

Module 1

1st Grade Curriculum Map Literacy and Integrated Content

MODULE 1 SUMMARY

A World of Books harnesses Grade 1 students' inherent desire to read and learn. With each new text, students construct more knowledge and collect more evidence about how and why children everywhere read in order to answer the Essential Question: How do books change lives around the world?

Students share their knowledge through the End-of-Module (EOM) Task: an original narrative story about a character that is changed in some way by books. Each student designs a cover page for this narrative inspired by Museum ABC, showing four characters reading joyfully—B is for Books! With this new perspective, the instruction that students encounter in subsequent modules and years of study will be richer because of their enduring understanding about the power of a book.

MODULE LEARNING GOALS

KNOWLEDGE GOALS

- Describe how books can change the lives of people around the world.
- Identify and describe how people in different places get books.
- Appreciate the people that dedicate their lives to helping others access books.
- Identify and explain the elements of a story and how those elements contribute to the joy of reading.

READING GOALS

- Ask and answer questions about key details in literary texts and informational texts on books and reading. **(RL.1.1, RI.1.1)**
- Retell and describe stories through the lenses of character, setting, and major events, using key details. **(RL.1.2, RL.1.3)**
- Use illustrations and details in a text to describe its key ideas. **(RL.1.7)**

WRITING GOALS

- Write short narrative summaries with increasing independence, using key details from stories. **(W.1.3)**
- Write an original narrative about how books changed the life of a character that recounts appropriately sequenced events with some detail. **(W.1.3)**
- Strengthen writing by adding details in response to questions and suggestions from teachers and peers. **(W.1.5)**

SPEAKING AND LISTENING GOALS

- Respond to what others say by listening carefully and building on their thoughts in collaborative conversations. **(SL.1.1.b)**
- Notice pauses in conversations and use them to decide when to speak and when to listen. **(SL.1.1.a)**

LANGUAGE GOALS

- Produce and expand complete sentences including ending punctuation. **(L.1.2.b)**
- Use frequently occurring nouns and adjectives in speaking and writing. **(L.1.1.c, L.1.1.f)**
- Determine the meanings and deepen understanding of unknown words and phrases encountered in module texts. **(L.1.4)**

CORE TEXTS

- **Picture Books, Literary**
- Tomás and the Library Lady, Pat Mora and Raul Colón
- Waiting for the Biblioburro, Monica Brown and John Parra
- That Book Woman, Heather Henson and David Small
- Green Eggs and Ham, Dr. Seuss
- **Picture Books, Informational**

SUPPLEMENTARY TEXTS

- Almanac**
- [The Old Farmer's Almanac](#)
- Videos**
- [“CNN Heroes: Luis Soriano.” CNN](#)
- [“Pack Horse Librarians.” SLIS Storytelling](#)
- Websites**

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| <ul style="list-style-type: none"> • <u>Museum ABC</u>, The Metropolitan Museum of Art • <u>My Librarian Is a Camel</u>, Margriet Ruurs | <ul style="list-style-type: none"> • "ASL Sign for: yes." American Sign Language Dictionary • "ASL Sign for: no." American Sign Language Dictionary • "ASL Sign for: same." American Sign Language Dictionary |
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TRANSFER GOALS
MODULE 1

Transfer Goals highlight the effective use of understanding, knowledge and skill that we want students to be able to do when they confront new challenges, both in and out of school. It is the ability to transfer learning independently in not just one setting but varied real-world situations.

| KNOWLEDGE | READING | WRITING | SPEAKING/LISTENING | LANGUAGE |
|---|---|---|--|--|
| Students will be able to independently transfer their learning to: Understand the power of words and the knowledge of how books can positively and irrevocably change lives. | Students will be able to independently transfer their learning to: Ask and answer questions and seek answers through critical analysis of both literary and informational text. Using visuals as an important vehicle for understanding text more deeply. | Students will be able to independently transfer their learning to: Write narrative texts in different formats to examine and convey ideas. | Students will be able to independently transfer their learning to: Engage in collaborative discussions appropriate to task, audience, and purpose with diverse partners to express, develop, and refine thinking. | Students will be able to independently transfer their learning to: Use language and conventions strategically and capably appropriate to task, purpose, and audience. |

MODULE 1
LESSONS 1-6

ESSENTIAL QUESTION: How do books change lives around the world?

WRITING: Narrative

FOCUS QUESTION: *How do library books change life for Tomas?*

STAGE 1-DESIRED RESULTS

FOCUS STANDARDS are explicitly taught and practiced throughout the module. **SUPPORTING STANDARDS** are practiced throughout the module due to their alignment with the study of a particular text but not necessarily explicitly taught. **CONTINUING STANDARDS** are taught across modules and not listed as focus standards for any particular module. Standards denoted with the asterisk (*) symbol represent the focus standards.

| READING STANDARDS | WRITING STANDARDS | SPEAKING/LISTENING STANDARDS | LANGUAGE STANDARDS |
|---|---|---|---|
| READING LITERATURE: RL.1.2* Retell stories, including key details and demonstrate understanding of their central message or less on. | W.1.3* Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal | SL.1.1.a* Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. Follow | L.1.1.b* Use common, proper and singular possessive nouns. L.1.2.b* Use end punctuation for sentences. |

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| <p>RL.1.3* Describe characters, settings, and major events in a story, using key details. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> | <p>words to signal event order, and provide of closure. W.1.8 With guidance and support form adults, recall information from experiences or gather information provided sources to answer a question.</p> | <p>agreed-upon rules for discussions.</p> | <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p> |
| <p style="text-align: center;">STUDENT FRIENDLY LANGUAGE READING I can....</p> <p>RL.1.1 I can ask questions about what I read. I can answer questions about what I read. I can find details in a text. RL.1.2 I can retell a story in my own words. I can tell who is in the story. I can tell where and when the story took place. I can tell what the problem of the story is and if was solved. I can tell why the author wrote the story. RL.1.3 I can tell the setting of the story. I can tell the characters of the story. I can tell the major events of the story. I can tell the key details of the story. RL.1.7 I can use illustrations to tell about the important parts of a book. I can use details in a text to tell about the important parts of a book.</p> | <p style="text-align: center;">STUDENT FRIENDLY LANGUAGE WRITING I can....</p> <p>W.1.3 I can write a story with two or more events in order. I can add details to my story. I can use words that indicate what happened at the beginning, middle, and end. I can write a story with a beginning, middle, and end. W.1.8 I can remember details from things I have done in the past. I can use past experiences to answer questions. I can decide which details are important, with help. I can find information to answer questions, with help.</p> | <p style="text-align: center;">STUDENT FRIENDLY LANGUAGE SPEAKING/LISTENING I can....</p> <p>SL.1.1.a I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening.</p> | <p style="text-align: center;">STUDENT FRIENDLY LANGUAGE LANGUAGE I can....</p> <p>L.1.1.b I can use common, proper, and possessive nouns when I write and speak. L.1.2.b I can use punctuation at the end of my sentences. L.1.6 I can use words and phrases from conversations. I can use words and phrases from reading and being read to. I can use words and phrases when talking about texts. I can use conjunctions (such, as, because, or, and) to show relationships.</p> |
| <p><u>ELP STANDARDS</u> The ELP Standards highlight what students do with language to accomplish content-specific tasks and language forms (vocabulary, Style and Conventions, and discourse) which are needed by ELLs as they develop competence in the practices associated with English language arts. ELP Standards - 1st Grade Correspondence</p> | | | |

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STAGE 2---ASSESSMENT EVIDENCE---REQUIRED

Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module **FOCUS STANDARDS**. It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned

Lesson 4

FOCUS QUESTION TASK 1

Write and draw to retell the story of *Tomás and the Library Lady*, including character, setting, and problem/resolution.

[FQT 1](#)

END OF MODULE TASK

Write and illustrate a narrative about a character whose life has changed because of books.

Be sure to include:

- Characters.
- Setting from *My Librarian Is a Camel*.
- A problem (the character doesn't have books).
- The resolution to the problem (using the method for getting books from that country).

Make sure each page includes:

- Complete sentences that begin with a capital letter and end with a punctuation mark.
- Capitals at the beginning of proper nouns (names and countries).
- Illustrations to match the words on each page.

[EOM Task](#)

This assessment should be completed by the end of Module 1.

Answer Keys and Rubrics:

[Lessons 1–6: Focusing Question Task 1](#)

STAGE 3—LEARNING ACTIVITIES

MODULE 1

LESSONS 1-6

ESSENTIAL QUESTION: How do books change lives around the world?

WRITING: Narrative

FOCUS QUESTION: *How do library books change life for Tomás?*

SMALL GROUP/INDEPENDENT/LITERATURE DISCUSSION GROUPS

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| Decodable text in K-2 (Geodes). | Tier 2 for students who need a “double-dose” of Foundations. | Small group reading with appropriate text based on student need. | Extended independent reading from Appendix D of each Wit and Wisdom Module unit topics. |
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| LESSON & ASSESSMENTS | LEARNING GOALS & STANDARDS | TEXT | CONTENT FRAMING QUESTIONS READING | CRAFT QUESTIONS WRITING | DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS |
|--|--|---|---|---|--|
| <p style="text-align: center;">L1</p> <p style="text-align: center;">Lesson at a Glance TE p. 18</p> | <p>Generate and answer questions about <i>Tomás and the Library Lady</i>, using key details from the text. (RL.1.1, RL.1.7)</p> <p>Identify and generate commons. (L.1.1.b)</p> | <p><i>Tomas and the Library Lady</i> <i>Museum ABC</i></p> | <p>Wonder: What do I notice and wonder about <i>Tomas and the Library Lady</i>?</p> <p>Handout 1A Notice and Wonder</p> <p>Launch TE pp. 20-21 Learn TE pp. 21-24 Land TE p. 25 Wrap TE p. 26</p> | | <p>Deep Dive: Vocabulary Common Nouns</p> <p>Experiment: What are nouns?</p> <p>Launch TE p. 27 Learn TE pp. 27-28 Land TE p. 28</p> |
| <p style="text-align: center;">L2</p> <p style="text-align: center;">Lesson at a Glance TE p. 30</p> | <p>Retell <i>Tomás and the Library Lady</i>, including key details about characters. (RL.1.2)</p> <p>Answer and ask questions about key vocabulary in <i>Tomas and the Library Lady</i>. (L.1.6)</p> | <p><i>Tomas and the Library Lady</i>, <i>Museum ABC</i></p> | <p>Organize: What happenings in <i>Tomas and the Library Lady</i>?</p> <p>Launch TE pp. 32-33 Learn TE pp. 33-36 Land TE p. 37 Wrap TE p. 37</p> | <p>Examine: Why is it important to use Sentence Frames in speaking and writing?</p> | <p>Deep Dive: Vocabulary Ask and Answer Questions about Vocabulary</p> <p>Vocabulary: character, storyteller, borrow, eager</p> <p>Launch TE p. 38 Learn TE pp. 38-39 Land TE p. 40</p> |
| <p style="text-align: center;">L3</p> <p style="text-align: center;">Lesson at a Glance TE p. 42</p> | <p>Retell <i>Tomás and the Library Lady</i>, including key details about setting. (RL.1.2)</p> <p>Identify and generate common nouns. (L.1.1.b)</p> | <p><i>Tomas and the Library Lady</i>, <i>Museum ABC</i></p> | <p>Organize: What's happening in <i>Tomas and the Library Lady</i>?</p> <p>Launch TE p. 44 Learn TE pp. 45-48 Land TE p. 49 Wrap TE p. 49</p> | <p>Experiment: How does using Sentence Frames in speaking and writing?</p> <p>Handout 3A Sentence Frames</p> | <p>Deep Dive: Style and Conventions Finding Common Nouns</p> <p>Experiment: What do nouns tell us about the setting?</p> <p>Handout 3B Nouns</p> |

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| LESSON & ASSESSMENTS | LEARNING GOALS & STANDARDS | TEXT | CONTENT FRAMING QUESTIONS READING | CRAFT QUESTIONS WRITING | DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS |
|--|--|---|---|--|---|
| | | | | | Vocabulary: setting |
| <p style="text-align: center;">L4</p> <p style="text-align: center;">Lesson at a Glance TE p. 54</p> <p>Assessment: Write and draw to retell the story of <i>Tomás and the Library Lady</i>, including character, setting, and problem/resolution. FQT 1 FQT Prompt</p> | <p>Retell <i>Tomás and the Library Lady</i>, including key details about problem and resolution. (RL.1.2)</p> <p>Write a narrative retelling of <i>Tomás and the Library Lady</i> that shows how library books change life for Tomás. (RL.1.2, RL.1.3, W.1.3, W.1.8, L.1.2.b, SL.1.1.a)</p> | <p><i>Tomás and the Library Lady</i>, <i>Museum ABC</i></p> | <p>Organize: What's happening in <i>Tomás and the Library Lady</i>?</p> <p>Launch TE pp. 56-57 Learn TE pp. 57-61 Land TE p. 62 Wrap TE p. 63</p> | <p>Execute: How do I use Sentence Frames in speaking and writing?</p> | <p>Deep Dive: Vocabulary Finding Proper Nouns</p> <p>Experiment: What is the difference between in common noun and a proper noun?</p> <p>Handout 4B Noun Cards</p> <p>Vocabulary: problem, resolution</p> <p>Launch TE p. 64 Learn TE pp. 64-65 Land TE p. 65</p> |
| <p style="text-align: center;">L5</p> <p style="text-align: center;">Lesson at a Glance TE p. 68</p> | <p>Distinguish between what Tomás imagines and what is real in <i>Tomás and the Library Lady</i>. (RL.1.3)</p> <p>Write a narrative retelling of <i>Tomás and the Library Lady</i> that shows how library books change life for Tomás. (RL.1.2, RL.1.3, W.1.3, W.1.8, L.1.2.b, SL.1.1.a)</p> | <p><i>Tomás and the Library Lady</i></p> | <p>Reveal: What does a deeper exploration of the main character reveal in <i>Tomás and the Library Lady</i>?</p> <p>Launch TE p. 70 Learn TE pp. 70-73 Land TE p. 73 Wrap TE p. 74</p> | <p>Execute: How do I use Sentence Frames in speaking and writing?</p> | <p>Deep Dive: Vocabulary Vocabulary Strategies Frayer Model</p> <p>Handout 5A Frayer Model</p> <p>Vocabulary: imagination</p> <p>Launch TE p. 75 Learn TE p. 75 Wrap TE p. 75</p> |

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|--|---|-----------------------------------|--|--|--|
| | Develop vocabulary knowledge (L.1.6) | | | | |
| L6 Lesson at a Glance TE p. 78 | Write and speak about how <i>Tomás and the Library Lady</i> adds to knowledge of how books change lives. Develop vocabulary knowledge of the word <i>value</i> . (L.1.6) | <i>Tomas and the Library Lady</i> | Know: How does <i>Tomas and the Library Lady</i> build our knowledge of how books change lives? Handout 6A Essential Questions Launch TE p. 80 Learn TE pp. 80-87 Land TE p. 88 Wrap TE p. 88 | Excel: How do I improve using Sentence Frames in my writing? | Deep Dive: Vocabulary Frayer Model Handout 6B Frayer Model Vocabulary: migrant, value, encouraged Launch TE p. 89 Learn TE p. 89 Land TE p. 90 |

| Step Up to Writing Correlation to Module 1 Lessons 1-6 | | |
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| These lessons and tools can provide additional support for the EOM writing prompt. Choose lesson(s) that provide students with a foundation for writing effective sentences. | | |
| STANDARDS | FOCUS | TOOLS |
| SL.1.6 Produce complete sentences when appropriate to task and situations. L.1.1.j Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 1. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). L1.2.b Use end punctuation for sentences. | Complete Sentences 4 th ed. SUW TE p.187 | B2-32a |
| SL.1.6 Produce complete sentences when appropriate to task and situations. L.1.1.j Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 1. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). L1.2.b Use end punctuation for sentences. | Fixing Run-On Sentences 4 th ed. SUW TE p.188 | B2-33a |
| L.1.1.j Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 1. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). L1.2.b Use end punctuation for sentences. | Three Part Sentences 4 th ed. SUW TE p.190 | B2-34a |

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| SOCIAL STUDIES Correlation to MODULE 1 LESSONS 1-6 | | | |
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| STANDARDS & LEARNING GOALS | FOCUS VOCABULARY | FORMATIVE PERFORMANCE TASK RESOURCES/MATERIALS | ASSESSMENTS WRITING |
| <p>SOCIAL STUDIES C.3.1.1 Explain why rules, laws, & consequences are needed. C.3.1.3 Describe ways classrooms & schools work to accomplish common tasks & establish responsibilities. C.2.1.3 Demonstrate ways of being a good citizen in multiple settings.</p> <p>LITERACY LEARNING GOALS Ask and answer questions about key details in literary texts and informational texts on books and reading. Lesson 1 (Notice and Wonder Prompt) Orally retell events from lens of character. (Lesson 2 and 3) Retell events of story through lens of problem and resolution.(Lesson 4) Write narrative retelling of story. (Lesson 4)</p> | <p>Unit: Citizenship Lesson: Rules & Laws Essential Question: What does it mean to be a good citizen?</p> <p>Guiding Questions: Why are rules necessary? What is appropriate behavior in the classroom? What would happen if everyone ignored a rule? What would happen if everyone followed the rules?</p> <p>Vocabulary consequence, equal, Golden Rule, government, laws, protect, respect, rules</p> | <p>What If Everybody Did That Read Aloud (Click link for You Tube Video)</p> <p>What If Everybody Wanted to Do That Lesson (Main Idea and Details) BEFORE READING: Introduce vocabulary words (rule & law). (<i>SUW</i> 2-6 Vocabulary Map, pp. 76-77) Brainstorm examples of "What if everybody"...that are relevant to the classroom, the school, & our city/state/country/world communities. i.e., What if everybody talked while the teacher is talking? What if everybody threw trash on the ground?</p> <p>DURING READING: 1. After previewing the book using pictures only, have students give predictions of the main idea (based on the preview, title, & cover of the book). 2. Begin reading aloud, stopping after each page to discuss the main topic. What if everybody did that? What rule or law do we know of that helps us with this problem?</p> <p>AFTER READING: The teacher will list rules/laws covered in the read aloud as the students reflect with</p> | <p>The students will illustrate a picture for each of the classroom rules explaining what would happen if everyone ignored the rule & what would happen if everyone followed the rule.</p> <p>TCM Writing Prompt What is the most important rule at school? Lesson: Primary Source Activity (TE p.5)</p> <p>TCM - Primary Source Reader: Who Makes the Rules? Quiz (p. 108)</p> <p>Formative Assessment As a class choose a rule & complete a graphic organizer to show someone following the rule, someone not following the rule, & write a sentence making a personal connection (focus on one or more students that were caught following the rule that day). Continue throughout the week with other classroom/school rules.</p> |

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| | | <p>each other & compare the rules of the classroom & school to those in the book. What rules/laws are needed in our city/state/country/world communities?</p> <p>TCM Respect the Rules! Use the before, during, and after reading in the teacher's guide for Respect the Rules! to guide students as you address the content and literacy goals of this book.</p> <p>TCM - Primary Source Reader: <i>Respect the Rules</i> Lesson: Primary Source Activity (TE p. 113) Snake Game image "Game Time" (p. 117)</p> <p>TCM - Exploring Social Studies: Arkansas Edition Student Handbook " Reasons for Rules" p. 21</p> | |
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| <p>MODULE 1 LESSONS 7-12 ESSENTIAL QUESTION: How do books change lives around the world? WRITING: Narrative FOCUS QUESTION: <i>How does the Biblioburro change life for Ana?</i></p> | | | |
| <p>Stage 1-DESIRED RESULTS</p> | | | |
| <p>FOCUS STANDARDS are explicitly taught and practiced throughout the module. SUPPORTING STANDARDS are practiced throughout the module due to their alignment with the study of a particular text but not necessarily explicitly taught. CONTINUING STANDARDS are taught across modules and not listed as focus standards for any particular module. Standards denoted with the asterisk (*) symbol represent the focus standards.</p> | | | |
| <p align="center">READING STANDANDS</p> <p>READING LITERATURE: RL.1.1* Ask and answer questions about key details in a text. RL.1.2* Retell stories, including key details</p> | <p align="center">WRITING STANDARDS</p> <p>W.1.3* Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal</p> | <p align="center">SPEAKING/LISTENING STANDARDS</p> <p>SL.1.1.a* Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. Follow</p> | <p align="center">LANGUAGE STANDARDS</p> <p>L.1.1.c Use verbs to convey a sense of past, present, and future. L1.1.e*Use adjectives. Use determiners, noun markers, to add specificity (e.g., a</p> |

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| <p>and demonstrate understanding of their central message or lesson. RL.1.3* Describe characters, settings, and major events in a story, using key details. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> | <p>words to signal event order, and provide of closure. W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> | <p>agreed-upon rules for discussions.</p> | <p>book, the book). L.1.1.h* Produce and expand complete simple, declarative, interrogative, imperative, and exclamatory sentences in response to prompts. L.1.2.b* Use end punctuation for sentences. L.1.4.c Identify occurring root words and their inflectional forms. L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p> |
| <p style="text-align: center;">STUDENT FRIENDLY LANGUAGE READING I can....</p> <p>RL.1.1 I can ask questions about what I read. I can answer questions about what I read. I can find details in a text.</p> <p>RL.1.2 I can retell a story in my own words. I can tell who is in the story. I can tell where and when the story took place. I can tell what the problem of the story is and if was solved. I can tell why the author wrote the story.</p> <p>RL.1.3 I can tell the setting of the story. I can tell the characters of the story. I can tell the major events of the story. I can tell the key details of the story.</p> <p>RL.1.7 I can use illustrations to tell about the important parts of a book.</p> | <p style="text-align: center;">STUDENT FRIENDLY LANGUAGE WRITING I can....</p> <p>W.1.3 I can write a story with two or more events in order. I can add details to my story. I can use words that indicate what happened at the beginning, middle, and end. I can write a story with a beginning, middle, and end.</p> <p>W.1.8 I can remember details from things I have done in the past. I can use past experiences to answer questions. I can decide which details are important, with help. I can find information to answer questions, with help.</p> | <p style="text-align: center;">STUDENT FRIENDLY LANGUAGE SPEAKING/LISTENING I can....</p> <p>SL.1.1.a I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening.</p> <p>SL.1.2 I can ask questions about a story. I can answer questions about a story. I can ask questions during a class discussion.</p> | <p style="text-align: center;">STUDENT FRIENDLY LANGUAGE LANGUAGE I can....</p> <p>L.1.1.c I can use verbs correctly for the past, present, and future when I write and speak.</p> <p>L.1.1.e I can use adjectives when I write and speak</p> <p>L.1.1.h I can use a variety of sentences when I write and speak (asking, telling, declaring, exclaiming).</p> <p>L.1.2.b I can use punctuation at the end of my sentences.</p> <p>L.1.4.c I can tell what a word means by identifying its root word.</p> <p>L.1.6 I can use words and phrases from conversations.</p> |

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| I can use details in a text to tell about the important parts of a book. | | | I can use words and phrases from reading and being read to. I can use words and phrases when talking about texts. I can use conjunctions (such, as, because, or, and) to show relationships. |
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ELP Standards

The ELP Standards highlight what students do with language to accomplish content-specific tasks and language forms (vocabulary, Style and Conventions, and discourse) which are needed by ELLs as they develop competence in the practices associated with English language arts. [ELP Standards - 1st Grade Correspondence](#)

STAGE 2 ASSESSMENT EVIDENCE-REQUIRED

Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module **FOCUS STANDARDS**. It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned.

Lesson 7

NEW READ ASSESSMENT 1

Write and draw to formulate a question. After the Read Aloud, write and draw to answer the question.

[NR1](#)

Lesson 11

FOCUS QUESTION TASK 2

Write and draw to retell the story *Waiting for the Biblioburro*, including character, setting, and problem/resolution. Use complete sentences and end punctuation.

[FQT 2](#)

END OF MODULE TASK

Write and illustrate a narrative about a character whose life has changed because of books.

Be sure to include:

- Characters.
- Setting from *My Librarian Is a Camel*.
- A problem (the character doesn't have books).
- The resolution to the problem (using the method for getting books from that country).

Make sure each page includes:

- Complete sentences that begin with a capital letter and end with a punctuation mark.
- Capitals at the beginning of proper nouns (names and countries).
- Illustrations to match the words on each page.

[EOM Task](#)

This assessment should be completed by the end of Module 1.

Module 1
1st Grade Curriculum Map Literacy and Integrated Content

Answer Key and Rubrics:

[Lesson 7: New-Read Assessment](#)
[Lessons 7–12: Focusing Question Task 2](#)

STAGE 3-LEARNING ACTIVITIES
MODULE 1
LESSONS: 7-12
ESSENTIAL QUESTION: How do books change lives around the world?
WRITING: Narrative
FOCUS QUESTION: *How does the Biblioburro change life for Ana?*

SMALL GROUP/INDEPENDENT/LITERATURE DISCUSSION GROUPS

| | | | |
|---------------------------------|---|---|---|
| Decodable text in K-2 (Geodes). | Tier 2 intervention for students who need a “double-dose” of Foundations. | Small group reading appropriate text based on student need. | Extended independent reading from Appendix D of each Wit and Wisdom Module unit topics. |
|---------------------------------|---|---|---|

| LESSONS & ASSESSMENTS | LEARNING GOALS & STANDARDS | TEXT | CONTENT FRAMING QUESTIONS READING | CRAFT QUESTIONS WRITING | DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS |
|--|---|---|--|---|--|
| <p style="text-align: center;">L7</p> <p>Lesson at a Glance TE p. 92</p> <p>Assessment: Write and draw to formulate a question. After the Read Aloud, write and draw to answer the question. NR 1</p> | <p>Generate and answer questions about <i>Waiting for the Biblioburro</i>, using key details from the text. (RL.1.1)</p> <p>Identify and generate verbs. (L1.1.c)</p> | <p><i>Waiting for the Biblioburro</i></p> | <p>Wonder: What do I notice and wonder about <i>Waiting for Biblioburro</i>?</p> <p>Handout 1A Notice and Wonder</p> <p>Launch TE p. 94 Learn TE pp. 95-97 Land TE pp. 97-98 Wrap TE p. 98</p> | <p>Experiment: How does reading fluently work?</p> | <p>Deep Dive: Style and Conventions Finding Verbs</p> <p>Experiment: What is a verb?</p> <p>Launch TE p. 99 Learn TE pp. 99-100 Land TE p. 101</p> |

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| LESSONS & ASSESSMENTS | LEARNING GOALS & STANDARDS | TEXT | CONTENT FRAMING QUESTIONS READING | CRAFT QUESTIONS WRITING | DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS |
|---|--|--|---|---|---|
| <p style="text-align: center;">L8</p> <p>Lesson at a Glance TE p. 105</p> | <p>Retell <i>Waiting for the Biblioburro</i>, including key details about characters, settings, and major events. (RL.1.3)</p> <p>Ask and answer questions about key vocabulary in <i>Waiting for the Biblioburro</i>. (L.1.6)</p> | <p><i>Waiting for the Biblioburro Museum ABC</i></p> | <p>Organize: What is happening in <i>Waiting for Biblioburro</i>?</p> <p>Launch TE p. 106 Learn TE pp. 107-109 Land TE p. 110 Wrap TE p. 111</p> | | <p>Deep Dive: Vocabulary Ask and Answer Questions about Key Vocabulary</p> <p>Vocabulary: landscape, village, burros, market, collect</p> <p>Launch TE p. 112 Learn TE pp. 112-114 Land TE p. 115</p> |
| <p style="text-align: center;">L9</p> <p>Lesson at a Glance TE p. 116</p> | <p>Retell <i>Waiting for the Biblioburro</i>, including key details about characters, settings, and major events. (RL.1.3, RL.1.7)</p> <p>Identify and generate verbs. (L.1.1c)</p> | <p><i>Waiting for the Biblioburro</i></p> | <p>Organize: What is happening in <i>Waiting for Biblioburro</i>?</p> <p>Launch TE p. 118 Learn TE pp. 118-123 Land TE p. 123 Wrap TE p. 123</p> | <p>Examine: Why is writing complete sentences important?</p> | <p>Deep Dive: Style and Conventions Verbs in the Past</p> <p>Experiment: How do verbs tell us when we are doing something? Handout 9A Past Tense</p> <p>Launch TE p. 124 Learn TE pp. 124-126 Land TE p. 126</p> |
| <p style="text-align: center;">L10</p> <p>Lesson at a Glance TE p.</p> | <p>Analyze the main character's dreams using key details <i>Waiting for the Biblioburro</i>.</p> | <p><i>Waiting for the Biblioburro</i></p> | <p>Reveal: What does a deeper exploration of the main character reveal in <i>Waiting</i></p> | <p>Experiment: How does writing complete sentences work?</p> | <p>Deep Dive Vocabulary: Adding the Inflectional Ending -ing to Root Words</p> |

Module 1
1st Grade Curriculum Map Literacy and Integrated Content

| LESSONS & ASSESSMENTS | LEARNING GOALS & STANDARDS | TEXT | CONTENT FRAMING QUESTIONS READING | CRAFT QUESTIONS WRITING | DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS |
|--|---|--|---|--|--|
| 128 | (RL.1.1, RL.1.3) Identify root words and the inflectional ending <i>-ing</i> . (L.1.4.c) | | <i>for the Biblioburro?</i> Launch TE p. 118 Learn TE pp. 118-123 Land TE p. 123 Wrap TE p. 123 | | Launch TE p. 135 Learn TE pp. 135-136 Land TE p. 136 |
| L11 Lesson at a Glance TE p. 138 Assessment: Write and draw to retell the story <i>Waiting for the Biblioburro</i> , including character, setting, and problem/resolution. Use complete sentences and end punctuation. FQT 2 FQT 2 Prompt | Write a narrative retelling of <i>Waiting for the Biblioburro</i> that shows how the Biblioburro changes life for Ana. (RL.1.2, RL.1.3, W.1.3, W.1.8, L1.1h, L.1.2.b, SL.1.1.a) Develop vocabulary knowledge of the word <i>inspire</i> . (L.1.6) | <i>Waiting for the Biblioburro</i> | Know: How does <i>Waiting for the Biblioburro</i> build my knowledge? Launch TE p. 140 Learn TE pp. 140-144 Land TE p. 145 Wrap TE p. 145 | Execute: How does writing complete sentences work in writing? | Vocabulary: Frayer Model Launch TE p. 146 Learn TE pp. 146-147 Land TE p. 147 Vocabulary: inspire Handout 11B Frayer Model |
| L12 Lesson at a Glance TE p. 150 | Write and speak about how <i>Waiting for the Biblioburro</i> adds to knowledge of how books change lives. Identify root words and the inflectional ending <i>-ing</i> . (L.1.1.e, L.1.4.c) | <i>Waiting for the Biblioburro</i> Video CNN Heroes: Luis Soriano | Know: How does <i>Waiting for the Biblioburro</i> build my knowledge? Launch TE p. 152 Learn TE pp. 152-157 Land TE p. 157 Wrap TE p. 158 | Excel: How do I improve my writing by using complete sentence? | Deep Dive: Vocabulary Adding Inflectional Ending -ing to Root Words Launch TE p. 159 Learn TE pp. 159-160 Wrap TE p. 160 |

Module 1
1st Grade Curriculum Map Literacy and Integrated Content

| Step Up to Writing Correlation to Module 1 Lessons 7-12 | | |
|---|--|--|
| The following lessons can be used to assist students in completing the EOM writing task. Select lessons that will provide additional support that students may need. | | |
| STANDARDS | FOCUS | TOOLS |
| <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>L.1.1.j Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 1. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> | <p>Sentences Telling Who, What, Where, When, How and Action</p> <p>4th ed. SUW TE p.193</p> | <p>B2-36a B2-36d</p> |

| SOCIAL STUDIES Correlation to MODULE 1 LESSONS 7-12 | | | |
|---|--|--|---|
| STANDARDS & LEARNING GOALS | FOCUS VOCABULARY | FORMATIVE PERFORMANCE TASK RESOURCES/MATERIALS | ASSESSMENTS WRITING |
| <p>C.2.1.2 Discuss the procedures for recitation of the Pledge of Allegiance & proper etiquette for the Arkansas & American Flags</p> <p>C.3.1.1 Explain why rules, laws, & consequences are needed</p> <p>C.3.1.3 Describe ways classrooms & schools work to accomplish common tasks & establish responsibilities</p> <p>C.2.1.3 Demonstrate ways of being a good citizen in multiple settings</p> <p>LITERACY LEARNING GOALS Generate and answer questions about a book using key details from the text. (Lesson 7) Retell Waiting for the Biblioburro, including key details about characters, settings, and</p> | <p>Unit: Citizenship Lesson: Global Citizenship</p> <p>Essential Question: Why should I be a Global Citizen?</p> <p>Supporting Questions: What are the traits and responsibilities of a citizen of the classroom/community/world? What are the correct procedures for reciting the Pledge of Allegiance?</p> <p>Key Terms: respect, responsibility, global citizen, colonies, freedom, honor, pride, respect, rules, symbol, descriptive words/traits used to describe characters</p> | <p>Why Should I Be a Global Citizen Inquiry? Students will be using text & other sources to gather information for the performance tasks in the inquiry.</p> <p>BEFORE READING: Tell students, they will be reading text & examining pictures during the week as they explore traits & characteristics of responsible citizens in the classroom/community/world. Discuss how things they do when they are being responsible citizens are related to how they feel & who they are.</p> <p>Watch a video on the changing world; brainstorm the meaning of the term “citizen”. How to Change the World Video</p> | <p>Complete <i>Formative Performance Task</i> for questions 1 & 2 of <i>Why Should I Be a Global Citizen? Inquiry</i>: Describe and/or illustrate traits of a responsible citizen in the classroom & community.</p> <p>Complete <i>Formative Performance Task</i> for question 3 of <i>Why Should I Be a Global Citizen? Inquiry</i>: Have students infer the responsible citizen trait being demonstrated in a series of images & identify actions they might take to help change the world on the <i>Responsible Citizenship in the World Chart</i>.</p> <p>TCM - Primary Source Reader: <i>I Pledge</i></p> |

Module 1
1st Grade Curriculum Map Literacy and Integrated Content

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| <p>major events. (Lesson 8) Ask and answer questions about key vocabulary in text. (Lessons 8 and 9) Analyze main characters dreams using details from the text. (Lesson 10) Complete a sentence in Response Journal (Lesson 10)</p> | <p>TCM - Primary Source Reader: I Pledge Allegiance to the Flag Lesson: (pp. 69-78) "My Flag" (p. 76) Primary Source Activity (p. 73) Pledge of Allegiance image "Friendship Pledge" (p. 77) Activities from the Book: Say It! Activity (p. 72) TCM - Exploring Social Studies: Arkansas Edition Student Handbook " Ready for the Pledge" (p. 18) TCM - Exploring Social Studies: Arkansas Edition Student Handbook "Where Does the Flag Go?" (p. 17)</p> | <p>DURING READING: Students will gather, use, & interpret evidence from featured sources (all sources are provided in the inquiries) to complete performance tasks. Some tasks are to be completed in groups & others individually as students use texts & pictures to gather evidence. In Tasks 1 & 2, students begin to build <i>understanding</i> of responsible citizenship by identifying relevant traits or characteristics that citizens exhibit. In Formative Performance Task 3, students assess possibilities of civic action as they discuss the actions that children can take in their communities & beyond.</p> <p>AFTER READING: Using evidence collected from a variety of text, visuals, & audio sources from the inquiry, students will provide 2-3 reasons to support their opinions about the question presented in the inquiry. "I should be a global citizen because...", "I should not be a global citizen because..." Use the TCM Primary Source reader I Pledge Allegiance to the Flag to learn about our flag what it represents. Choose from the activities in the resources for students to complete.</p> | <p><i>Allegiance to the Flag Quiz (p. 78)</i></p> |
|---|--|--|---|

MODULE 1
LESSONS 13-16
ESSENTIAL QUESTION: How do books change lives around the world?
WRITING: Narrative
FOCUS QUESTION: How do people around the world get books?

Module 1
1st Grade Curriculum Map Literacy and Integrated Content

| STAGE 1-DESIRED RESULTS | | | |
|--|--|---|---|
| <p>FOCUS STANDARDS are explicitly taught and practiced throughout the module. SUPPORTING STANDARDS are practiced throughout the module due to their alignment with the study of a particular text but not necessarily explicitly taught. CONTINUING STANDARDS are taught across modules and not listed as focus standards for any particular module. Standards denoted with the asterisk (*) symbol represent the focus standards.</p> | | | |
| <p style="text-align: center;">READING STANDARDS</p> <p>READING INFORMATION:</p> <p>RI.1.1* Ask and answer questions about key details in a text</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</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>RI.1.7* Use the illustrations and details in a text to describe its key ideas.</p> | <p style="text-align: center;">WRITING STANDARDS</p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> | <p style="text-align: center;">SPEAKING/LISTENING STANDARDS</p> <p>SL.1.1a* Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions.</p> | <p style="text-align: center;">LANGUAGE STANDARDS</p> <p>L.1.1.b Identify and generate common nouns</p> <p>L.1.1.h* Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts</p> <p>L.1.1.j Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>L.1.2.b* Use end punctuation for sentences.</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>)</p> |
| <p style="text-align: center;">STUDENT FRIENDLY LANGUAGE READING I can....</p> <p>RI.1.1 I can ask questions about what I read. I can answer questions about what I read. I can find details in a text.</p> <p>RI.1.2 I can tell the topic of an informational text. I can tell the main idea of an informational text. I can tell the key details of an information text.</p> <p>RI.1.4 I can ask questions about what I am reading to help me understand words and</p> | <p style="text-align: center;">STUDENT FRIENDLY LANGUAGE WRITING I can...</p> <p>W.1.2 I can write a story that gives instructions. I can write a story to inform a reader about a topic. I can write facts about the topic. I can write a topic sentence. I can write an ending to my story</p> <p>W.1.8 I can remember details from things I have done in the past. I can use past experiences to answer questions. I can decide which details are important,</p> | <p style="text-align: center;">STUDENT FRIENDLY LANGUAGE SPEAKING/LISTENING I can...</p> <p>SL.1.1.a I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening.</p> | <p style="text-align: center;">STUDENT FRIENDLY LANGUAGE LANGUAGE I can...</p> <p>L.1.1.b I can use common, proper, and possessive nouns when I write and speak.</p> <p>L.1.1.h I can use a variety of sentences when I write and speak (asking, telling, declaring, exclaiming)</p> <p>L.1.1.j I can use who, what, where, when, why, and how words in my responses.</p> <p>L.1.2.b I can use punctuation at the end of my sentences.</p> |

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| <p>phrases. I can answer questions about what I am reading to help me understand words. RI.1.7 I can use illustrations to tell about the important parts in a book. I can use details in a text to tell about the important parts in a book.</p> | <p>with help. I can find information to answer questions, with help.</p> | | <p>L.1.6 I can use words and phrases from conversations. I can use words and phrases from reading and being read to. I can use words and phrases when talking about texts. I can use conjunctions (such, as, because, or, and) to show relationships.</p> |
| <p>ELP Standards The ELP Standards highlight what students do with language to accomplish content-specific tasks and language forms (vocabulary, Style and Conventions, and discourse) which are needed by ELLs as they develop competence in the practices associated with English language arts. ELP Standards - 1st Grade Correspondence</p> | | | |
| <p>STAGE 2 ASSESSMENT EVIDENCE-REQUIRED</p> | | | |
| <p>Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module FOCUS STANDARDS. It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned</p> | | | |
| <p>Lesson 13 NEW READ ASSESSMENT 2 Write and draw to formulate a question. After the Read Aloud, write and draw to answer the question. NR 2</p> <p>Lesson 16 VOCABULARY ASSESSMENT 1 Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts. Vocabulary Assessment 1</p> <p>FOCUS QUESTION TASK 3 Describe how people get books in your section of <i>My Librarian Is a Camel</i> by answering the question: “Using evidence from the photographs, how do people in this country get books?” FQT 3 FQT 3 Prompt</p> <p>END OF MODULE TASK Write and illustrate a narrative about a character whose life has changed because of books. Be sure to include:</p> <ul style="list-style-type: none"> ▪ Characters. ▪ Setting from <i>My Librarian Is a Camel</i>. | | | |

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- A problem (the character doesn't have books).
- The resolution to the problem (using the method for getting books from that country).

Make sure each page includes:

- Complete sentences that begin with a capital letter and end with a punctuation mark.
- Capitals at the beginning of proper nouns (names and countries).
- Illustrations to match the words on each page.

EOM Task

This assessment should be completed by the end of Module 1

Answer Key and Rubrics:

[Lessons 13–16: Focusing Question Task 3](#)

[Lesson 13: New-Read Assessment](#)

[Lesson 16: Vocabulary Assessment 1](#)

STAGE 3—LEARNING ACTIVITIES
MODULE 1
LESSONS 13-16
ESSENTIAL QUESTION: How do books change lives around the world?
WRITING: Narrative
FOCUS QUESTION: How do people around the world get books?

SMALL GROUP/INDEPENDENT/LITERATURE DISCUSSION GROUPS

| | | | |
|---------------------------------|---|--|---|
| Decodable text in K-2 (Geodes). | Tier 2 intervention for students who need a “double-dose” of Foundations. | Small group reading with appropriate text based on student need. | Extended independent reading from Appendix D of each Wit and Wisdom Module unit topics. |
|---------------------------------|---|--|---|

| LESSONS & ASSESSMENTS | LEARNING GOALS & STANDARDS | TEXT | CONTENT FRAMING QUESTIONS READING | CRAFT QUESTIONS WRITING | DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS |
|--|--|--------------------------------|---|----------------------------|--|
| L13 Lesson at a Glance TE p. 162 | Generate questions about <i>My Librarian Is a Camel</i> using key details from the text. (RI.1.1) | <i>My Librarian Is a Camel</i> | Wonder: What do I notice and wonder about <i>My Librarian Is a Camel</i> ? Handout 1A Notice and | | Deep Dive: Style and Conventions Declarative Sentences Experiment: |

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| LESSONS & ASSESSMENTS | LEARNING GOALS & STANDARDS | TEXT | CONTENT FRAMING QUESTIONS READING | CRAFT QUESTIONS WRITING | DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS |
|---|--|---|---|--|--|
| <p>Assessment: Write and draw to formulate a question. After the Read Aloud, write and draw to answer the question. NR 1</p> | <p>Create a complete declarative sentence. (L1.1h)</p> | | <p>Wonder Launch TE pp. 164-165 Learn TE pp. 165-169 Land TE p. 169 Wrap TE p. 170</p> | | <p>What makes a declarative sentence complete? Vocabulary: granted, passionate Launch TE p.172 Learn TE p. 172 Land TE p. 174</p> |
| <p>L14 Lesson at a Glance TE p. 176</p> | <p>Ask and answer questions to help determine or clarify the meaning of words and phrases in <i>My Librarian Is a Camel</i>. (RI.1.4) Develop vocabulary knowledge of the word <i>remote</i>. (L.1.6)</p> | <p><i>My Librarian Is a Camel</i> <i>Museum ABC</i></p> | <p>Organize: What is happening in <i>My Librarian Is a Camel</i>? Launch TE p. 178 Learn TE p. 178-182 Land TE p. 182 Wrap TE p. 183</p> | <p>Examine: Why are proper nouns important?</p> | <p>Deep Dive: Vocabulary Frayer Model Handout 14A Frayer Model Vocabulary: remote, mobile Launch TE p. 184 Learn TE pp. 184-185 Land TE p. 185</p> |
| <p>L15 Lesson at a Glance TE p. 188</p> | <p>Identify how pictures and captions communicate key details in <i>My Librarian Is a Camel</i>. (RI.1.7) Develop vocabulary knowledge of the word <i>mobile</i>. (L.1.6)</p> | <p><i>My Librarian Is a Camel</i></p> | <p>Reveal: What does a deeper exploration of pictures and captions reveal in <i>My Librarian Is a Camel</i>? Launch TE p. 189 Learn TE p. 190-193 Land TE p. 193</p> | <p>Experiment: How do proper nouns work? Handout 15A Nouns</p> | <p>Deep Dive: Vocabulary Frayer Model Handout 15A Frayer Model Vocabulary: mobile Launch TE p. 195</p> |

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| LESSONS & ASSESSMENTS | LEARNING GOALS & STANDARDS | TEXT | CONTENT FRAMING QUESTIONS READING | CRAFT QUESTIONS WRITING | DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS |
|---|---|---------------------------------------|--|---|---|
| | | | Wrap TE p. 194 | | Learn TE pp. 195-196 Land TE p. 196 |
| <p style="text-align: center;">L16</p> <p style="text-align: center;">Lesson at a Glance TE p. 198</p> <p>Assessment(s): Describe how people get books in your section of <i>My Librarian Is a Camel</i> by answering the question: "Using evidence from the photographs, how do people in this country get books?" FQT 3 FQT 3 Prompt</p> <p>Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts. Vocabulary Assessment 1</p> | <p>Write, speak, and illustrate how people in different countries borrow books. (RI.1.2, RI.1.7, W.1.2, W.1.8, SL.1.1.a, L.1.1.b, L.1.1.j, L.1.2.b)</p> <p>Demonstrate understanding of grade-level vocabulary. (L.1.6)</p> | <p><i>My Librarian Is a Camel</i></p> | <p>Reveal: What does a deeper exploration of quotations reveal in <i>My Librarian Is a Camel</i>?</p> <p>Launch TE p. 199-200 Learn TE p. 200-202 Land TE pp. 202-203 Wrap TE pp. 203</p> | <p>Execute and Excel: How do I use proper nouns in my writing?</p> | <p>Deep Dive: Vocabulary Direct Vocabulary</p> <p>Launch TE p. 204 Learn TE p. 204 Land TE p. 205</p> |

Module 1
1st Grade Curriculum Map Literacy and Integrated Content

| Step Up to Writing Correlation to Module 1 Lessons 13-16 | | |
|---|--|---|
| The following lessons can be used to assist students in completing the EOM writing task. Select lessons that will provide additional support that students may need. | | |
| STANDARDS | FOCUS | TOOLS |
| <p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>L.1.1b Use common, proper and singular possessive nouns (e.g. dog; Skippy; Skippy's ball).</p> <p>L.1.1c Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p> | <p>Using Nouns 4th ed. SUW TE p.159</p> | <p>B2-21a B2-21b B2-21c</p> |

| SOCIAL STUDIES Correlation to MODULE 1 LESSONS 13-16 | | | |
|---|---|---|--|
| STANDARDS & LEARNING GOALS | FOCUS VOCABULARY | FORMATIVE PERFORMANCE TASK RESOURCES/MATERIALS | ASSESSMENTS WRITING |
| <p>C.2.1.3 Demonstrate ways of being a good citizen in multiple settings</p> <p>H.12.1.2 Create timelines to sequence family or school events using chronological terms</p> <p>C.2.1.4 Use listening, consensus-building, & voting procedures in the classroom</p> <p>LITERACY LEARNING GOALS Generate questions about a book or story using key details from the text. (Lesson 13) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (Lesson 14)— Outside-In Strategy Identify how captions and pictures</p> | <p>Unit: Citizenship Lesson Focus: Problem Solving</p> <p>Essential Questions: What does it mean to be a good citizen?</p> <p>Supporting Questions: How do good citizens make decisions as a group? How do good citizens solve problems that occur at school? How can you use a timeline to sequence events?</p> <p>Key Terms: timeline, citizen, equal, fair, freedom, respect, rights, vote, descriptive words/traits used to describe characters</p> | <p>Read/Write/Think Activity-Taking Photos of Curious George: Exploring Character Through Images667</p> <p>Reinforce literacy goals as you read <i>Curious George Goes to School</i>.</p> <p>BEFORE READING: Provide students with other Curious George Books. Student will vote on which book you are going to read. Ask students for ideas on how they can decide which book to choose (teacher - Have students identify a problem that Curious George has in one of the stories. Introduce the story Curious George at School & tell them that they will be reading about a problem that Curious George has at school. Discuss how the problem is</p> | <p>Create a Timeline – Activity Use register tape or long paperwork with students to make a timeline of all the events in the school day or the school week.</p> <p>Digital Story of Curious George Goes to School. Use the Read/Write/Think lesson to guide students in completing his assessment.</p> |

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| <p>communicate key details in a text. (Lesson 15) Verbalize the definition, facts, and examples for a vocabulary word. (Lesson 15)</p> | | <p>solved. Is Curious George a good citizen? Why or why not? DURING READING: Ask questions as you read the story to help students determine problems Curious George has at school & how the problems are solved. What kinds of things does George do that get him in trouble? What happens when George gets curious? How does George usually get out of trouble? AFTER READING: Have students discuss problems/issues they have at school & what they do when it occurs. Relate this to how a good citizen solves problems. What would George do if he came to your school? Students will work together to create a storyboard that tells their story of what Curious George would do if he visited their school. What crazy adventure would he have? Discuss locations in the school George might visit & what he might do in each location. Create problems George is faced with & how a good citizen would solve the problem. Use the lesson to help guide this activity. Storyboard Template--Use to plan story & either draw pictures or place photographs taken. myON: <u>Because I Stubbed My Toe</u></p> | |
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| <p>MODULE 1 LESSONS 17-22 ESSENTIAL QUESTION: How do books change lives around the world WRITING: Narrative FOCUS QUESTION: <i>How does the packhorse librarian change life for Cal?</i> STAGE 1-DESIRED RESULTS</p> |
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Module 1

1st Grade Curriculum Map Literacy and Integrated Content

FOCUS STANDARDS are explicitly taught and practiced throughout the module. **SUPPORTING STANDARDS** are practiced throughout the module due to their alignment with the study of a particular text but not necessarily explicitly taught. **CONTINUING STANDARDS** are taught across modules and not listed as focus standards for any particular module. Standards denoted with the asterisk (*) symbol represent the focus standards.

| READING STANDARDS | WRITING STANDARDS | SPEAKING/LISTENING STANDARDS | LANGUAGE STANDARDS |
|--|---|--|--|
| <p>READING LITERATURE: RL.1.1* Ask and answer questions about key details in a text. RL.1.2* Retell stories, including key details, and demonstrate understanding of their central message or lesson RL.1.3* Describe characters, settings, and major events in a story, using key details. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>READING INFORMATION: RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> | <p>W.1.3* Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide of closure. W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> | <p>SL.1.1.a* Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions. SL.1.1.b* Continue conversations by responding to comments of others through multiple exchanges.</p> | <p>L.1.1.e* Use adjectives L.1.1.h* Produce and expand complete simple, declarative, interrogative, imperative, and exclamatory sentences in response to prompts. Use appropriate spacing to separate words in a sentence. L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships</p> |
| STUDENT FRIENDLY LANGUAGE READING I can... | STUDENT FRIENDLY LANGUAGE WRITING I can... | STUDENT FRIENDLY LANGUAGE SPEAKING/LISTENING I can... | STUDENT FRIENDLY LANGUAGE LANGUAGE I can... |
| <p>RL.1.1 I can ask questions about what I read. I can answer questions about what I read. I can find details in a text.</p> <p>RL.1.2 I can retell a story in my own words. I can tell who is in the story. I can tell where and when the story took place. I can tell what the problem of the story is and if it was solved. I can tell why the author wrote the story.</p> <p>RL.1.3</p> | <p>W.1.3 I can write a story with two or more events in order. I can add details to my story. I can use words that indicate what happened at the beginning, middle, and end. I can write a story with a beginning, middle, and end.</p> <p>W.1.8 I can remember details from things I have done in the past. I can use past experiences to answer</p> | <p>SL.1.1.a I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening.</p> <p>SL.1.1.b I can add to the conversation by staying on the topic of discussion.</p> <p>SL.1.2 I can ask questions about a story. I can answer questions about a story. I can ask questions during a class</p> | <p>L.1.1.e I can use adjectives when I write and speak.</p> <p>L.1.1.h I can use a variety of sentences when I write and speak (asking, telling, declaring, exclaiming)</p> <p>L.1.2 I can capitalize dates and names of people when writing. I can use punctuation at the end of my sentences. I can use commas when writing dates and</p> |

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| <p>I can tell the setting of the story. I can tell the characters of the story. I can tell the major events of the story. I can tell the key details of the story. RL.1.7 I can use illustrations to tell about the important parts of a book.</p> <p>READING INFORMATION: RI.1.3 I can make a text-to-text connection between two pieces of information (individuals, events, ideas) in a text. I can make a text-to-self connection between two pieces of information in a text. I can make a text-to-world connection between two pieces of information in a text.</p> | <p>questions. I can decide which details are important, with help. I can find information to answer questions, with help.</p> | <p>discussion. I can add to the conversation by staying on the topic of discussion.</p> | <p>words in a list. I can use spelling patterns to spell words correctly when writing. I can spell sight words correctly. I can spell words I don't know by sounding them out. L.1.6 I can use words and phrases from conversations. I can use words and phrases from reading and being read to. I can use words and phrases when talking about texts. I can use conjunctions (such, as, because, or, and) to show relationships.</p> |
|---|---|--|--|

ELP STANDARDS

The ELP Standards highlight what students do with language to accomplish content-specific tasks and language forms (vocabulary, Style and Conventions, and discourse) with are needed by ELLs as they develop competence in the practices associated with English Language Arts. [ELP Standards - 1st Grade Correspondence](#)

STAGE 2 ASSESSMENT EVIDENCE-REQUIRED

Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module **FOCUS STANDARDS**. It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned.

Lesson 21

FOCUS QUESTION TASK 4

Respond to what others say in a Socratic Seminar on the Focusing Question: How can books change my life?

[FQT 4](#)

[FQT 4 Prompt](#)

END OF MODULE TASK

Write and illustrate a narrative about a character whose life has changed because of books.

Be sure to include:

- Characters.
- Setting from *My Librarian Is a Camel*.
- A problem (the character doesn't have books).

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- The resolution to the problem (using the method for getting books from that country).

Make sure each page includes:

- Complete sentences that begin with a capital letter and end with a punctuation mark.
- Capitals at the beginning of proper nouns (names and countries).
- Illustrations to match the words on each page.

EOM Task

This assessment should be completed by the end of Module 1.

Answer Key and Rubrics:

[Lessons 17–22: Focusing Question Task 4](#)

| |
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| <p>STAGE 3---LEARNING ACTIVITIES MODULE 1 LESSONS 17-22 ESSENTIAL QUESTION: How do books change lives around the world WRITING: Narrative FOCUS QUESTION: <i>How does the packhorse librarian change life for Cal?</i></p> |
|---|

| SMALL GROUP/INDEPENDENT/LITERATURE DISCUSSION GROUPS | | | |
|---|---|--|---|
| Decodable text in K-2 (Geodes). | Tier 2 intervention for students who need a “double-dose” of Foundations. | Small group reading with appropriate text based on student need. | Extended independent reading from Appendix D of each Wit and Wisdom Module unit topics. |

| LESSON & ASSESSMENTS | LEARNING GOALS & STANDARDS | TEXT | CONTENT FRAMING QUESTIONS READING | CRAFT QUESTIONS WRITING | DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS |
|---|--|------------------------|--|-------------------------|--|
| L17 Lesson at a Glance | Generate and answer questions about <i>That Book Woman</i> using key details from the text. (RL.1.1) Generate a variety of adjectives. (L.1.1e) | <i>That Book Woman</i> | Wonder: What do I notice and wonder about <i>That Book Woman</i> ? | | Deep Dive: Style and Conventions Understanding Adjectives that |

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| LESSON & ASSESSMENTS | LEARNING GOALS & STANDARDS | TEXT | CONTENT FRAMING QUESTIONS READING | CRAFT QUESTIONS WRITING | DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS |
|--|---|------------------------|---|--|---|
| TE p. 208 | | | Handout 1A Notice and Wonder Prompt Launch TE p. 210 Learn TE pp. 211-214 Land TE p. 214 Wrap TE p. 215 | | describe, "What kind?" Launch TE p. 216 Learn TE p. 216-218 Land TE p. 218 |
| L18 Lesson at a Glance TE p. 220 | Retell <i>That Book Woman</i> , including key details about characters, settings, and major events. (RL.1.3) Define multiple meanings for words <i>poke</i> and <i>spell</i> . (L.1.4) | <i>That Book Woman</i> | Examine: Why is responding to what others say important? Handout 18A Story Map Launch: TE p. 221 Learn: TE pp. 221-226 Land: TE p. 227 Wrap: TE p. 227 | Experiment: How does responding to what others say work? | Deep Dive Vocabulary: Defining Multiple Meaning Words Handout 18B Multiple Meaning Words Vocabulary: poke, spell Launch: TE p. 228 Learn: TE pp. 228-229 Wrap: TE p. 230 |
| L19 Lesson at a Glance TE p. 232 | Analyze the main character's feelings using key details in <i>That Book Woman</i> . (RL.1.1, RL.1.7) Develop vocabulary knowledge of the word scholar. (L.1.6) | <i>That Book Woman</i> | Reveal: What does a deeper exploration of the main character's feelings reveal in <i>That Book Woman</i> ? | Experiment: How does responding to what others say work? | Deep Dive: Vocabulary Frayer Model Handout 14A Frayer Model |

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| LESSON & ASSESSMENTS | LEARNING GOALS & STANDARDS | TEXT | CONTENT FRAMING QUESTIONS READING | CRAFT QUESTIONS WRITING | DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS |
|--|--|---|---|---|--|
| | | | Launch TE p. 233 Learn TE pp. 234-237 Land TE p. 237 Wrap TE p. 238 | | Vocabulary: scholar Launch TE p. 239 Learn TE pp. 239-240 Land TE p. 240 |
| <p style="text-align: center;">L20</p> <p>Lesson at a Glance TE p. 242</p> | <p>Analyze characters using key details in <i>That Book Woman</i>. (RL.1.3, RL.1.7)</p> <p>Use frequently occurring adjectives to describe visual images. Generate a variety of adjectives. (L.1.1e)</p> | <i>That Book Woman</i> | <p>Reveal: What does a deeper exploration of the main character's feelings reveal in <i>That Book Woman</i>?</p> <p>Launch TE p. 243 Learn TE pp. 244-246 Land TE p. 246 Wrap TE p. 247</p> | <p>Examine: What is informal language?</p> | <p>Deep Dive: Styles and Conventions Adjectives are Feelings Words</p> <p>Launch TE p. 248 Learn TE pp. 248-249 Land TE p. 249</p> |
| <p style="text-align: center;">L21</p> <p>Lesson at a Glance TE p. 252</p> <p>Assessment(s): Respond to what others say in a Socratic Seminar on the Focusing Question: "How does the packhorse librarian change life</p> | <p>Write a narrative retell of <i>That Book Woman</i> that shows how the packhorse librarian changes life for Cal. (RL.1.2, RL.1.3, W.1.3, W.1.8 SL.1.1.a, L.1.1.b L1.1e, L1.1h)</p> <p>Respond to others and describe the connections among multiple pieces of information about packhorse librarians and cite specific details and key ideas from the <i>That Book Woman</i> in a Socratic Seminar. (RL.1.3, RI.1.3, SL.1.1.a, SL.1.1.b)</p> | <i>That Book Woman</i> Video Packhorse Librarian | <p>Know: How does <i>That Book Woman</i> build our knowledge of how books can change lives?</p> <p>Launch: TE p. 254 Learn: TE pp. 254-258 Land: TE p. 259 Wrap: TE p. 259</p> | <p>Execute: How do I use adjectives in my writing?</p> | <p>Deep Dive: Vocabulary Defining Multiple Meaning Words</p> <p>Vocabulary: signs, duck</p> <p>Launch TE p. 260 Learn TE pp. 260-261 Land TE p. 261</p> |

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| LESSON & ASSESSMENTS | LEARNING GOALS & STANDARDS | TEXT | CONTENT FRAMING QUESTIONS READING | CRAFT QUESTIONS WRITING | DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS |
|---|--|------------------------|---|--|---|
| for Cal?" SS Write and draw to retell the story <i>That Book Woman</i> . FQT 4 FQT 4 Prompt | | | | | |
| L22 Lesson at a Glance TE p. 264 | Write and speak about how <i>That Book Woman</i> adds to knowledge of how books change lives. Use frequently occurring adjectives to describe visual images. (L.1.1e) | <i>That Book Woman</i> | Know: How does <i>That book Woman</i> build our knowledge of how books can change lives? Handout 6A Essential Questions Chart Handout 21A Focus Question Prompt Launch: TE p. 265 Learn: TE pp. 266-269 Land: TE p. 269 | Execute: How do I use adjectives in my writing? Handout 22A Adding Adjectives | Deep Dive: Style and Conventions Adjectives are Picture Words Launch: TE p. 271 Learn TE pp. 271-272 Land TE p. 272 |

| Step Up to Writing Correlation to Module 1 Lessons 17-22 | | |
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| The following lessons can be used to assist students in completing the EOM writing task. Select lessons that will provide additional support that students may need. | | |
| STANDARDS | FOCUS | TOOLS |
| W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | Better Sentences 4th ed. SUW TE p.195 | B2-37a , B2-37b |

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| <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>L.1.1.j Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 1. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>L.1.2.b Use end punctuation for sentences.</p> | | |
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| SOCIAL STUDIES Correlation to MODULE 1 Lessons 17-22 | | | |
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| STANDARDS & LEARNING GOALS | FOCUS VOCABULARY | FORMATIVE PERFORMANCE TASK RESOURCES/MATERIALS | ASSESSMENTS WRITING |
| <p>G.8.1.1 Use map keys, legends, symbols, compass rose, & directional words to show a relationship between places</p> <p>G.8.1.2 Use maps, globes, & photographs to describe the <i>physical</i> and <i>human characteristics</i> of a familiar place</p> <p>LITERACY LEARNING GOALS Generate and answer questions about a book using key details from the text. (Lesson 17) Retell a story or book including key details about characters, settings, and major events. (Lesson 18) Analyze a main character's feelings in a story or book using key details. (Lesson 19) Analyze characters using key details. (Lesson 20) Respond to others and describe the connections among multiple pieces of</p> | <p>Unit: Maps Lesson: Symbols & Cardinal Directions</p> <p>Essential Questions: How do we use maps & other geographic representations to understand & communicate information?</p> <p>Supporting Questions: What are map symbols & cardinal directions & how do I use them? What are cardinal directions & how do I use them? What are the tools on a map & how do they work? How can I make a map of a real-life place?</p> | <p>Note: Over the next few weeks, students will be investigating maps & spatial representation, exploring how & why we depict the physical world the way we do on maps. _Download <i>Can My Life Fit on a Map?</i> Inquiry- desktop to access teacher instructions & resources for completing the inquiry. R</p> <p>This inquiry leads students through an investigation of maps & spatial representation, exploring how & why we depict the physical world the way we do on maps. Students work through a series of supporting questions, formative performance tasks, & featured sources to gather information to respond to the inquiry question "Can My Life Fit on a Map?"</p> <p>BEFORE READING: (Day 1) Have students share & discuss the</p> | <p>Guiding Question #1 Identify three or four map symbols & explain how & why they are helpful.</p> <p>Guiding Question # 2 Use directional words including the geographical terms North, South, East & West to locate several objects in the classroom.</p> <p>Guiding Question # 3 Complete an I Notice/I Think chart drawing inferences about the purpose of map features.</p> <p>Guiding Question # 4 Make a map of the classroom or based on a walking tour of the block or surrounding area, make a map of the area around school.</p> |

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| <p>information and cite specific details and key ideas from a reading in a Socratic Seminar. (Lesson 21)</p> | | <p>meaningful parts of their life (e.g., school, family, home, sports, shopping, & entertainment). Is it possible to make a map that includes all these things? Chart students' answers & display the chart so students may refer to it at the end of the inquiry.</p> <p>DURING READING: (Days 2-4) Students begin the inquiry with a video & discussion on symbols. Watch Video-Symbols Discuss how symbols represent other things. Provide pictures of various common symbols for places & things such as McDonalds, iPhone, Beats, & Air Jordan. Have kids identify what each represents.</p> <p>Students will gather, use, & interpret evidence from text & images to complete a formative performance task for the first 3 guiding questions of the inquiry. Some tasks are completed in group activities.</p> <p>AFTER READING: After completing the first 3 formative performance tasks students will work to create a map of their classroom or based on a walking tour of the area around the school. Discuss graphic features found on the map.</p> <p>ReadWorks "Learn About Maps" (GQ #2) ReadWorks "How to Draw a Map" (GQ #4_</p> <p>Both readings have links within inquiry.</p> <p>Optional Resources: Places in the Park (Optional National</p> | <p>Inquiry Summative Assessment Work with students to create a list of statements supporting both sides of the argument "My life can/cannot fit on a map."</p> <p>Resource for Mapping Classroom Mapping the Classroom—National Geographic (Whole Group Creation of Classroom Map)</p> |
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| | | <p>Geographic Lesson on symbols & cardinal directions) Exploring Maps & Models A National Geographic Lesson</p> <p>Additional Resources: TCM - Primary Source Reader: Getting Around School Lesson (pp.150-158) Primary Source Activity p.153 Classroom Map image "Reading a Classroom Map" (p. 157) TCM - Exploring Social Studies: Arkansas Edition Student Handbook "Playground Map" (p. 36) Before Reading, During Reading, and After Reading Activities p.150-152 I Spy p.154 Seeing Details p. 156 Interactiv-eBook (see DVD in kit)</p> | |
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| <p>MODULE 1 LESSONS: 23-27 ESSENTIAL QUESTION: How do books change lives around the world? WRITING: Narrative FOCUS QUESTION LESSONS: <i>How do people around the world get books?</i></p> | | | |
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| Stage 1-DESIRED RESULTS | | | |
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| <p align="center">READING STANDARDS</p> <p>READING LITERATURE: RL.1.1* Ask and answer questions about key details in a text. RL.1.2* Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3* Describe characters, settings, and major events in a story, using key details.</p> | <p align="center">WRITING STANDARDS</p> <p>W.1.3* Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide of closure. W.1.8 With guidance and support from adults, recall information from experiences</p> | <p align="center">SPEAKING/LISTENING STANDARDS</p> <p>SL.1.1.a* Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions. SL.1.1.b* Continue conversations by responding to the comments of others through multiple exchanges.</p> | <p align="center">LANGUAGE STANDARDS</p> <p>L.1.1.b* Identify and generate common nouns. L.1.1.e* Use adjectives. L.1.1.g Use prepositions. L.1.1.h* Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> |

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| <p>RL.1.6 Identify who is telling the story at various points in a text. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> | <p>or gather information from provided sources to answer a question.</p> | | <p>L.1.2.b* Use end punctuation for sentences. L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p> |
| <p style="text-align: center;">STUDENT FRIENDLY LANGUAGE READING I can...</p> <p>RL.1.1 I can ask questions about what I read. I can answer questions about what I read. I can find details in a text. RL.1.2 I can retell a story in my own words. I can tell who is in the story. I can tell where and when the story took place. I can tell what the problem of the story is and if was solved. I can tell why the author wrote the story. RL.1.3 I can tell the setting of the story. I can tell the characters of the story. I can tell the major events of the story. I can tell the key details of the story. RL.1.6 I can name who is telling the story when I am reading. RL.1.7 I can use illustrations to tell about the important parts of a book.</p> | <p style="text-align: center;">STUDENT FRIENDLY LANGUAGE WRITING I can...</p> <p>W.1.3 I can write a story with two or more events in order. I can add details to my story. I can use words that indicate what happened at the beginning, middle, and end. I can write a story with a beginning, middle, and end. W.1.8 I can remember details from things I have done in the past. I can use past experiences to answer questions. I can decide which details are important, with help. I can find information to answer questions, with help.</p> | <p style="text-align: center;">STUDENT FRIENDLY LANGUAGE SPEAKING/LISTENING I can...</p> <p>SL.1.1.a I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. SL.1.1.b I can add to the conversation by staying on the topic of discussion.</p> | <p style="text-align: center;">STUDENT FRIENDLY LANGUAGE LANGUAGE I can...</p> <p>L.1.1.b I can use common, proper, and possessive nouns when I write and speak. L.1.1.e I can use adjectives when I write and speak. L.1.1.g I can use prepositions correctly when I write and speak. L.1.1.h I can use a variety of sentences when I write and speak (asking, telling, declaring, exclaiming) L.1.2 I can use punctuation at the end of my sentences. L.1.6 I can use words and phrases from conversations. I can use words and phrases from reading and being read to. I can use words and phrases when talking about texts. I can use conjunctions (such, as, because, or, and) to show relationships.</p> |

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ELP STANDARDS

The ELP Standards highlight what students do with language to accomplish content-specific tasks and language forms (vocabulary, style and conventions, and discourse) which are needed by ELLs as they develop competence in the practices associated with English Language Arts. [ELP Standards - 1st Grade Correspondence](#)

STAGE 2 ASSESSMENT EVIDENCE-REQUIRED

Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module **FOCUS STANDARDS**. It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned.

Lesson 23

NEW ASSESSMENT 3

Write and draw to fill in a Story Map after a Read Aloud with support from Story Stones.

[NR 3](#)

Lesson 26

FOCUS QUESTION TASK

Write and draw to retell the story *Green Eggs and Ham*, including characters, setting, and problem/resolution. Also apply the following skills in context:

[FQT 5](#)

[FQT Prompt](#)

Lesson 27

SOCRATIC SEMINAR

Respond to what others say in a Socratic Seminar on the Focusing Question: "How can books change my life?"

[SS](#)

END OF MODULE TASK

Write and illustrate a narrative about a character whose life has changed because of books.

Be sure to include:

- Characters.
- Setting from *My Librarian Is a Camel*.
- A problem (the character doesn't have books).
- The resolution to the problem (using the method for getting books from that country).

Make sure each page includes:

- Complete sentences that begin with a capital letter and end with a punctuation mark.
- Capitals at the beginning of proper nouns (names and countries).
- Illustrations to match the words on each page.

[EOM Task](#)

This assessment should be completed by the end of Module 1.

Answer Key and Rubrics:

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Lessons 21, 27, and 32: Socratic Seminar Grade 1 Speaking and Listening Process Rubric
 Lesson 23: New-Read Assessment
 Lessons 23–27: Focusing Question Task 5

STAGE 3-LEARNING ACTIVITIES
MODULE 1
LESSONS 23-27
ESSENTIAL QUESTION: How do books change lives around the world?
WRITING: Narrative
FOCUS QUESTION: How do people around the world get books?

SMALL GROUP/INDEPENDENT/LITERATURE DISCUSSION GROUPS

| | | | |
|---------------------------------|---|--|---|
| Decodable text in K-2 (Geodes). | Tier 2 intervention for students who need a “double-dose” of Foundations. | Small group reading with appropriate text based on student need. | Extended independent reading from Appendix D of each Wit and Wisdom Module unit topics. |
|---------------------------------|---|--|---|

| LESSONS & ASSESSMENTS | LEARNING GOALS & STANDARDS | TEXT | CONTENT FRAMING QUESTIONS READING | CRAFT QUESTIONS WRITING | DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS |
|---|---|--|--|----------------------------|---|
| <p style="text-align: center;">L23</p> <p style="text-align: center;">Lesson at a Glance TE p. 274</p> <p>Assessment: Write and draw to fill in a Story Map after a Read Aloud with support from</p> | <p>Generate and answer questions about <i>Green Eggs and Ham</i> using key details from the text. (RL.1.1)</p> <p>Write and draw to identify story elements in <i>Green Eggs and Ham</i>. (RL.1.2, RL.1.3, RL.1.7, W.1.8, L.1.1b, L.1.1e, L.1.1h,</p> | <p><i>Green Eggs and Ham</i> <i>Museum ABC</i></p> | <p>Wonder: What do I notice and wonder about <i>Green Eggs and Ham</i>?</p> <p>Handout 1A Notice and Wonder</p> <p>Launch: TE p. 276 Learn: TE pp. 277-280 Land: TE p. 281</p> | | <p>Deep Dive: Styles and Conventions Interrogative Sentences</p> <p>Experiment: What is an interrogative sentence?</p> <p>Handout 23C Mixed Sentences</p> |

Module 1
1st Grade Curriculum Map Literacy and Integrated Content

| LESSONS & ASSESSMENTS | LEARNING GOALS & STANDARDS | TEXT | CONTENT FRAMING QUESTIONS READING | CRAFT QUESTIONS WRITING | DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS |
|--|---|--|---|---|---|
| <p>Story Stones. NR 3</p> | <p>L1.2.b</p> <p>Complete a New-Read Assessment. Recognize and define interrogative sentences. (L1.1.h)</p> <p>Identify interrogative sentences.</p> | | <p>Wrap: TE p. 281</p> | | <p>Launch: TE p. 283 Learn: TE pp. 283-284 Land: TE p. 285</p> |
| <p style="text-align: center;">L24</p> <p style="text-align: center;">Lesson at a Glance TE p. 288</p> | <p>Retell <i>Green Eggs and Ham</i>, including details about characters, settings, and major events. (RL.1.3)</p> <p>Use sentence level context as a clue to the meaning of the words <i>portrait</i>, <i>landscape</i>, and <i>still life</i>. (L.1.6)</p> | <p><i>Green Eggs and Ham</i> <i>Museum ABC</i></p> | <p>Organize: What is happening in <i>Green Eggs and Ham</i>?</p> <p>Handout 23A New Read Story Map</p> <p>Launch TE p. 291 Learn TE p. 291-296 Land: TE p. 296 Wrap: TE p. 297</p> | <p>Examine: Why is retelling events in sequence important?</p> | <p>Deep Dive: Vocabulary Words Around Text</p> <p>Handout 24A Art Vocabulary</p> <p>Launch TE p. 298 Learn TE pp. 298-300 Land TE p. 300</p> |
| <p style="text-align: center;">L25</p> <p style="text-align: center;">Lesson at a Glance TE p. 302</p> | <p>Identify who is telling the story at key points in <i>Green Eggs and Ham</i>. (RL.1.3), (RL.1.6)</p> <p>Recognize and define imperative sentences. (L.1.1.h)</p> | <p><i>Green Eggs and Ham</i> <i>Museum ABC</i></p> | <p>Reveal: What does a deeper exploration of which character is speaking reveal in <i>Green Eggs and Ham</i>?</p> <p>Handout 25A Sequenced Sentences</p> <p>Launch TE p.303 Learn TE pp. 304-307</p> | <p>Experiment: How does sequencing events work?</p> | <p>Deep Dive: Style and Conventions Imperative Sentences</p> <p>Experiment: What is an imperative sentence?</p> <p>Handout 25B Mixed Sentences</p> <p>Launch TE p. 309</p> |

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|--|--|---------------------------|--|--|--|
| | | | Land TE p. 307 Wrap TE p. 308 | | Learn TE pp. 309-310 Land TE p. 311 |
| <p style="text-align: center;">L26</p> <p style="text-align: center;">Lesson at a Glance TE p. 314</p> <p>Assessment: Write and draw to retell the story <i>Green Eggs and Ham</i>, including characters, setting, and problem/resolution. FQT 5 FQT Prompt</p> | <p>With support, determine the central message of <i>Green Eggs and Ham</i>. (RL.1.2)</p> <p>Sequence events in a written narrative summary of <i>Green Eggs and Ham</i>. (W.1.3)</p> <p>Identify temporal words and their use in writing. (L.1.1.g)</p> | <i>Green Eggs and Ham</i> | <p>Distill: What is the central message of <i>Green Eggs and Ham</i>?</p> <p>Launch TE pp. 315-316 Learn TE pp. 315-318 Land TE p. 318</p> | <p>Execute: How do I sequence events in writing?</p> | <p>Deep Dive Style and Conventions Time Order Words</p> <p>Examine: Why are time order words important in our writing?</p> <p>Launch TE p. 320 Learn TE pp. 320-321 Land TE p. 322</p> |
| <p style="text-align: center;">L27</p> <p style="text-align: center;">Lesson at a Glance TE p. 324</p> <p>Assessment: Respond to what others say in a Socratic Seminar on the Focusing Question: "How can books change my life?" SS</p> | <p>Respond to what others say about how books can change your lives in a Socratic Seminar. (SL.1.1.a, SL.1.1.b)</p> <p>Identify temporal words in writing and edit writing for temporal words. (L.1.1.g)</p> | <i>Green Eggs and Ham</i> | <p>Know: How can books build my knowledge?</p> <p>Launch TE pp. 325-326 Learn TE pp. 326-328 Land TE p. 329 Wrap TE p. 329</p> | <p>Excel: How do I improve sequencing events in my writing?</p> | <p>Deep Dive: Style and Conventions Excel at Sequencing Events</p> <p>Excel: How do we edit our writing for time order words?</p> <p>Handout 26A Focusing Question Booklet</p> <p>Launch TE p. 330 Learn TE pp. 330-331 Land TE p. 331</p> |

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| Step Up to Writing Correlation to Module 1 Lessons 23-27 | | |
|---|---|--|
| The following lessons can be used to assist students in completing the EOM writing task. Select lessons that will provide additional support that students may need. | | |
| STANDARDS | FOCUS | TOOLS |
| <p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> | <p>Color-Coding Narrative Writing 4th ed. SUW TE p.451</p> | <p>B6-2a, B6-2b</p> |
| <p>W.1.3 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> | <p>Quick Sketch and Note Planning 4th ed. SUW TE p.456</p> | <p>B2-14a, B6-5a, B6-5e</p> |
| <p>W.1.3 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> | <p>Sequencing Events 4th ed. SUW TE p.458</p> | <p>B6-6a, B6-6b</p> |
| <p>W.1.3 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> | <p>Planning and Developing Characters 4th ed. SUW TE p.464</p> | <p>B6-9a, B6-10c,B6-10d</p> |

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| SOCIAL STUDIES Correlation to MODULE 1 LESSONS 23-27 | | | |
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| STANDARDS & LEARNING GOALS | FOCUS VOCABULARY | FORMATIVE PERFORMANCE TASK RESOURCES/MATERIALS | ASSESSMENTS WRITING |
| <p>G.8.1.1 Use map keys, legends, symbols, compass rose, & directional words to show a relationship between places</p> <p>G.8.1.2 Use maps, globes, & photographs to describe the <i>physical</i> and <i>human characteristics</i> of a familiar place</p> <p>G.10.1.2 Discuss reasons & ways that people, goods, & ideas move from place to place</p> | <p>Unit: Maps Lesson: Location and Place</p> <p>Essential Question: How can maps & globes be used to locate & study places?</p> <p>Supporting Questions: What is a map? How can we use maps? Where on a map would I locate my city, state, country, & continent? Why do we use symbols on a map? What words can you use to describe the location, of items in the classroom & places on a map?</p> <p>VOCABULARY cardinal directions, map key, symbol, location, compass rose, distance, equal, grid, scale</p> | <p><u>Where On Earth Do I Live Lesson</u> Read <u>Where On Earth Do I Live?</u> by Neil Chesanow aloud to students or use the YouTube Video (<u>Where Do I Live?</u>) reading of book.</p> <p>Where Do I Live Geography Lesson</p> <p>BEFORE READING: Get a sense of what students know about their geography by asking questions such as, “Where do you live?”, “What state do you live in?”, “What Country?”, “What continent?”, & “What planet?” Record information on chart. What is the biggest & smallest of these? Teach students about bodies of water; label them. Show differences between bodies of water & land.</p> <p>DURING READING: Discuss differences in where people live & vocabulary associated with it.</p> <p>AFTER READING: Discuss their previous brainstorming & compare it with the story they’ve just heard. Have they changed their perception of what they believe is the biggest or smallest place or were they correct?</p> | <p><u>Where I Live Student Booklet</u></p> <p>TCM - <u>Primary Source Reader: Getting Around the Town Quiz (p. 148)</u></p> |

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| | | <p>Complete Where I Live Student Booklet. CM - Primary Source Reader: Getting Around Town Lesson pp.140-148 Primary Source Activity p.143 Road Map image "Map Search" (p. 147) TCM - Exploring Social Studies: Arkansas Edition Student Handbook "Mary on the Move" (p. 43)</p> | |
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|---|---|---|---|
| <p>STAGE 3-LEARNING ACTIVITIES MODULE 1 LESSONS 28-32 ESSENTIAL QUESTION: How do books change lives around the world? WRITING: Narrative FOCUS QUESTION: How do books change lives around the world?</p> | | | |
| <p>READING STANDARDS READING LITERATURE: RL.1.2* Retell stories, including key details, and demonstrate understanding of their central message or lesson RL.1.3* Describe characters, settings, and major events in a story, using key details. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. READING INFORMATION: RI.1.2 Identify the main topic and retell key</p> | <p>WRITING STANDARDS W.1.3* Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide of closure. W.1.5* With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> | <p>SPEAKING/LISTENING STANDARDS SL.1.1.a* Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions. SL.1.6 Produce complete sentences when appropriate to task and situations.</p> | <p>LANGUAGE STANDARDS L.1.1.b* Identify and generate common nouns. L.1.1.e* Use adjectives. L.1.1.h* Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. L.1.2.a Capitalize the first word in sentences, the pronoun I, dates, and names of people. L.1.2.b.*Use end punctuation for</p> |

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| <p>details of a text. RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> | <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question</p> | | <p>sentences. L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p> |
| <p style="text-align: center;">STUDENT FRIENDLY LANGUAGE READING I can...</p> <p>RI.1.2 The topic is organized around one main topic or idea. The main idea supports the main topic. The key details support the main idea. RI.1.3 I can make a text-to-text connection between two pieces of information (individuals, events, ideas) in a text. I can make a text-to-self connection between two pieces of information in a text. I can make a text-to-world connection between two pieces of information in a text. RL.1.1 I can ask questions about what I read. I can answer questions about what I read. I can find details in a text. RL.1.2 I can retell a story in my own words. I can tell who is in the story. I can tell where and when the story took place. I can tell what the problem of the story is and if was solved. I can tell why the author wrote the story. RL.1.3</p> | <p style="text-align: center;">STUDENT FRIENDLY LANGUAGE WRITING I can...</p> <p>W.1.3 I can write a story with two or more events in order. I can add details to my story. I can use words that indicate what happened at the beginning, middle, and end. I can write a story with a beginning, middle, and end. W.1.5 I can write about one topic with help. I can answer questions from classmates about my writing with help. I can change my writing after talking with classmates with help. W.1.8 I can remember details from things I have done in the past. I can use past experiences to answer questions. I can decide which details are important, with help. I can find information to answer questions, with help.</p> | <p style="text-align: center;">STUDENT FRIENDLY LANGUAGE SPEAKING/LISTENING I can...</p> <p>SL.1.1.a I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. SL.1.1.b I can add to the conversation by staying on the topic of discussion. SL.1.6 I can talk in complete sentences. I can answer my teacher and others in complete sentences about different things.</p> | <p style="text-align: center;">STUDENT FRIENDLY LANGUAGE LANGUAGE I can...</p> <p>L.1.1.b I can use common, proper, and possessive nouns when I write and speak. L.1.1.e I can use adjectives when I write and speak. L.1.1.h I can use a variety of sentences when I write and speak (asking, telling, declaring, exclaiming) L.1.2.a I can capitalize dates and names of people when writing. L.1.2.b I can use punctuation at the end of my sentences. L.1.6 I can use words and phrases from conversations. I can use words and phrases from reading and being read to. I can use words and phrases when talking about texts. I can use conjunctions (such, as, because, or, and) to show relationships.</p> |

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| I can tell the setting of the story. I can tell the characters of the story. I can tell the major events of the story. I can tell the key details of the story. RL.1.7 I can use illustrations to tell about the important parts of a book. | | | |
|---|--|--|--|

ELP STANDARDS

The ELP Standards highlight what students do with language to accomplish content-specific tasks and language forms (vocabulary, style and conventions, and discourse) which are needed by ELLs as they develop competence in the practices associated with English Language Arts. [ELP Standards - 1st Grade Correspondence](#)

STAGE 2 ASSESSMENT EVIDENCE-REQUIRED

Lesson 28

VOCABULARY ASSESSMENT 2

Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts.

[Vocabulary Assessment 2](#)

Lesson 32

SOCRATIC SEMINAR

Respond to what others say in a Socratic Seminar on the Essential Question: “How do books change lives around the world?”

[SS](#)

END OF TASK MODULE

Write and illustrate a narrative about a character whose life has changed because of books.

Be sure to include:

- Characters.
- Setting from *My Librarian Is a Camel*.
- A problem (the character doesn’t have books).
- The resolution to the problem (using the method for getting books from that country).

Make sure each page includes:

- Complete sentences that begin with a capital letter and end with a punctuation mark.
- Capitals at the beginning of proper nouns (names and countries).
- Illustrations to match the words on each page.

[EOM Task](#)

[EOM Prompt](#)

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This assessment should be completed by the end of Module 1.

Answer Key and Rubrics:
[Lesson 28: Vocabulary Assessment 2](#)
[Lesson 28–32: EOM Task](#)
[Lesson 32: EOM Narrative Writing Rubric](#)

STAGE 3---LEARNING ACTIVITIES
MODULE 1
LESSONS 28-32
ESSENTIAL QUESTION: How do books change lives around the world?
WRITING: Narrative
FOCUS QUESTION: *How do books change lives around the world?*

| SMALL GROUP/INDEPENDENT/LITERATURE DISCUSSION GROUPS | | | |
|---|---|--|---|
| Decodable text in K-2 (Geodes). | Tier 2 intervention for students who need a “double-dose” of Foundations. | Small group reading with appropriate text based on student need. | Extended independent reading from Appendix D of each Wit and Wisdom Module unit topics. |

| LESSONS & ASSESSMENTS | LEARNING GOALS & STANDARDS | TEXT | CONTENT FRAMING QUESTIONS READING | CRAFT QUESTIONS WRITING | DEEP DIVE VOCABULARY/ STYLE AND CONVENTION |
|---|---|--|---|---|---|
| <p style="text-align: center;">L28</p> <p style="text-align: center;">Lesson at a Glance TE p. 335</p> <p>Assessment: Write and illustrate a narrative about a</p> | <p>Plan for giving and receiving useful peer feedback on writing. (W.1.5)</p> <p>Demonstrate understanding of grade level vocabulary. (L.1.6)</p> | <p><i>Green Eggs and Ham</i> <i>Museum ABC</i></p> | <p>Distill: What is important about <i>Museum ABC</i>?</p> <p>Launch: TE p. 336 Learn: TE pp. 336-340 Land: TE p. 340 Wrap: TE p. 341</p> | <p>Examine and Experiment: Why is using story elements to write a narrative important?</p> | <p>Deep Dive: Vocabulary: Direct Vocabulary Assessment</p> <p>Handout 24A Art Vocabulary</p> <p>Launch: TE p. 342 Learn: TE pp. 342-343</p> |

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|--|--|---|--|--|---|
| <p>character whose life has changed because of books. EOM Task EOM Prompt</p> <p>Assessment: Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts. Vocabulary Assessment 2</p> | | | | | Land: TE p. 343 |
| <p>L29</p> <p>Lesson at a Glance TE p. 346</p> | <p>Make connections between <i>My Librarian Is a Camel</i> and other module texts.</p> <p>Express understanding of story elements by writing the setting and character for the first sentence in the End-of-Module Task. (RL.1.2, RL.1.3, W.1.3, W.1.8, SL.1.1.a, L.1.1.b, L.1.1j, L.1.2.b)</p> <p>Edit sentences created in response to a prompt. (L.1.1.b, L.1.1h, L.1.2.a, L.1.2.b) Edit and revise their EOM task.</p> | <p><i>Tomas and the Library Lady, Waiting for the Biblioburro, My Librarian Is a Camel, That Book Woman, Green Eggs and Ham, Museum ABC</i></p> | <p>Know: How does <i>My Librarian Is a Camel</i> build my knowledge?</p> <p>Launch TE p. 347 Learn TE pp. 348-350 Land TE p. 350 Wrap TE p. 351</p> | <p>Execute: How do I use story elements in a narrative?</p> | <p>Deep Dive: Styles and Conventions Editing and Revising Sentences</p> <p>Handout 29A Narrative Checklist</p> <p>Excel: How do we edit our writing using a checklist?</p> <p>Launch TE p. 352</p> |

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|--|---|---|---|---|---|
| | | | | | <p>Learn TE pp. 352-353 Land TE p. 353</p> |
| <p>L30</p> <p>Lesson at a Glance TE p. 356</p> | <p>Write a sequenced event in a narrative. (W.1.3, W.1.8)</p> <p>Edit and revise sentences created in response to a prompt. (L.1.1.h, W.1.5)</p> <p>Use the Narrative Checklist to edit and revise writing.</p> | <p><i>Tomas and the Library Lady, Waiting for the Biblioburro, My Librarian Is a Camel, That Book Woman, Green Eggs and Ham, Museum ABC</i></p> | <p>Know: How do all the Module 1 texts build our knowledge of how books can change lives around the world?</p> <p>Launch TE p. 357 Learn TE pp. 358-359 Land TE pp. 359-360 Wrap TE p. 360</p> | <p>Execute: How do I use story elements in a narrative?</p> | <p>Deep Dive: Style and Conventions Editing and Revising Sentences</p> <p>Excel: Why is important to revise our writing?</p> <p>Launch TE p. 361 Learn TE pp. 361-362 Land TE p. 362</p> |
| <p>L31</p> <p>Lesson at a Glance TE p. 364</p> <p>Assessment: Complete the End of Module Task</p> | <p>Write the resolution to a narrative. (W.1.3)</p> <p>Edit sentences created in response to a prompt. (L1.1.h)</p> | <p><i>Tomas and the Library Lady, Waiting for the Biblioburro, My Librarian Is a Camel, That Book Woman, Green Eggs and Ham, Museum ABC</i></p> | <p>Know: How do all the Module 1 texts build our knowledge of how books can change lives around the world?</p> <p>Launch TE p. 365 Learn TE p. 366 Land TE p. 367 Wrap TE p. 357</p> | <p>Execute: How do I use story elements in a narrative?</p> | <p>Deep Dive: Style and Conventions Editing and Revising Sentences</p> <p>Excel: Why is it important to edit our writing?</p> <p>Launch TE p. 368 Learn TE pp. 368-</p> |

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|---|--|---|--|---|--|
| | | | | | 370 Land TE p. 370 |
| <p>L32</p> <p>Lesson at a Glance</p> <p>TE p. 372</p> <p>Assessment: Respond to what others say in a Socratic Seminar on the Essential Question: “How do books change lives around the world?” SS</p> | <p>Write and speak to show understanding of module learning goals. (W.1.3)</p> | <p><i>Tomas and the Library Lady, Waiting for the Biblioburro, My Librarian Is a Camel, That Book Woman, Green Eggs and Ham, Museum ABC</i></p> | <p>Know: How do all the Module 1 texts build our knowledge of how books can change lives around the world?</p> <p>Handout 32A: Socratic Seminar Self-Reflection</p> <p>Launch TE: p. 373 Learn TE pp. 374-376 Land TE p. 377 Wrap TE p. 378</p> | <p>Excel: How can I respond to what others are saying in a Socratic Seminar?</p> | |

| Step Up to Writing Correlation to Module 1 Lessons 28-32 | | |
|--|--|---|
| <p>The following lessons can be used to assist students in completing the EOM writing task. Select lessons that will provide additional support that students may need.</p> | | |
| STANDARDS | FOCUS | TOOLS |
| <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> | <p>Revising Narrative 4th ed. SUW TE p.496</p> | <p>B2-14a, B6-23a, B6-23b</p> |

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| <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 1.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing as appropriate for Grade 1 when writing.</p> | | |
| <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 1.</p> | <p>Tips for Revising Narratives 4th ed. SUW TE p.498</p> | <p>B6-24a</p> |
| <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 1.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing as appropriate for Grade 1 when writing. (a)Capitalize the first word in a sentence and the pronoun I, dates, and names of people. (b)Use end punctuation for sentences.</p> | <p>Editing Narrative Writing 4th ed. SUW TE p.500</p> | <p>B2-17a, B2-17b, B2-17c, B2-17d, B2-17e, B2-17f</p> |

SOCIAL STUDIES CORRELATION MODULE 1

| STANDARDS & LEARNING GOALS | FOCUS VOCABULARY | FORMATIVE PERFORMANCE TASK RESOURCES/MATERIALS | ASSESSMENTS WRITING |
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| <p>G.8.1.1 Use map keys, legends, symbols, compass rose & directional words to show a relationship between places.</p> <p>G.8.1.2 Use maps, globes, & photographs to describe the <i>physical</i> and <i>human characteristics</i> of a familiar place.</p> | <p>Unit: Maps Lesson: Maps & Globes</p> <p>Essential Question: How can maps & globes be used to locate & study places?</p> | <p>Me on the Map by Joan Sweeney (YouTube Video) If available get a copy of the book.</p> <p>BEFORE READING: Activate prior knowledge by asking questions such as: Has anyone ever heard of a map? What is a map? What are some of the reasons</p> | <p>Me on the Map Booklet</p> <p>TCM - Primary Source Reader: Getting Around the Town Lesson Writing Activity (p. 141) "X Marks the Spot" (p. 145)</p> |

Module 1

1st Grade Curriculum Map Literacy and Integrated Content

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| | <p>Supporting Questions: What is a map? How can we use maps? Where on a map would I locate my city, state, country, & continent? Why do we use symbols on a map? How can describe the location of objects using directional words to describe the location of objects?</p> <p>Focus: Map Reading</p> <p>Key Terms: cardinal directions, map key, symbol, location, compass rose, distance, equal, grid, scale</p> | <p>people use maps? Who uses maps? Have you ever used a map? Does anyone see a map in the classroom? Why is it important to know how to use a map?</p> <p>DURING READING: What do see in her maps? How does she locate her country, state, town, & street?</p> <p>AFTER READING: Discuss the concept of how the character is going from a small location (her bedroom) to a very large location on Earth. Tell students that they will be mapping their classroom or school playground next week.</p> <p>myON: Compass Roses & Directions, What is a Map? Use to introduce maps.</p> <p>Types of Maps by Mary Dodson Wade which can also be found at Bookflix CALS (You will need to use your Central Library Card to access the site.)</p> <p>TCM - Primary Source Reader: Getting Around Town Lesson: Activities from the Book, Map It! Activity (p. 142)</p> <p>TCM - Exploring Social Studies: Arkansas Edition Student Handbook "State Park Map" (p. 37)</p> | |
| <p>G.8.1.1 Use map keys, legends, symbols, compass rose, & directional words to show a relationship between places</p> <p>G.8.1.2 Use maps, globes, & photographs to describe the <i>physical</i> and <i>human characteristics</i> of a familiar place</p> | <p>Unit: Maps Lesson: Familiar Place Maps</p> <p>Essential Question(s) How do maps help me every day? What stories do maps & globe tell me?</p> | <p>(Materials needed: highway or city map, directions printed off Google Maps from your school to the destination, map of the destination)</p> <p>Arkansas Department of Parks & Tourism— Arkansas Interactive Maps</p> | |

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| | <p>Supporting Question(s): How can you locate places on a road/highway map?</p> <p>How can you use Google Earth to get directions to places?</p> <p>TCM - Primary Source Reader: <i>Be Fair</i> Lesson: (pp. 119-128) Primary Source Activity (p. 125) Voting image</p> <p>TCM - Exploring Social Studies: Arkansas Edition Student Handbook "Let's Play Fair" (p. 20)</p> <p>TCM - Primary Source Reader: <i>Be Fair</i> Lesson: During Reading Writing Activity (p. 121) "Fair Share" (p. 125)</p> <p>TCM - Primary Source Reader: <i>Be Fair</i> Quiz (p. 128)</p> <p>TCM - Primary Source Reader: <i>I Pledge Allegiance to the Flag</i> Lesson: (pp. 69-78) "My Flag" (p. 76) Primary Source Activity (p. 73) Pledge of Allegiance image "Friendship Pledge" (p. 77) Activities from the Book: Say It! Activity (p. 72)</p> <p>TCM - Exploring Social Studies: Arkansas Edition Student Handbook " Ready for the Pledge" (p. 18)</p> <p>TCM - Exploring Social Studies: Arkansas Edition Student Handbook " Where Does the Flag Go?" (p. 17)</p> | <p>Google Maps Google Earth Find the Zoo (follow link for directions)</p> <p>Request AR Highway Maps & Map of Little Rock</p> <p>BEFORE READING: Tell students they'll plan the route to take on their trip to the Little Rock Zoo. Share one or more copies of a highway/road map of Little Rock or display on SmartBoard demonstrating how to use Google Maps & the different views that you have.</p> <p>DURING READING: Using a city road/highway map or Google Earth, plan with students the route to the Little Rock Zoo from their school. Find directions on Google Maps to map the route on the road/highway map. Share the printed directions from Google Maps & discuss how the directions are sequenced in the order you must take to get to the destination. Note: You can also show the route using Google Earth displayed on your Smart Board. Find the Zoo (follow link for directions)</p> <p>AFTER READING: Discuss - there are different ways to get the zoo. Examine other possible routes using the maps you've shared. Determine which route to take.</p> | |
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