

Remember to visit your TACA from last year as you start to plan.

<p>Grade/School: 1 Unit: 1 Timeline: September 6 - October 28</p> <p> SMART Goal Learning Targets Taca Planning Reading Foundations Intervention Fluency Check Grade Level Proficiency Scales Grade Level Book Resource List Parent Communication Team Copies </p>		
<p><u>BIG IDEAS:</u></p> <p style="text-align: center; font-size: 1.5em;">The Mascot Way</p>	<p><u>ESSENTIAL QUESTIONS:</u></p> <p>What does it take to be an awesome mascot (Elk, Falcon, Timberwolf, Wildcat)?</p> <p>How will students be able to listen closely to determine what the text says explicitly?</p> <p>How will students use specific evidence from the text to support their answer?</p> <p>How will students produce clear and coherent opinion writing?</p>	
<p>STANDARDS ADDRESSED IN THIS UNIT</p>		
<p><u>Reading Literary & Informational Text</u></p> <p>1.RI.1 - Ask and answer questions about key details in a text.</p> <ul style="list-style-type: none"> • Proficiency Scale 	<p><u>Writing</u></p> <p>Getting Started - Foundational Skills</p> <p>1st Grade Writing - Foundational Skills</p>	<p><u>Speaking & Listening</u></p> <p>1.SL.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> A. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion. <ul style="list-style-type: none"> ○ Proficiency Scale
<p>LEARNING PROGRESSION</p>		

<u>Grade Below</u>	<u>Grade Above</u>
<p>K.RLI - With prompting and support, ask and answer questions about key details in a text</p> <p>K.W.1 - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>K.SL.1 -Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>	<p>2.RLI.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.W.1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section</p> <p>2.SL.1-Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>
<p><u>Common Core Essential Elements</u> None available for this grade level</p>	
<p>ELL Learning Support - Please explore this folder to support your English Language Learners</p> <p>WIDA English Language Development Standards</p>	
<p>STUDENT-FRIENDLY LEARNING TARGETS</p>	
<p>Reading Literary Reading Informational READING: K.RLI - With prompting and support, ask and answer questions about key details in a text LEARNING TARGETS FOR ASKING QUESTIONS:</p> <ul style="list-style-type: none"> ● I can think while I'm reading or listening ● I can ask a question about what I am reading ● I can identify the difference between a question answer and statement ● I can find evidence from the text ● I can support my answer ● I can use evidence to draw conclusions ● I can use evidence to make predictions 	<p style="text-align: center;"><u>ASSESSMENTS AND EVIDENCE</u></p> <p>Please read: White River School District Assessment Guidelines Supporting Learners with Special Needs - Assessment Accommodation Options</p> <p>Pre (Team Generated)</p> <p>Sight Words</p>

- I can ask and answer questions

1.RL.1 - Ask and answer questions about key details in a text.

WRITING:

Foundational Skills

[Getting Started](#) - Foundational Skills

[1st Grade Writing - Foundational Skills](#)

[Writing Rubric Unit 1](#)

SPEAKING AND LISTENING:

K.SL.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

LEARNING TARGETS FOR SPEAKING AND LISTENING:

- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- Continue a conversation through multiple exchanges
- I can answer questions about key details
- I can ask questions to have a better understanding
- I can ask questions to get more information
- I can ask questions about key details
- I can ask and answer questions about key details in a: text read aloud, video, presentation, other media

1.SL.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- A. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- C. Ask questions to clear up any confusion about the topics and texts under discussion.

Writing Baseline

CVC words

Formative Assessments (Team Generated)

Post-Assessments

Informational – [Foxes](#)

Literary – [The New Kid](#)

[Teacher Scoring](#)

[Information for Level 4 Advanced Assessment](#)

[District Fluency Checks](#)

KEY ACADEMIC VOCABULARY

sentence	question	text	detail	evidence
where	when	why	how	character
rate	fluency	purpose	expression	accuracy
passage	text			

Team SMART Goal

By the end of Unit 1 (Oct. 28th), 50% of students will be at or above fall fluency expectations of 19 wcpm as measured by fluency checks.

On-going Instruction

Reading

Ongoing:

- Reading Foundational Skills
 - Getting Started, Unit 1 and Unit 2
 - Sept. – Getting Started (First 10 days)
 - Sept. 7– 18 –We will begin “getting started” the first full week of school.
 - Sept. 21-Oct.9 Unit 1
 - Oct. 12–Oct 30- Unit 2
- Vocabulary (RL.4 and L.4 and 5)
 - [Proficiency Scale](#)
- Fluency (RF.4)
 - [Proficiency Scale](#)
- Comprehension/Text Complexity (RLI.10)
- CLOSE Reading and Text Dependent Questions (RLI.1)

Writing and Language

Ongoing:

- L - Language
 - [Proficiency Scale \(L1\)](#)
 - [Proficiency Scale \(L2\)](#)
- W.4 - organization and purpose
- W.5 – revision and editing
- W.6 – technology in writing

Speaking and Listening

Ongoing:

- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (1.SL.1)
- [Proficiency Scale](#)

Differentiated Lessons

Reading

- I can ask a question about what I am reading (start teaching this with multiple choice earlier).
- I can answer questions about key details
- I can ask questions to have a better understanding
- I can make predictions
- I can find evidence from a text
- I can identify a detail
- I can identify a key detail

Use the books below (one book per week) and follow this teaching sequence weekly:

Monday -

- Intro book, make predictions, ask questions, "I notice, I wonder" make cover on student booklet

- intro fluency passage - read to class, add to binder

Tuesday - Friday

- Continue reading/rereading book and student add to booklets daily. Some ideas for students work are:

*vocabulary

*questions

*character

*setting

*sequencing

*connections

Daily practice of fluency passage

- Highlight words you know
- Circle tricky words
- Discuss vocab words

Writing and Language

Writing Foundations

Goals: spacing, neat legible letters on a line, letter/sound phonetic spelling, words and picture match, complete sentence thoughts, multiple sentences. Move towards elaboration by asking questions: who? Where? When? Etc.

Week 1:

Pre-assessment: Draw a picture of yourself and write about it

Begin ABC books with letter writing review and practice

Drawing pictures with details and labels

First graders Here-There chant and sentence patterning chart

Week 2:

- I can sound out words
- Wow pictures
- I can draw a picture and write a sentence to match
- I can put finger spaces between my words
- Punctuation

Week 3:

- I can sound out words

<ul style="list-style-type: none"> ● Choral read ● Read to partner ● Draw a picture to show understanding ● Read to a selected audience on Friday <p><u>Fluency Passages</u></p> <p>Day 1: Read to, choral read, highlight sight words</p> <p>Day 2: echo read, circle vocab/interesting words, read to partner</p> <p>Day 3: Read to self, read to partner, read to Seesaw</p> <p>Day 4: Respond to text, rehearse</p> <p>Day 5: Perform for someone</p> <p>Fluency passages:</p> <p>September:</p> <ul style="list-style-type: none"> - First Day of School - New Friend - Gray Squirrel <p>October:</p> <ul style="list-style-type: none"> - Autumn Leaves - Pumpkin Picking <p>November</p> <ul style="list-style-type: none"> - Something Told the Wild Geese - Colors Crackle, Colors Roar - What If - Thanksgiving <p>Wordless picture books:</p> <p><u>Chalk</u> Thomson</p> <p><u>Tuesday</u> Weisner</p> <p><u>Roses Are Pink, Your Feet Really Stink</u> deGroat</p>	<ul style="list-style-type: none"> ● Wow pictures ● I can draw a picture and write a sentence to match ● I can put finger spaces between my words ● Punctuation <p>Writing Prompt Ideas</p> <p>Tell me something you did this summer.</p> <p>Something you like about school.</p> <p>What do you want to be when you grow up?</p> <p>Something you do at home.</p> <p>What do you like to do with friends?</p> <p><u>Conventions Progression Document</u></p> <p><u>Opinion Anchor Paper Set</u></p> <p><u>Opinion Rubric</u></p> <p><u>Pre Write Graphic Organizers</u></p> <p><u>Opinion writing journal</u></p> <p><u>Opinion writing pages</u></p> <p>Writing Targets:</p> <ul style="list-style-type: none"> ● I can identify facts <p><u>Fact Vs Opinion</u></p> <p><u>It's Pumpkin Time</u></p> <p><u>Pumpkin fact/ opinion</u></p> <ul style="list-style-type: none"> ● I can identify opinion <p><u>It's Pumpkin time</u> - youtube video</p> <p><u>Pumpkin fact/Opinion</u> - sort and drawing</p> <ul style="list-style-type: none"> ● I can have my own opinion <p><u>Apples by Gail Gibbons</u> - youtube video</p> <p><u>Apple facts/opinion</u></p> <ul style="list-style-type: none"> ● I can support my opinion with reasons/ evidence <p><u>Candy Corn Video</u> - Do you like candy corn?</p>	
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<p>Zoom Banyai</p> <p>Pool Lee</p> <p>The Lion and the Mouse Pinkney</p> <p>The Girl and the Bicycle Pett</p> <p>The Boy and the Airplane Pett</p> <p>Deep in the Forest Turkle</p> <p>Circle of Friends Carmi</p> <p>A Boy, a Dog, and a Frog Mayer</p> <p>Sidewalk Flowers Lawson</p> <p>Colors Felix</p> <p>A Ball for Daisy Raschka</p> <p>Fox's Garden Camcam</p> <p>Flora the Flamingo Idle</p> <p>The Lion and the Bird Dubuc</p> <p>Flashlight Boyd</p> <p>Pancakes for Breakfast dePaola</p> <p>Kevin Henkes books</p> <p>First day of school books:</p> <p>First Day Jitters Danneberg</p> <p>Monsters Love School Austin</p> <p>Pete the Cat Rocking in my School Shoes</p> <p>Litwin</p> <p>First Grade, Here I Come! Carlson</p> <p>If You Take a Mouse to School Numeroff</p>	<p>Good lesson on word choice</p> <p>Candy corn guy - art project</p> <p>Graphic Organizer</p> <ul style="list-style-type: none"> • I can write my opinion • I can support my opinion with closure • I can write an opinion piece and state my opinion, supply a reason and provide closure <p>Sentence Starters- for introduction, reasons and conclusion</p> <p>Writing Strategies Book:</p> <p>Other Resources:</p> <p>Duck Rabbit Rosenthal and Lichtenheld</p> <p>Head: - for Duck Rabbit art</p> <p>Writing template</p> <p>Completed project</p> <p>Cats vs. Dogs Carney</p> <p>What if You Had Animal Teeth? Markle</p> <p>Talk, Oscar, Please! Orloff</p> <p>Hey, Little Ant Hoose</p> <p>Me First Lester</p> <p>Click Clack Moo Cronin</p> <p>Giggle, Giggle, Quack Cronin</p> <p>The Big Orange Splot Pinkwater</p> <ul style="list-style-type: none"> • Glad Chant (here there chant) <p>Picture</p> <p>Cats here, cats there</p> <p>Cats, cats, everywhere</p> <p>Fluffy cats purring</p> <p>Playful cats pouncing</p> <p>Curious cats chasing</p>	
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	<p><u>And lazy cats napping</u></p> <p><u>Cats under beds</u> <u>Cats up in the trees</u> <u>Cats on fences</u> <u>And cats in the neighborhood</u></p> <p><u>Cats here, cats there</u> <u>Cats, cats, everywhere</u> <u>Cats, cats, cats!</u></p> <p><u>Sentence Patterning chart - cats</u></p> <p><u>Dogs here, dogs there</u> <u>Dogs, dogs everywhere</u></p> <p><u>Furry dogs shedding</u> <u>Slobbery dogs drooling</u> <u>Energetic dogs running after frisbees</u> <u>And service dogs helping people</u></p> <p><u>Dogs around the farm</u> <u>Dogs in the backyard</u> <u>Dogs at the park</u> <u>Dogs under feet</u></p> <p><u>Dogs here, dogs there</u> <u>Dogs, dogs everywhere</u> <u>Dogs, dogs dogs!!</u></p> <ul style="list-style-type: none">● <u>Use GLAD map of landmarks</u>	
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Additional Unit Resources

Writing and Language

- [Conventions Progression Document](#)

- [Opinion Anchor Paper Set](#)
- [Opinion Rubric](#)
- [Pre Write Graphic Organizers](#)

[Fact opinion tracy videos](#)

[Question tracy videos](#)

[Distant Learning Weekly Planning Template](#)

Monthly Plans

September

Monday	Tuesday	Wednesday	Thursday	Friday
29 No School Weekly Plans 9/1/22 22 Team Meeting Notes	30 No School	31 No School	1 First Day Ranger Hike	2
5 No School Weekly Plans 9/5/22 Team Time Agenda	6	7	8	9
12 Weekly Plans 9/12/22 AimsWeb Assessments	13	14	15	16
19 Weekly Plans 9/19/22	20 Staff Meeting 3:45-4:45	21nu	22	23

26 Weekly Plans 9/26/22	27 7:40 RTI Meeting 12:05-1:20 TOSA Vision testing	28 10:05 Fire Drill	29	30 Ranger Way Assembly
October				
Monday	Tuesday	Wednesday	Thursday	Friday
3 Weekly Plans 10/3/22	4	5	6 Picture Day Math Unit 2 Pre	7 Literary Formative
10 Weekly Plans 10/10/22 Team Time Agenda	11 Staff Meeting 3:45-5:15	12 Dental Day	13 Literary Post Assessment	14 No Students PD day
17 Weekly Plans 10/17/22 Team Time Agenda	18	19	20 10:22 Great Shakeout Drill	21 Informational Formative Writing Formative
24 Weekly Plans 10/24/22 Team Time Agenda	25 Fluency Check - "Which Cat Is It?" Staff Meeting 3:45- 4:45	26 Math Formative	27 Informational Post Assessment	28 End of Unit 1 ELA Level 4 assessment
31 Weekly plans 10/31	1	2	3	4

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Intervention Plan

<p><u>Intensive</u></p> <ul style="list-style-type: none"> ● We do ● Reading Mastery (not good for ELL) ● Phonemic Awareness (Heggerty) if needed <p style="text-align: center;"> Reading Groups 1st Grade Fluency data </p>	<p><u>Strategic</u></p> <ul style="list-style-type: none"> ● List words ● Read Well 	<p><u>Extensions</u></p> <ul style="list-style-type: none"> ● Come up with more words ● Apply them in a sentence ● Write multiple sentences ● Fluent phrasing ● Comprehension questions <p><u>Book Study</u></p> <ul style="list-style-type: none"> ● Close reads with meatier books ● Read Naturally
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Oral Fluency Benchmarks

Fall	Winter	Spring
<p>3 = 19+</p> <p>2 = 12-18</p> <p>1 = 0-11</p>	<p>3 = 36+</p> <p>2 = 23-35</p> <p>1 = 0-22</p>	<p>3 = 51+</p> <p>2 = 31-50</p> <p>1 = 0-30</p>

Reflection Notes

Notes for ELA TACA 9/12:

Intervention: Provide highlighter support to help with students not writing
 Provide sound stretching for students with sounding out words.

Lee - Lucian, Cole, Declan
 Boswell - Addy, Rylan, Lucas, Mckenna
 Huffman - Brantley, Raylynn, Marley, Tristan, Ronan
 Joyce - Veronika, Damien

Whole group instruction: GLAD sentence patterning chart
Extension: "Tell me more" - add more details. Start using transition words.