a piece of writing? (RWC10-GR.1-S.4-GLE.1-EO.c)</p> <p>Why do people choose to read a text? (RWC10-GR.1-S.3-GLE.1-EO.a)</p>

Curriculum Development Overview
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • The organization and basic features of print. (RWC10-GR.1-S.2-GLE.4-EO.d) CCSS: RF.1.1 • The distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (RWC10-GR.1-S.1-GLE.2-EO.a.i) CCSS: RF.1.1a • Grade-level phonics and word analysis skills. (RWC10-GR.1-S.2-GLE.3-EO.a) CCSS: RF.1.3 • Writing is personal. (RWC10-GR.1-S.4-GLE. 2-EO.b) • Specific styles fit specific purposes. (RWC10-GR.1-S.3-GLE.1-EO.a-f) and (RWC10-GR.1-S.3-GLE.2-EO.a-b) and (RWC10-GR.1-S.4-GLE.2-EO.a) • The different steps of the writing process. • Writing can improve by doing lots of reading and studying how texts are created. (RWC10-GR.1-S.2-GLE.4-EO.c) and (RWC10-GR.1-S.2-GLE.1-EO.b.i) and (RWC10-GR.1-S.2-GLE.2-EO.b.ii,iii) • Writing is a process. (RWC10-GR.1-S.2-GLE.4-EO.c) and (RWC10-GR.1-S.2-GLE.1-EO.b.i) and (RWC10-GR.1-S.2-GLE.2-EO.b.ii,iii) 	<ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (RWC10-GR.1-S.2-GLE.4-EO.d.i) CCSS: RF.1.1a • Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RWC10-GR.1-S.1-GLE.3-EO.a) CCSS: RF.1.2 • Distinguish long from short vowel sounds in spoken single-syllable words. (RWC10-GR.1-S.1-GLE.3-EO.a.i) CCSS: RF.1.2a • Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (RWC10-GR.1-S.1-GLE.3-EO.a.ii) CCSS: RF.1.2b • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (RWC10-GR.1-S.1-GLE.3-EO.a.iii) CCSS: RF.1.2c • Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (RWC10-GR.1-S.1-GLE.3-EO.a.iv) CCSS: RF.1.2d • Know and apply grade-level phonics and word analysis skills in decoding words. (RWC10-GR.1-S.2-GLE.3-EO.a) CCSS: RF.1.3 • Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (RWC10-GR.1-S.2-GLE.3-EO.a.i) CCSS: RF.1.3a • Decode regularly spelled one-syllable words.(RWC10-GR.1-S.2-GLE.3-EO.a.ii) CCSS: RF.1.3b • Know final -e and common vowel team conventions for representing long vowel sounds. (RWC10-GR.1-S.2-GLE.3-EO.a.iii) CCSS: RF.1.3c • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (RWC10-GR.1-S.2-GLE.3-EO.a.iv) CCSS: RF.1.3d • Decode two-syllable words following basic patterns by breaking the words into syllables. (RWC10-GR.1-S.2-GLE.3-EO.a.v) CCSS: RF.1.3e • Read words with inflectional endings. (RWC10-GR.1-S.2-GLE.3-EO.a.vi) CCSS: RF.1.3f • Recognize and read grade-appropriate irregularly spelled words. (RWC10-GR.1-S.2-GLE.3-EO.a.vii) CCSS: RF.1.3g • Read with sufficient accuracy and fluency to support comprehension. (RWC10-GR.1-S.2-GLE.1-EO.e) CCSS: RF.1.4 • Read grade-level text orally with accuracy, appropriate rate, and expression. (RWC10-GR.1-S.2-GLE.1-EO.e.ii) CCSS: RF.1.4b • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RWC10-GR.1-S.2-GLE.1-EO.e.iii) CCSS: RF.1.4c

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	<ul style="list-style-type: none"> • Produce complete sentences (RWC10-GR.1-S.1-GLE.1-EO.c) CCSS: RF.1.1a • Participate in discussions in order to gather and expand upon information (RWC10-GR.1-S.1 -GLE.2-EO.a-c) • Use language appropriate for purpose and audience (RWC10-GR.1-S.1-GLE.3-EO.a) • Identify words and phrases that suggest feelings (RWC10-GR.1-S.2-GLE.1-EO.b.i) • Identify reasons an author gives to support point (RWC10-GR.1-S.2-GLE.2-EO.c.ii) • Decode words to read and write (RWC10-GR.1-S.2-GLE.3-EO.a) CCSS: RF.1.3 • Understand word structure, word relationships and word families (RWC10-GR.1-S.2-GLE.4-EO.a-d) • Explore the writing process to develop ideas for writing (RWC10-GR.1-S.3-GLE.1-EO.a-f) • Using appropriate convention when writing to effectively communicate (RWC10-GR.1-S.3-GLE. 2-EO.a, b) • Evaluate information for clarity and accuracy (RWC10-GR.1-S.4-GLE.2-EO.b) • Produce and use text features for a specific purpose (RWC10-GR.1-S.4-GLE.1-EO.c) • Brainstorm, draft, revise, edit, publish (RWC10-GR.1-S.3-GLE.1-EO.d-f)
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<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>“I conveyed the emotion of love when I wrote about my dog Sally.”</i> <i>“I chose to write about skiing because I wanted to convince my friends to ski.”</i> <i>“I connected with this story because it reminds me of spending time with my grandfather.”</i></p>
<p>Academic Vocabulary:</p>	<p>Perspective, value, judgment, emotion, purpose, craft, organization, ideas, author, publish, persuade, connections, determine, context, evaluate</p>
<p>Technical Vocabulary:</p>	<p>Voice, conventions, word choice, context, craft/structure, text structures, conventions, decoding</p>

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