

# Rhode School District 84.5

## Grade 1: ReadyGen Reading Curriculum Guide

Unit 1	Module	Essential Questions	Enduring Understandings	Goals	Priority CCSS	Assessments	Text Set	Resources	Foundational Skills
1	A (13 Lessons)  <i>Connecting to Our World</i>	How do readers know what makes a good retelling?	Readers understand that they improve their comprehension by identifying story elements. Learners understand that living things depend on one another.	Readers will retell stories, including key details.  Learners will recognize that there are relationships among other living things.	RL.1.2: Retell stories, including key details, and demonstrate understandings of their central message or lesson.  RF.1.3: Know and apply grade level phonics and word analysis skills in decoding words.	Performance Based Assessment: *Draw or write to retell the beginning, middle, and end of events of the story in which they happened.  *Use at least 2 key details from the story to support your answer.	Stellaluna (Anchor Text)  “Dragons and Giants” from Frog and Toad Together (Supporting Text-Text Collection)  How Polar Bears Hunt (Sleuth) A New Family (Sleuth)  “Batty” (Poetry-Text Collection) “The Little Birds” (Poetry - Text Collection)	Scaffolded Strategies Handbook: Part 1 Unlock the Text (Pages 8-19): Part 4-Unlock Language Learning (Pages 390-393)  Online Resources  Ready-Up Intervention	Consonants: m /m/, t /t/, c /k/, p /p/, n /n/, f /f/, b /b/, g /g/  Short Vowels a /a/, i /i/
1	B (12 Lessons)  <i>Connecting to Our World</i>	How do features in informational texts help readers understand the main topic?	Readers understand that informational texts have features that help them determine main topics.  Learners understand that living things have certain behaviors that shape them and allow them to survive.	Readers will use features of informational texts to better comprehend what they read.  Learners will identify behaviors and relationships	RI.1.2: Identify the main topic and retell key detail in a text.  RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries,	Optional Foundations Skills Check Progress-(Pages FS26-FS29)  End-of-Unit Assessment (Assessment Book Teacher’s Manual pages T77-T81)	Time to Sleep (Anchor Text)  What Do You Do With a Tail Like This? (Supporting Text-Text Collection)	Scaffolded Strategies Handbook: Part 1 Unlock the Text (Pages 20-28): Part 4-Unlock Language Learning	Consonants: d /d/, l /l/, h /h/, r /r/, w /w/, j /j/, k /k/, v /v/, y /y/, z /z/, qu /kw/  Short Vowel: o /o/, e /e/, u /u/

				that help animals survive.	electronic menus, icons) to locate key facts of information in a text		A Happy Ending (Sleuth)  "The Elephant" (Poetry-Text Collection) "The Catterpillar" (Poetry-Text Collection)	(Pages 395-398)  Online Resources  Ready-Up Intervention	
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Unit 2	Module	Essential Questions	Enduring Understandings	Goals	Priority CCSS	Assessments	Text Set	Resources	Foundational Skills
2	A (13 Lessons)  <i>Becoming a Classroom Citizen</i>	How do readers retell text to demonstrate understanding of the central message?	Readers understand that key details help them determine the central message in a text.  Learners understand that citizenship begin with becoming a contributing member of a classroom community.	Readers will retell stories and demonstrate understanding of the central message.  Learners will identify ways in which children contribute to a classroom community.	RL.1.2: Retell stories, including key details, and demonstrate understandings of their central message or lesson.	Performance-Based Assessment: *Choose Katie Sue or Tillie. Describe her using details from the story. *Describe the setting use two details from the text. *What is the lesson your character learned? Support your evidence from the story.	A Fine, Fine School (Anchor Text-Text Collections)  The Recess Queen (Supporting Text-Text Collections)  "At the Rodeo" (Sleuth) *"Children's Day" (Sleuth)  "School Bus" (Poetry-Text Collection) "Countdown to Recess"	Scaffolded Strategies Handbook: Part 1 Unlock the Text (Pages 36-44): Part 4-Unlock Language Learning (Pages 403-407)  Online Resources  Ready-Up Intervention	Short a /a/ Consonant Pattern-ck Short I /i/ Consonant Pattern x /ks/ Plural -s; Consonant s /z/

							(Poetry-Text Collection)		
2	<b>B</b> (12 Lessons)  <i>Becoming a Classroom Citizen</i>	How do readers use illustrations and details in literary and informational text?	Readers understand that illustrations and details in a text help them identify the main idea or central message.  Learners understand that we are all connected to people beyond our own communities.	Readers will use key details and illustrations in text to help them identify the main idea or central message.	RI.1.2: Identify the main topic and retell key detail in a text.	Optional-Foundations Skills Check Progress-(Pages FS26-FS29)  End-of-Unit Assessment (Assessment Book Teacher’s Manual pages T82-T86)	Far From Home (Anchor Text)  Going to School (Supporting Text)  “Pizza, Pizza Everywhere” (Sleuth)  “Crayons” (Poetry) “Numbers” (Poetry)	Scaffolded Strategies Handbook: Part 1 Unlock the Text (Pages 50-58): Part 4-Unlock Language Learning (Pages 403-407)  Online Resources  Ready-Up Intervention	Inflected Ending -s Inflected Ending -ing Initial Consonant Blends Short u /u/ Final Consonant Blends

Unit 3	Module	Essential Questions	Enduring Understandings	Goals	Priority CCSS	Assessments	Text Set	Resources	Foundational Skills
3	<b>A</b> (13 Lessons)  <i>Making Choices</i>	How do readers recognize the sequence of events in a story?	Readers understand they can learn lessons through the characters and events in a story.  Learners understand that people choose to use their resources to get what they want and need.	Readers will retell stories in an appropriate sequence and demonstrate understanding of the stories’ lessons.  Learners will understand that people make choices about spending money.	RL.1.3: Describe characters, setting, and major events in a story using key details.	Performance-Based Assessment: *Choose one of the stories read (Winner’s Choice or Hunter’s Money Jar). *Discuss what the characters decided to do with their money. *Cite key detail from the story to	The Winner’s Choice (Anchor Text)  Hunter’s Money Jar (Supporting Text)  “Are You My Kitten?” (Sleuth)	Scaffolded Strategies Handbook: Part 1 Unlock the Text (Pages 64-79): Part 4-Unlock Language Learning (Pages 416-420)	Consonant Digraphs sh, th Vowel Sound in ball: al, a Long a (CVCe) Consonants c /s/, g /j/ Long i (CVCe) Consonant Digraphs wh, ch, tch, ph

						support your answer.	“Cook up a Surprise” (Sleuth)  “My Lemonade Stand” (Poetry-Text Collection) “Mud Pies a Penny” (Poetry-Text Collection)	Online Resources  Ready-Up Intervention	
3	<b>B</b> (12 Lessons)  <i>Making Choices</i>	How can readers use the details in a text to identify the reasons that support an author’s points?	Readers understand that the details in a text support the author’s main points.  Learners understand that people make decisions about how to spend what they earn.	Readers will state and explain the reasons an author gives to support points in a text.  Learners will understand that people make decisions by considering choices.	RI.1.8: Identify the reasons an author gives to support points in a text.	Optional-Foundations Skills Check Progress-(Pages FS26-FS29)  End-of-Unit Assessment (Assessment Book Teacher’s Manual pages T91-T92)	Good and Service (Anchor Text)  Supermarket (Supporting Text-Text Collection)  “Help Yourself and Others” (Sleuth)  “Food” (Poetry-Text Collection) “To Market, To Market” (Poetry- Text Collection)	Scaffolded Strategies Handbook: Part 1 Unlock the Text (Pages 80-93): Part 4-Unlock Language Learning (Pages 421-428)  Online Resources  Ready-Up Intervention	Long o (CVCe) Contractions Long u (CVCe) Inflected Ending -ed Long e: e,ee Syllables VC/CV

Unit	Module	Essential Questions	Enduring Understandings	Goals	Priority CCSS	Assessments	Text Set	Resources	Foundational Skills
4	<b>A</b> (13 Lessons) <i>Planting for the Future</i>	How do readers identify who is telling the story?	Readers understand who is telling a story and how that shapes the story.	Readers will identify who is telling the story.	RL.1.1: Ask and answer questions about key details in a text.	Performance-Based Assessment: *Choose either the main character from Arbor Day	Arbor Say (Anchor Text)	Scaffolded Strategies Handbook: Part 1 Unlock the	Vowel Sounds y Syllable Patterns ng, nk Compound Words

			Learners understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation.	Learners will understand how traditions and lessons are passed on from generation to generation.		Square OR form The Family Tree. *Tell the meaning of the importance of the tree in the story you picked. Use at least one key detail from the story to support your answer. What is the role the tree plays in the life of the main character? Use one key detail from the story to support your answer.	The Family Tree (Supporting Text)  A Mentor for James (Sleuth) Let's Build a Park (Sleuth)  "Garden Tip" (Poetry-Text Collection)	Text (Pages 95-109): Part 4-Unlock Language Learning (Pages 429-433)  Online Resources  Ready-Up Intervention	Inflected Ending -es and Plural -es r-Controlled or, ore
4	<b>B</b> (12 Lessons)  <i>Planting for the Future</i>	How do readers make connections between ideas and information?	Readers understand the connection between multiple pieces of information in a text.  Learners understand that living things grow over time and that each part of an organism contributes to this process.	Readers will describe the connection between two facts in an informational text.  Learners will identify what is necessary for the growth of living things.	RI.1.3: Describe characters, setting, and major events using key details.	Optional-Foundations Skills Check Progress-(Pages FS26-FS29)  End-of-Unit Assessment (Assessment Book Teacher's Manual pages T94-T96)	The Life Cycle of an Apple Tree (Text Collection)  How a Seed Grows (Supporting Text)  "Dancing in the Breeze" (Poetry-Text Collection) "Zucchini" Poetry-Text Collection)	Scaffolded Strategies Handbook: Part 1 Unlock the Text (Pages 110-123): Part 4-Unlock Language Learning (Pages 434-439)  Online Resources  Ready-Up Intervention	Adding Endings -ed, -ing Controlled ar, er, ir, ur, Controlled 's, 've, 're Comparative Endings-er, -est Consonant Pattern dge /j/

Unit 5	Module	Essential Questions	Enduring Understandings	Goals	Priority CCSS	Assessments	Text Set	Resources	Foundational Skills
5	<b>A</b> (13 Lessons)  <i>Observing Messages of the Natural World</i>	How do readers use describing words and key details to understand text?	<p>Readers understand that sensory details in literacy texts can provide descriptions, and facts and details in informational texts can convey information.</p> <p>Learners understand that observations of the natural world can help us learn about humans.</p>	<p>Readers will identify the describing words, phrases, and key details in various texts.</p> <p>Learners will understand how to compare messages about the natural world from both literary and informational texts.</p>	<p>RI.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to senses.</p> <p>RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>Performance-Based Assessment: *Think about what you learned in Let's Visit the Moon (Pages 26-27). *Look at page 7 of King Kafu and the Moon. What does he see? Use 2 details from the story that show the sense of sight. *What can you figure out about why the moon looks big and bright and round? Use 2 pieces of evidence from the story to support your answer.</p>	<p>King Kafu and the Moon (Anchor Text-Trade Book)</p> <p>Let's Visit the Moon (Supporting Text-Text Collection)</p> <p>Look Out for Wildlife (Sleuth)</p> <p>Is Your Polar Bear Happy? (Sleuth)</p> <p>"Running Moon" (Poetry-Text Collection)</p> <p>"Last Song" (Poetry-Text Collection)</p> <p>"Sleeping Outdoors" (Poetry-Text Collection)</p>	<p>Scaffolded Strategies Handbook: Part 1 Unlock the Text (Pages 126-139): Part 4- Unlock Language Learning (Pages 442-446)</p> <p>Online Resources</p> <p>Ready-Up Intervention</p>	<p>Vowel Digraphs ai, ay, oa, ow Singular and Plural Possessives Adding Endings Three-Letter Consonant Blends</p>
5	<b>B</b> (12 Lessons)  <i>Observing Messages of</i>	How do readers read to find answers to questions?	Readers understand that facts, details, and features in informational texts	Readers will use facts and details found in informational texts	RI.1.1: Ask and answer questions about key details in a text.	Optional-Foundations Skills Check Progress-(Pages FS26-FS29)	Our World in Space: Planets (Anchor Text-Trade Book)	Scaffolded Strategies Handbook: Part 1 Unlock the	Vowel Digraphs ie, igh, ue, ew, ui

	<i>the Natural World</i>		enable them to find answers to questions.  Learners understand that observation and prediction help us to discover information about the world.	to find answers to questions.  Learners will understand how to use observations and new learning to make predictions about our solar system.		End-of-Unit Assessment (Assessment Book Teacher’s Manual pages T97-T98)	The Sun (Supporting Text-Trade Book) “Finding a Voice” (Sleuth)  “Sun” (Poetry-Text Collection) “A Circle of Sun” (Poetry-Text Collection) “Snowflakes” (Poetry-Text Collection)	Text (Pages 140-153): Part 4-Unlock Language Learning (Pages 447-451)  Online Resources  Ready-Up Intervention	Consonant Patterns kn /n/, wr /r/ Compound Words Suffixes -ly, -ful Vowel Sound in moon
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Unit 6	Module	Essential Questions	Enduring Understandings	Goals	Priority CCSS	Assessments	Text Set	Resources	Foundational Skills
6	A (13 Lessons)  <i>Celebrating Diversity</i>	How do readers use illustrations and key details to understand texts?  How can readers learn about life lessons in literary and informational texts?	Readers understand that both literary and informational text can convey lessons about life.  Learners understand that the United States is a special country because of the diversity of the people.	Readers will examine literary and informational texts to determine life lessons.  Learners will understand the rich diversity in the United States.	RL.1.2: Retell stories, including key details, and demonstrate understandings of their central message or lesson.  RI.1.2: Identify the main topic and retell key detail in a text.	Performance-Based Assessment: *What do you think it means to be part of America? Give 2 reasons to support your answer. *Choose a student (Ama. Raul, Britta, Suhe, Josph, Miyu) from Mr. Tucker’s class. *How do you think the student would react to	One Classroom, Many Cultures (Anchor Text)  A Picnic in October (Supporting Text-Text Collection)  “A Horse Named Chester” (Sleuth) “Welcome to Pilsen” (Sleuth)  “Statue of Liberty”	Scaffolded Strategies Handbook: Part 1 Unlock the Text (Pages 156-169): Part 4-Unlock Language Learning (Pages 455-459)  Online Resources  Ready-Up Intervention	Diphthongs ow, ou, Final Syllable -le Vowel Patterns ou, ow Syllables V/CV, VC/V Vowel Sound in foot Adding Endings

