

Year at Glance

Notes: Purpose & Benefits

ELA/SS Year at a Glance 2015-2016, First Grade

Unit 1: Change Aug. 18-Sept. 25 (28 days)	Unit 2: Responsibility Sept. 28-Nov. 6 (28 days)	Unit 3: Relationships Nov. 9-Dec. 22 (28 days)
HGSS Focus Standard 4: Societies experience continuity and change over time.	HGSS Focus Standard 2: Individuals have rights and responsibilities.	HGSS Focus Standard 5: Relationships between people, place, idea, and environments are dynamic.
As we grow, we change and things around us change. <ul style="list-style-type: none"> What changes occur as people and animals grow? What things become different as we grow? What can we learn from changes around us? 	Responsibility is shown through actions and behaviors. <ul style="list-style-type: none"> How does one show responsibility? Why is important to show responsibility at home and at school? 	Relationships connect people, places, and ideas. <ul style="list-style-type: none"> What kinds of relationships do people have with one another? What types of relationships exist in nature? How do relationships change over time?
Writing Text Type – W.1.2 Informative/Explanatory	Writing Text Type – W.1.3 Narrative	Writing Text Type – W.1.1 Opinion
Unit 4: Consequences Jan. 5-Feb. 19 (31 days)	Unit 5: Choices Feb. 22-Apr. 8 (28 days)	Unit 6: Ideas Apr. 11-May 24 (30 days)
HGSS Focus Standard 1: Choices have consequences.	HGSS Focus Standard 1: Choices have consequences.	HGSS Focus Standard 3: Societies are shaped by beliefs, ideas, and diversity.
Consequences can be either good or bad. <ul style="list-style-type: none"> What choices can lead to good consequences? What choices can lead to bad consequences? 	Choices have an Impact. <ul style="list-style-type: none"> What can we learn from our choices? How do our choices impact our lives? How do our choices impact nature? 	Ideas lead to new discoveries. <ul style="list-style-type: none"> Where do ideas come from? In what ways do ideas impact our world?
Writing Text Type – W.1.3 Narrative	Writing Text Type – W.1.2 Informative/Explanatory	Writing Text Type – W.1.1 Opinion

Refer to Focus KCCRS by Unit document and Instructional Unit Guides for specificity.

Focus KCCRS by Unit

Focus Standards by Unit 3rd Grade
F – Focus for explicit instruction

KANSAS COLLEGE AND CAREER READY GRADE LEVEL STANDARDS	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
READING FOUNDATIONAL SKILLS						
PHONICS AND WORD RECOGNITION						
RF.3.3 – Know and apply grade-level phonics and word analysis skills in decoding words.						
RF.3.3a – Identify and know the meaning of the most common prefixes and derivational suffixes.						
RF.3.3b – Decode words with common Latin suffixes.						
RF.3.3c – Decode multisyllable words.						
RF.3.3d – Read grade-appropriate irregularly spelled words.						
FLUENCY						
RF.3.4 – Read with sufficient accuracy and fluency to support comprehension.						
RF.3.4a – Read on-level text with purpose and understanding.						
RF.3.4b – Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.						
RF.3.4c – Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	F	F				
READING LITERATURE						
KEY IDEAS AND DETAILS						
RL.3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	F				F	
RL.3.2 – Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.		F		F		
RL.3.3 – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.			F			F
RAFT AND STRUCTURE						
RL.3.4 – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	F					F
RL.3.5 – Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.		F			F	
RL.3.6 – Distinguish their own point of view from that of the narrator or those of the characters.			F	F		
INTEGRATION OF KNOWLEDGE AND IDEAS						
RI.3.7 – Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (Not applicable to literature)			F		F	
RI.3.9 – Compare and contrast the themes, settings, and		F				

USD 259 Curriculum and Instructional Design May 2015 1

Instructional Unit Guide

3rd Grade ELA Instructional Unit Guide: Diversity | 2015-2016

Language Comprehension & Writing Block (90 min.)		
Big Idea: Diversity Enduring Understanding: Diversity is everywhere.		
Essential Question(s): <ul style="list-style-type: none"> What is diversity? How are people shaped by diversity? How does diversity impact life? 	Culminating Writing Performance Demonstration Write an informative piece explaining how diversity can impact a community or our world. W.3.2	
Recommended Texts at a Glance: Unit 5 These texts are reserved for this unit only and are available to all schools in the district. Schools may choose additional text from this list or additional resources as time allows, but may not use these texts with other units due to mobility within our district. Refer to the "In the Text" - Reading to Learn and Comprehend page for recommended text groupings.		
Horizons Social Studies (See Social Studies page for additional information when pairing with these texts)	Treasures	McGraw Hill Science or McGraw Hill Health
Chapter 1: <ul style="list-style-type: none"> Snapshot of a Community: Eagle Country, p. 4 People Live in Communities, p. 12 People Work at Many Jobs, p. 14 Many People, One Community, p. 22 Chapter 2: <ul style="list-style-type: none"> Every Community Has a Story, p. 45 Read Kansas P-15 I Live in Kansas! Freedom Week: <ul style="list-style-type: none"> A New Nation, p. 338 A New Government, p. 342 	Student Book 3.1 Unit 1: <ul style="list-style-type: none"> First Day Here, p. 14 Making New Friends, p. 34 Dear Juno, p. 42 Home Sweet Home: (Time for Kids), p. 76 All are Equal: It's the Law! p. 82 Unit 3: <ul style="list-style-type: none"> What's for Lunch? p. 308 The Jones Family Express, p. 356 Student Book 3.2 Unit 4: <ul style="list-style-type: none"> Susan B. Anthony: A Pioneer for Women's Rights, p. 146 Unit 6: <ul style="list-style-type: none"> A Castle on Viola Street, p. 294 	McGraw Hill Health <ul style="list-style-type: none"> McGraw Hill Science www.readworks.org
www.readworks.org is a website with free passages. Passages from this site have been listed as possible texts that tie to other texts and topics. The first time a teacher goes to the site, they will have to sign up for a FREE account, after that you will log in each time you go on.		

Close Reading Exemplar

Notes: Purpose & Benefits

1st Grade ELA Instructional Unit Guide – Unit 2: Responsibility
September 28-November 6 (28 days) | 2015-2016

Connection 1: Caring for Others is a Responsibility
Close Reading Routine
Primary Text from Treasures: Over in the Meadow
Secondary Text from Treasures: Animal Moms and Dads (READ BEFORE THE CLOSE READING ROUTINE)
Bold Text - Suggested Teacher Talk

<p>Phase 1: Key Ideas and Details - Read Full Text or Selection</p> <p>"What does the text say?" - Tim Shanahan</p> <p>Refer to stems on Backing Up with Evidence Anchor Chart.</p> <p>Focus KCCRS - RL.1.2; W.1.8</p>	<p>1. Today we will read a poem called "Over in the Meadow" and you will answer questions to help you understand what the poem is about.</p> <p>2. Read aloud the entire poem to the class.</p> <p>3. Choral read and/or echo read the entire poem.</p> <p>4. Use this routine to ask the questions below:</p> <p>a. Teacher poses the question.</p> <p>b. Students (individuals/partners) use illustration and words to help them answer.</p> <p>c. Students share answers with partner using the following stem: _____ because in the text it shows/says . . .</p> <p>Questions:</p> <ul style="list-style-type: none"> What is this poem about? (animal mothers and their babies) Where do the mother and baby turtle live? How do you know? (in the sand in the sun, pg. 31 says this) What do the fish do in the meadow? How do you know? (swim, it says this on pg. 33) What did you learn from the poem? What is its message? (many animals live in a meadow; mother animals teacher their babies) <p>Writing to Learn: This poem is mostly about _____ (mother animals and babies living in the meadow)</p>
<p>Phase 2: Craft and Structure - Partial or full rereading of the text or selection</p> <p>"How does the text say it?" - Tim Shanahan</p> <p>Refer to stems on Backing Up with Evidence Anchor Chart.</p> <p>Focus KCCRS - RL.1.4 (review from Unit 1); RL.1.5; W.1.8</p>	<p>1. We will reread and discuss questions to discover how words and phrases relate to our senses.</p> <p>2. Ask: What type of text is this? (poem) Explain that poetry often tells a story and is most often written to entertain the reader, not provide factual information like <i>Animal Moms and Dads</i> does.</p> <p>3. Echo read the first eight lines of the poem.</p> <p>4. Use this routine to ask the questions below:</p> <p>a. Teacher poses a question.</p> <p>b. Teacher models thinking aloud.</p> <p>c. Students share answer with partner using evidence from the text or illustrations.</p> <p>Questions:</p> <ul style="list-style-type: none"> What lines are repeated? (2nd and 8th) What are they about? (tell where the animals live) What feelings/senses do they make you think of? (soft sand under my feet, warmth, heat)

Multidisciplinary Performance Task Exemplar

3rd Grade - Unit 2 MFPI Process 2015-2016
Bold Text = suggested teacher talk

(Share on day 1)

Topic:
Inventors: Thomas Alva Edison

Guiding questions:
How did Edison's ideas lead to new inventions and accomplishments?
How do Edison's background, childhood and ideas impact his work?

Text Type for your writing:
Narrative

Instructions:
Read the resources provided. You may make notes on the texts or use graphic organizers to make your thinking clear.

Sample Unit Map

3rd Grade, Unit 1 ELA Purposeful Planning SAMPLE Unit Map

	Monday	Tuesday	Wednesday	Thursday	Friday
In the Text	8/24 Introduce Unit: Connection 1 Explicit Vocab Instruction Intro	8/25 Distributed Vocab Practice	8/26 Distributed Vocab Practice	8/27 Distributed Vocab Practice	8/28 Connection 2 Explicit Vocab Instruction Intro
Process Writing	8/24 Lesson: L.3.1a Begin or add on to anchor chart while explicitly teaching nouns. Name objects in the classroom that are nouns. Students apply by writing simple sentence(s), underlining all nouns.	8/25 Lesson: L.3.1a Begin or add on to anchor chart while explicitly teaching pronouns. Students apply by writing simple sentence(s). One with the noun, then another with the pronoun replacing the noun.	8/26 Lesson: L.3.1a Begin or add on to anchor chart while explicitly teaching adjectives. What adjectives describe the classroom?	8/27 Lesson: L.3.1a Begin or add on to anchor chart while explicitly teaching verbs. What verbs happen at school?	8/28 Lesson: L.3.1a Begin or add on to anchor chart while explicitly teaching adverbs. What adverbs describe the verbs at school?
In the Text	8/31 <i>What's For Lunch</i> , p. 308 <i>Treasures 3.1</i>	9/1 <i>Home Sweet Harlem</i> , p. 76-77 <i>Treasures 3.1</i>	9/2 <i>The Jones Family Express</i> , p. 356 <i>Treasures 3.1</i>	9/3 <i>Castle on Viola Street</i> , p. 294 <i>Treasures 3.2</i>	9/4 <i>Castle on Viola Street</i> , p. 294 <i>Treasures 3.2</i>
Process Writing	8/31 Lesson: L.3.1a 1. Pick a topic (board game, concert, zoo, etc.) 2. Write a sentence with just a noun and verb. 3. Student rewrite to add an adjective to describe the noun. 4. Student rewrite to add an adverb. Repeat as time allows.	9/1 Lesson: L.3.1a Explicitly introduce informative writing. Share template/think sheet. Complete one together as a class. Topic: Communities Facts: (information from reading in the text time) (top part)	9/2 Lesson: L.3.1a Explicitly focus on introducing topic and developing topic with fact. (again apply as a class using template from yesterday)	9/3 Lesson: L.3.1a Explicitly focus on introducing linking words and phrases. (create an anchor chart on linking words.) (again apply as a class in the template from yesterday)	9/4 Lesson: L.3.1a Explicitly focus on introducing conclusions. (again apply as a class in the template from yesterday)

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*Required
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