

Unit 1: Everyone Can Be A Good Neighbor		Time: August-September	
Standards Taught			
<ul style="list-style-type: none">• 1.RL.1 Ask and answer questions about key details in a text.• 1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.• 1.RL.3 Describe characters, settings, and major events in a story, using key details.• 1.RL.4 Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses.• 1.RL.5 Explain major differences between common types of texts.• 1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.• 1.RL.10 By the end of the year, read and comprehend a variety of literary text.• 1.RI.1 Ask and answer questions about key details in a text.• 1.RI.2 Identify the main topic and retell key details of a text.• 1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.• 1.RI.5 Know and use various text features to locate key facts or information in a text.• 1.RI.6 Identify the difference between information provided by pictures or other illustrations and information provided by the words in a text.• 1.RI.7 Use the illustrations and details in a text to describe its key ideas• 1.RI.9 Compare and contrast two texts on the same topic• 1.RF.1 Demonstrate understanding of the organization and basic features of print.• 1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).• 1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.• 1.RF.4 Read with sufficient accuracy and fluency to support comprehension.• 1.W.3 Write narratives• 1.W.5 With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.• 1.W.7 Participate in shared research and writing projects.• 1.W.8 With guidance and support, use background knowledge and/or information gathered from sources to respond in writing to a question.• 1.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.• 1.SL.2 Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.• 1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.• 1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly• 1.SL.5 Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.• 1.SL.6 Produce complete sentences when appropriate to task and situation.• 1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.• 1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.• 1.L.4 Choose a strategy to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content.• 1.L.5 With guidance and support, demonstrate understanding of word relationships and subtle differences in word meanings.• 1.L.6 Use words and phrases, including frequently occurring conjunctions to convey ideas precisely.			
Differentiation/Assessment:		Classroom Management and Environment:	What will the students be doing?

<i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion. There is collaboration in groups during Daily 5 centers.</i>	<i>To practice the various reading skills students completed:</i> <ul style="list-style-type: none"> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i> • <i>Decodable Readers</i> • <i>Writing Practices</i> • <i>Daily 5 Centers</i>
Relevance	Vocabulary	Assessments
<i>Students need these skills to comprehend text. They also need to be able to speak & listen in a group setting. Students will need to be able to respond to questions and add details in writing.</i>	<ul style="list-style-type: none"> - <i>Poetry</i> - <i>Nouns</i> - <i>Summarize</i> - <i>Synonyms</i> - <i>Adjectives</i> - <i>Fantasy</i> - <i>Analyze</i> - <i>Evaluate</i> - <i>Infer/Predict</i> - <i>Possessive</i> 	<i>Daily Workbook Sheets, Class Discussion, Teacher Observation, DIBELS, Writing Journals, Weekly Tests, Spelling Tests, high frequency word checklists</i>
Essential Questions: <ul style="list-style-type: none"> • <i>How do you summarize the text?</i> • <i>What is informational text?</i> • <i>How do you Classify or Categorize Words?</i> • <i>What are possessive words?</i> • <i>How do you use context clues to answer questions for the story?</i> • <i>How do you infer/predict while reading a text??</i> • <i>What is the genre of the story?</i> • <i>What does the author/illustrator do in a story?</i> • <i>What is the main problem of the story?</i> • <i>What are Multiple-Meaning Words?</i> • <i>How do you use word choice when writing?</i> • <i>How do you write a narrative?</i> • <i>Why did the author write the selection?</i> • <i>How do you read with intonation?</i> • <i>How do you sort words by alphabetical order?</i> 		

Unit 2: We all have something to share		Time: October-November 2019	
Standards Taught			
<ul style="list-style-type: none">1.RL.1 Ask and answer questions about key details in a text.1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.1.RL.5 Explain major differences between common types of texts.1.RI.1 Ask and answer questions about key details in a text.1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.1.RI.5 Know and use various text features to locate key facts or information in a text.1.RI.7 Use the illustrations and details in a text to describe its key ideas1.RI.9 Compare and contrast two texts on the same topic1.RI.10 By the end of the year, read and comprehend a variety of informational text.1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.1.RF.4 Read with sufficient accuracy and fluency to support comprehension.1.W.1 Write opinion pieces1.W.2 Write informative/explanatory texts1.W.5 With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.1.W.6 With guidance and support use a variety of digital tools to produce and publish writing, both individually and collaboratively1.W.7 Participate in shared research and writing projects.1.W.8 With guidance and support, use background knowledge and/or information gathered from sources to respond in writing to a question.1.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.1.SL.2 Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly1.SL.5 Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.1.SL.6 Produce complete sentences when appropriate to task and situation.1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.1.L.4 Choose a strategy to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content.1.L.5 With guidance and support, demonstrate understanding of word relationships and subtle differences in word meanings.1.L.6 Use words and phrases, including frequently occurring conjunctions to convey ideas precisely.			
Differentiation:		Classroom Management and Environment:	What will the students be doing?

<i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion. There is collaboration in groups during Daily 5 centers.</i>	<i>To practice the various reading skills students completed:</i> <ul style="list-style-type: none"> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i> • <i>Decodable Readers</i> • <i>Writing Practices</i> • <i>Daily 5 Centers</i>
Relevance	Vocabulary	Assessments
<i>Students need these skills to comprehend text. They also need to be able to speak & listen in a group setting. Students will need to be able to respond to questions and add details in writing.</i>	<ul style="list-style-type: none"> - <i>Fable</i> - <i>Infer/Predict</i> - <i>Poetry</i> - <i>Realistic Fiction</i> - <i>Statements</i> - <i>Questions</i> - <i>Biography</i> - <i>Singular/Plural Nouns</i> - <i>Antonyms</i> - <i>Synonyms</i> 	<i>Daily Workbook Sheets, Class Discussion, Teacher Observation, DIBELS, Writing Journals, Weekly Tests, Spelling Tests, high frequency word checklists</i>
Essential Questions: <ul style="list-style-type: none"> • <i>What is the genre of the story?</i> • <i>What does the author/illustrator do in a story?</i> • <i>What are the important components of a sentence?</i> • <i>How can we use subject complements to create clarity in our writing?</i> • <i>Why is it important to compare and contrast?</i> • <i>How do we effectively highlight and annotate our sources?</i> • <i>How do we create an organizational chart for compare and contrast texts?</i> • <i>How do we use transitions to create strong and fluent papers?</i> 		

Unit: <i>3 It's a Big Wonderful World</i>	Time: <i>December-January</i>
Standards Taught	
<ul style="list-style-type: none"> • 1.RL.1 Ask and answer questions about key details in a text. • 1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. • 1.RL.3 Describe characters, settings, and major events in a story, using key details. • 1.RL.4 Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses. • 1.RL.5 Explain major differences between common types of texts. • 1.RL.6 Use illustrations and details to identify who is telling the story at various points in a text. • 1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events. • 1.RL.10 By the end of the year, read and comprehend a variety of literary text. • 1.RI.1 Ask and answer questions about key details in a text. • 1.RI.2 Identify the main topic and retell key details of a text. • 1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. • 1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • 1.RI.5 Know and use various text features to locate key facts or information in a text. • 1.RI.6 Identify the difference between information provided by pictures or other illustrations and information provided by the words in a text. • 1.RI.7 Use the illustrations and details in a text to describe its key ideas • 1.RI.9 Compare and contrast two texts on the same topic • 1.RF.1 Demonstrate understanding of the organization and basic features of print. • 1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • 1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. • 1.RF.4 Read with sufficient accuracy and fluency to support comprehension. • 1.W.1 Write opinion pieces • 1.W.2 Write informative/explanatory texts • 1.W.3 Write narratives • 1.W.7 Participate in shared research and writing projects. • 1.W.8 With guidance and support, use background knowledge and/or information gathered from sources to respond in writing to a question. • 1.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups. • 1.SL.2 Ask and answer questions about key details in a text read aloud, information presented orally, or through other media. • 1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. • 1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly • 1.SL.6 Produce complete sentences when appropriate to task and situation. • 1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • 1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • 1.L.4 Choose a strategy to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content. 	

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion. There is collaboration in groups during Daily 5 centers.</i>	<i>To practice the various reading skills students completed:</i> <ul style="list-style-type: none"> • <i>Assignments which corresponded with the lesson.</i> • <i>Decodable Readers</i> • <i>Assessments</i> • <i>Writing Practices</i> • <i>Daily 5 Centers</i>
Relevance	Vocabulary	Assessments
<i>Students need these skills to comprehend text. They also need to be able to speak & listen in a group setting. Students will need to be able to respond to questions and add details in writing.</i>	<ul style="list-style-type: none"> - <i>Proper Nouns</i> - <i>Commands</i> - <i>Homophones</i> - <i>Folktale</i> - <i>Subjects</i> - <i>Verbs</i> - <i>Infer/Predict</i> - <i>Suffix</i> 	<i>Daily Workbook Sheets, Class Discussion, Teacher Observation, DIBELS, Writing Journals, Weekly Tests, Spelling Tests, high frequency word checklists</i>
Essential Questions: <ul style="list-style-type: none"> • <i>What is the genre of the story?</i> • <i>What does the author/illustrator do in a story?</i> • <i>What is the author's purpose for writing the story?</i> • <i>How do you retell the story using sequence of events?</i> • <i>How to do you apply cause and effect while reading a text?</i> • <i>How do you infer/predict while reading a text?</i> • <i>How can you use the text and graphic features to comprehend the story?</i> • <i>How can you use suffixes (-er and -est) to compare?</i> 		

Unit: 4 <i>We Discover New Things Everyday</i>	Time: <i>February- March</i>
Standards Taught	
<ul style="list-style-type: none"> • 1.RL.1 Ask and answer questions about key details in a text. • 1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. • 1.RL.4 Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses. • 1.RL.6 Use illustrations and details to identify who is telling the story at various points in a text. • 1.RL.9 Compare and contrast the adventures and experiences of characters in stories. • 1.RL.10 By the end of the year, read and comprehend a variety of literary text. • 1.RI.1 Ask and answer questions about key details in a text. • 1.RI.2 Identify the main topic and retell key details of a text. • 1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. • 1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • 1.RI.5 Know and use various text features to locate key facts or information in a text. • 1.RI.7 Use the illustrations and details in a text to describe its key ideas • 1.RI.8 Identify the details/evidence an author gives to support points in a text. • 1.RI.9 Compare and contrast two texts on the same topic • 1.RI.10 By the end of the year, read and comprehend a variety of informational text. • 1.RF.1 Demonstrate understanding of the organization and basic features of print. • 1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • 1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. • 1.RF.4 Read with sufficient accuracy and fluency to support comprehension. • 1.W.1 Write opinion pieces • 1.W.3 Write narratives • 1.W.5 With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • 1.W.6 With guidance and support use a variety of digital tools to produce and publish writing, both individually and collaboratively. • 1.W.7 Participate in shared research and writing projects. • 1.W.8 With guidance and support, use background knowledge and/or information gathered from sources to respond in writing to a question. • 1.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups. • 1.SL.2 Ask and answer questions about key details in a text read aloud, information presented orally, or through other media. • 1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. • 1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly • 1.SL.5 Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings. • 1.SL.6 Produce complete sentences when appropriate to task and situation. • 1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • 1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • 1.L.4 Choose a strategy to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content. 	

<ul style="list-style-type: none"> 1.L.5 With guidance and support, demonstrate understanding of word relationships and subtle differences in word meanings. 1.L.6 Use words and phrases, including frequently occurring conjunctions to convey ideas precisely. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion. There is collaboration in groups during Daily 5 centers.</i>	<i>To practice the various reading skills students completed:</i> <ul style="list-style-type: none"> Assignments which corresponded with the lesson. Assessments Decodable Readers Writing Practices Daily 5 Centers
Relevance	Vocabulary	Assessments
<i>Students need these skills to comprehend text. They also need to be able to speak & listen in a group setting. Students will need to be able to respond to questions and add details in writing.</i>	<ul style="list-style-type: none"> Suffixes (-y, -ful) Biography Compound Sentences Dialogue Fairy Tale Synonyms Poetry Prepositional Phrases 	<i>Daily Workbook Sheets, Class Discussion, Teacher Observation, DIBELS, Writing Journals, Weekly Tests, Spelling Tests, high frequency word checklists</i>
Essential Questions: <ul style="list-style-type: none"> What is the author's purpose for writing the story? How do you visualize a story while reading? Why do we capitalize the names of months, days and holidays? How to do you summarize a story? What are the components to a friendly letter? What was the author's purpose for writing this story? How can you retell the story using sequence of events? How to do you apply cause and effect while reading a text? 		

Unit: 5	Time: <i>March</i>
Standards Taught	
<ul style="list-style-type: none"> • 1.RL.1 Ask and answer questions about key details in a text. • 1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. • 1.RL.3 Describe characters, settings, and major events in a story, using key details. • 1.RL.4 Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses. • 1.RL.5 Explain major differences between common types of texts. • 1.RL.6 Use illustrations and details to identify who is telling the story at various points in a text. • 1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events. • 1.RL.10 By the end of the year, read and comprehend a variety of literary text. • 1.RI.1 Ask and answer questions about key details in a text. • 1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. • 1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • 1.RI.5 Know and use various text features to locate key facts or information in a text. • 1.RI.7 Use the illustrations and details in a text to describe its key ideas • 1.RI.9 Compare and contrast two texts on the same topic • 1.RI.10 By the end of the year, read and comprehend a variety of informational text. • 1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • 1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. • 1.RF.4 Read with sufficient accuracy and fluency to support comprehension. • 1.W.1 Write opinion pieces • 1.W.3 Write narratives • 1.W.5 With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • 1.W.6 With guidance and support use a variety of digital tools to produce and publish writing, both individually and collaboratively. • 1.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups. • 1.SL.2 Ask and answer questions about key details in a text read aloud, information presented orally, or through other media. • 1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. • 1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly • 1.SL.6 Produce complete sentences when appropriate to task and situation. • 1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • 1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • 1.L.4 Choose a strategy to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content. • 1.L.5 With guidance and support, demonstrate understanding of word relationships and subtle differences in word meanings. • 1.L.6 Use words and phrases, including frequently occurring conjunctions to convey ideas precisely. 	
Differentiation/Assessment:	Classroom Management and Environment:
	What will the students be doing?

<i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion. There is collaboration in groups during Daily 5 centers.</i>	<i>To practice the various reading skills students completed:</i> <ul style="list-style-type: none"> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i> • <i>Decodable Readers</i> • <i>Writing Practices</i> • <i>Daily 5 Centers</i>
Relevance	Vocabulary	Assessments
<i>Students need these skills to comprehend text. They also need to be able to speak & listen in a group setting. Students will need to be able to respond to questions and add details in writing.</i>	<ul style="list-style-type: none"> - <i>Pronouns</i> - <i>Folktale</i> - <i>Monitor/Clarify</i> - <i>Indefinite Pronouns</i> - <i>Contractions</i> - <i>Thesaurus</i> - <i>Prefix</i> 	<i>Daily Workbook Sheets, Class Discussion, Teacher Observation, DIBELS, Writing Journals, Weekly Tests, Spelling Tests, high frequency word checklists</i>
Essential Questions: <ul style="list-style-type: none"> • <i>What does the author and illustrator do for the story?</i> • <i>What is the author's purpose for writing the story?</i> • <i>How do you visualize a story while reading?</i> • <i>Who is the narrator of the story?</i> • <i>How can you use a Thesaurus to find synonyms for a word?</i> • <i>How can you summarize the story using sequence of events?</i> • <i>What was the author's purpose for writing this story?</i> • <i>How can you retell the story using sequence of events?</i> • <i>How to do you apply cause and effect while reading a text?</i> 		

Unit: 6	Time: April-May
Standards Taught	
<ul style="list-style-type: none"> • 1.RL.1 Ask and answer questions about key details in a text. • 1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. • 1.RL.3 Describe characters, settings, and major events in a story, using key details. • 1.RL.4 Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses. • 1.RL.5 Explain major differences between common types of texts. • 1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events. • 1.RL.9 Compare and contrast the adventures and experiences of characters in stories. • 1.RL.10 By the end of the year, read and comprehend a variety of literary text. • 1.RI.2 Identify the main topic and retell key details of a text. • 1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. • 1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • 1.RI.5 Know and use various text features to locate key facts or information in a text. • 1.RI.9 Compare and contrast two texts on the same topic • 1.RF.1 Demonstrate understanding of the organization and basic features of print. • 1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • 1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. • 1.RF.4 Read with sufficient accuracy and fluency to support comprehension. • 1.W.1 Write opinion pieces • 1.W.7 Participate in shared research and writing projects. • 1.W.8 With guidance and support, use background knowledge and/or information gathered from sources to respond in writing to a question. • 1.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups. • 1.SL.2 Ask and answer questions about key details in a text read aloud, information presented orally, or through other media. • 1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. • 1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly • 1.SL.5 Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings. • 1.SL.6 Produce complete sentences when appropriate to task and situation. • 1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • 1.L.4 Choose a strategy to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content. • 1.L.5 With guidance and support, demonstrate understanding of word relationships and subtle differences in word meanings. • 1.L.6 Use words and phrases, including frequently occurring conjunctions to convey ideas precisely. 	

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion. There is collaboration in groups during Daily 5 centers.</i>	<i>To practice the various reading skills students completed:</i> <ul style="list-style-type: none"> • <i>Assignments which corresponded with the lesson.</i> • <i>Decodable Readers</i> • <i>Assessments</i> • <i>Writing Practices</i> • <i>Daily 5 Centers</i>
Relevance	Vocabulary	Assessments
<i>Students need these skills to comprehend text. They also need to be able to speak & listen in a group setting. Students will need to be able to respond to questions and add details in writing.</i>	<ul style="list-style-type: none"> - <i>Biography</i> - <i>Exclamations</i> - <i>Idioms</i> - <i>Homographs</i> - <i>Adjectives</i> - <i>Adverbs</i> 	<i>Daily Workbook Sheets, Class Discussion, Teacher Observation, DIBELS, Writing Journals, Weekly Tests, Spelling Tests, high frequency word checklists</i>
Essential Questions: <ul style="list-style-type: none"> • <i>What does the author and illustrator do for the story?</i> • <i>What is the author's purpose for writing the story?</i> • <i>What is the genre of the story?</i> • <i>How can you write using your opinion?</i> • <i>How can you compare and contrast two different stories?</i> • <i>How can you identify the different kinds of sentences?</i> • <i>How do you classify and categorize a selection of words?</i> • <i>How can you use adjectives to add details to sentences?</i> • <i>What words does the author use to describe the characters of the story?</i> • <i>How do you summarize the story by explaining the main idea and details?</i> 		