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| **Content Area** | Reading, Writing, and Communicating | | | **Grade Level** | 1st 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 |
| 1. Verbal and nonverbal language is used to express and receive information | | | | | | RWC10-GR.1-S.1-GLE.2 |
| 1. Identifying and manipulating phonemes in spoken words allow people to understand the meaning of speech | | | | | | RWC10-GR.1-S.1-GLE.2 |
| 1. 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 |
| 1. Comprehending and fluently reading a variety of informational texts are the beginning traits of readers | | | | | | RWC10-GR.1-S.2-GLE.2 |
| 1. Decoding words require the application of alphabetic principles, letter sounds, and letter combinations | | | | | | RWC10-GR.1-S.2-GLE.3 |
| 1. Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read | | | | | | RWC10-GR.1-S.2-GLE.4 |
| 1. Writing and Composition | 1. Exploring the writing process develops ideas for writing texts that carry meaning | | | | | | RWC10-GR.1-S.3-GLE.1 |
| 1. Appropriate spelling, conventions, and grammar are applied when writing | | | | | | RWC10-GR.1-S.3-GLE.2 |
| 1. Research and Reasoning | 1. A variety of resources leads to locating information and answering questions of interest | | | | | | RWC10-GR.1-S.4-GLE.1 |
| 1. Purpose, information, and questions about an issue are essential steps in early research | | | | | | RWC10-GR.1-S.4-GLE.2 |
| **Colorado 21st Century Skills** | | **Common Core Reading Foundational Standards** | | | | | |
| **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* | | **Print Concepts:** [CCSS: RF.1.1](http://www.corestandards.org/ELA-Literacy/RF/1/1/) Demonstrate understanding of the organization and basic features of print.  [CCSS: RF.1.1a](http://www.corestandards.org/ELA-Literacy/RF/1/1/a/) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  **Phonological Awareness:** [CCSS: RF.1.2](http://www.corestandards.org/ELA-Literacy/RF/1/2/) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  [CCSS: RF.1.2a](http://www.corestandards.org/ELA-Literacy/RF/1/2/a/) Distinguish long from short vowel sounds in spoken single-syllable words.  [CCSS: RF.1.2b](http://www.corestandards.org/ELA-Literacy/RF/1/2/b/) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  [CCSS: RF.1.2c](http://www.corestandards.org/ELA-Literacy/RF/1/2/c/) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  [CCSS: RF.1.2d](http://www.corestandards.org/ELA-Literacy/RF/1/2/d/) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  **Phonics and Word Recognition:** [CCSS: RF.1.3](http://www.corestandards.org/ELA-Literacy/RF/1/3/) Know and apply grade-level phonics and word analysis skills in decoding words.  [CCSS: RF.1.3a](http://www.corestandards.org/ELA-Literacy/RF/1/3/a/) Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).  [CCSS: RF.1.3b](http://www.corestandards.org/ELA-Literacy/RF/1/3/b/) Decode regularly spelled one-syllable words.  [CCSS: RF.1.3c](http://www.corestandards.org/ELA-Literacy/RF/1/3/c/) Know final -e and common vowel team conventions for representing long vowel sounds.  [CCSS: RF.1.3d](http://www.corestandards.org/ELA-Literacy/RF/1/3/d/) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  [CCSS: RF.1.3e](http://www.corestandards.org/ELA-Literacy/RF/1/3/e/) Decode two-syllable words following basic patterns by breaking the words into syllables.  [CCSS: RF.1.3f](http://www.corestandards.org/ELA-Literacy/RF/1/3/f/) Read words with inflectional endings.  [CCSS: RF.1.3g](http://www.corestandards.org/ELA-Literacy/RF/1/3/g/) Recognize and read grade-appropriate irregularly spelled words.  **Fluency:** [CCSS: RF.1.4](http://www.corestandards.org/ELA-Literacy/RF/1/4/) Read with sufficient accuracy and fluency to support comprehension.  [CCSS: RF.1.4a](http://www.corestandards.org/ELA-Literacy/RF/1/4/a/) Read grade-level text with purpose and understanding.  [CCSS: RF.1.4b](http://www.corestandards.org/ELA-Literacy/RF/1/4/b/) Read grade-level text orally with accuracy, appropriate rate, and expression.  [CCSS: RF.1.4c](http://www.corestandards.org/ELA-Literacy/RF/1/4/c/) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | | | | |
| **Unit Titles** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
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| **Unit Title** |  | | | | **Length of Unit** |  | | |
| **Focusing Lens(es)** |  | **Standards and Grade Level Expectations Addressed in this Unit** | |  | | | |  |
| **Inquiry Questions (Engaging- Debatable):** |  | | | | | | | |
| **Unit Strands** |  | | | | | | | |
| **Concepts** | **In content:** | | **In reading:** | | | | **In writing:** | |
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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
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| **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: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | |  |
| **Academic Vocabulary:** |  | |
| **Technical Vocabulary:** |  | |