



Humanities Curriculum

Gr K-2

April, 2024
Board of Education
Dr. Paul Mielke, District Administrator
Hamilton School District
Sussex, Wisconsin

NONDISCRIMINATION

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The District has designated and authorized the following individual as the person responsible for coordinating the District's efforts to comply with and carry out its responsibilities under Title IX, Board Policies 411 and 511, and other state and federal nondiscrimination laws, including investigation of any complaints alleging a violation of Title IX or other discrimination:

Title IX Coordinator/Nondiscrimination Compliance Officer:

John Roubik
Assistant Superintendent of Human Resources and Organizational Development
Hamilton School District
W220N6151 Town Line Road
Sussex, WI 53089
(262) 246-1973.

Any questions regarding Title IX or other nondiscrimination laws may be referred to the Title IX Coordinator/Nondiscrimination Compliance Officer or to:

U.S. Dept. of Education, Office for Civil Rights
230 S. Dearborn, 37th Floor
Chicago, IL 60604
(312) 730-1560 or OCR.Chicago@ed.gov

ACKNOWLEDGEMENTS

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Grade K-4 Vision Statement for Humanities

Where all students see themselves as readers, writers, and critical thinkers who can use literacy to engage meaningfully, communicate clearly, and better understand themselves, their world, and those with whom they share it.

Grade K-4 Values

- Authentic, engaging literacy experiences
- Teaching a variety of strategies appropriately so students can comprehend different texts and genres
- Time for students to read and write routinely for a variety of purposes (enjoyment, knowledge, etc.)
- Books that serve as windows, mirrors, and sliding glass doors to learn about ourselves and others
- Access to a wide variety of texts and modes of communication
- A strong understanding of foundational skills

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Curriculum Terminology

Standard / Learning Goals

- Represents primary goals for all students' learning in the content area.
- Describes the “Big Ideas”, concepts, principles and theories that give meaning and importance to content knowledge and skills.
- Understanding and application of knowledge and skills allows students to authentically apply their learning within and outside of the school setting.

Student Learning Targets (I can statements, “I can...”):

- Transforms learning targets into student-friendly language so students can articulate their learning as it relates to their work product or performance.
- The student can say... “As a result of learning this target, I can do (or) I know this...”

Rubric

- A rubric is used to measure the depth of knowledge or understanding/level of progress or proficiency toward a given standard. Proficiency levels increase in complexity and sophistication as a child moves up through the grade levels/bands.
- Rubrics create a foundation of shared language for describing quality work. This shared language of quality can be used by teachers and students to clarify success criteria related to current performance, desired performance, and how to close the gap between the two.

Summative Assessment

- Evaluates learning at a specific point in time.
- Identifies levels of student proficiency in meeting standards.
- Occurs after instruction.

Formative Assessment

- Teacher and student monitor progress during the learning.
- Teacher reflects on student progress and plans the next step in instruction.
- Students self-assess and receive teacher feedback to improve their learning.
- Teachers diagnose and respond to student needs.

21st Century Student Outcomes

The Hamilton School District recognizes the importance of preparing our students for their future in a changing world. The U.S. Department of Education and other business and community groups have identified the skills students will need in order to be contributing members of a society in the 21st century. These skills are purposefully integrated into each content area curriculum.

Learning and Innovation Skills

Creativity and Innovation

- Demonstrating originality and inventiveness in work.
- Developing, implementing and communicating new ideas to others.
- Being open and responsive to new and diverse perspectives.
- Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs.

Critical Thinking & Problem Solving

- Exercising sound reasoning in understanding.
- Making complex choices and decisions.
- Understanding the interconnections among systems.
- Identifying and asking significant questions that clarify various points of view and lead to better solutions.
- Framing, analyzing and synthesizing information in order to solve problems and answer questions.

Communication

- Articulating thoughts and ideas clearly and effectively through speaking, writing and digital resources.
- Obtaining and evaluating information through listening, reading and digital resources.

Collaboration

- Demonstrating ability to work effectively with diverse teams.
- Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
- Assuming shared responsibility for collaborative work.

21st Century Themes

Global Awareness

- Using 21st century skills to understand and address global issues.
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.
- Understanding other nations and cultures, including the use of non-English languages.

Civic Literacy

- Participating effectively in civic life through knowing how to stay informed and understanding governmental processes.
- Exercising the rights and obligations of citizenship at local, state, national and global levels.
- Understanding the local and global implications of civic decisions.

Financial, economic, business and entrepreneurial literacy

- Knowing how to make appropriate personal economic choices.
- Understanding the role of the economy in society.
- Using entrepreneurial skills to enhance workplace productivity and career options.

Health Literacy

- Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that are health enhancing.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.
- Using available information to make appropriate health-related decisions.
- Establishing and monitoring personal and family health goals.
- Understanding national and international public health and safety issues.

Information, Media and Technology Skills**Information Literacy**

- Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand.
 - Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

Media Literacy

- Understanding how media messages are constructed, for what purposes and using which tools, characteristics and conventions.
- Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors.
- Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

Information Communication Technology (ICT) Literacy

- Using digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy.

- Using technology as a tool to research, organize, evaluate and communicate information, and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

Flexibility & Adaptability

- Adapting to varied roles and responsibilities.
- Working effectively in a climate of ambiguity and changing priorities.

Initiative & Self-Direction

- Monitoring one's own understanding and learning needs.
- Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.
- Demonstrating initiative to advance skill levels towards a professional level.
- Defining, prioritizing and completing tasks without direct oversight.
- Utilizing time efficiently and managing workload.
- Demonstrating commitment to learning as a lifelong process.

Social & Cross-Cultural Skills

- Working appropriately and productively with others.
- Leveraging the collective intelligence of groups when appropriate.
- Bridging cultural differences and using differing perspectives to increase innovation and the quality of work.

Productivity & Accountability

- Setting and meeting high standards and goals for delivering quality work on time.
- Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable).

Leadership & Responsibility

- Using interpersonal and problem-solving skills to influence and guide others toward a goal.
- Leveraging strengths of others to accomplish a common goal.
- Demonstrating integrity and ethical behavior.
- Acting responsibly with the interests of the larger community in mind.

Wisconsin's Model Academic Standards for English Language Arts

[Link to Wisconsin's Model Academic Standards for English Language Arts](#)

Anchor Standards for Reading

Overarching Statement

- Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

Key Ideas and Details

- Anchor Standard R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Anchor Standard R2: Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
- Anchor Standard R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- Anchor Standard R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Anchor Standard R5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Anchor Standard R6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.

Integration of Knowledge and Ideas

- Anchor Standard R7: Integrate and evaluate content presented in diverse media and formats.
- Anchor Standard R8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Anchor Standard R9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

Anchor Standards for Writing

Overarching Statement

- Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).

Text Types and Purposes

- Anchor Standard W1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
- Anchor Standard W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Anchor Standard W3: Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. Production and Distribution of Writing
- Anchor Standard W4: Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
- Anchor Standard W5: Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
- Anchor Standard W6: Use print and digital technology to produce and publish writing and to interact and collaborate with others.

Inquiry to Build and Present Knowledge

- Anchor Standard W7: Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
- Anchor Standard W8: Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. Anchor Standard W9: Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
- Anchor Standards for Speaking & Listening Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- Anchor Standard SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Anchor Standard SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Anchor Standard SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- Anchor Standard SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Anchor Standard SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Anchor Standards for Language

Overarching Statement

- Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

Knowledge of Language

- Anchor Standard L1: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- Anchor Standard L2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
- Anchor Standard L3: Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.
- Anchor Standard L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

Conventions of Standardized English

- Anchor Standard L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
- Anchor Standard L6: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing

Wisconsin's Model Academic Standards for Social Studies

[Link to Wisconsin's Model Academic Standards for Social Studies](#)

Social Studies Inquiry Practices and Processes

1. Construct meaningful questions that initiate an inquiry.
2. Gather and evaluate sources.
3. Develop claims using evidence to support reasoning.
4. Communicate and critique conclusions.
5. Be civically engaged.

Behavioral Science

1. Examine individual cognition, perception, behavior, and identity (Psychology).
2. Investigate interactions between individuals and groups (Sociology).
3. Assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).
4. Examine the progression of specific forms of technology and their influence within various societies.

Economics

1. Use economic reasoning to understand issues.
2. Analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).
3. Analyze how an economy functions as a whole (Macroeconomics).
4. Evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).

Geography

1. Use geographic tools and ways of thinking to analyze the world.
2. Analyze human movement and population patterns.
3. Examine the impacts of global interconnections and relationships.
4. Evaluate the relationship between identity and place.
5. Evaluate the relationship between humans and the environment.

History

1. Use historical evidence for determining cause and effect.
2. Analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
3. Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.
4. Evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).

Political Science

1. Identify and analyze democratic principles and ideals.
2. Examine and interpret rights, privileges, and responsibilities in society.
3. Analyze and evaluate the powers and purposes of political and civic institutions.
4. Develop and employ skills for civic literacy.

Kindergarten

Unit Name: Unit 1 - Launching Kindergarten

Anchor Text(s)/Source Options: Rules in the Playground by Dwayne Hicks; Danbi Leads the School Parade by Anna Kim; When We Are Kind by Monique Gray Smith; Speak Up by Miranda Paul and Ebony Glenn; Being Responsible by Rebecca Pettiford (and other books in this series); All Are Welcome by Alexandra Penfold and Suzanne Kaufman

Supporting Text(s)/Source Options: The Family Book by Todd Parr; You Are Enough by Margaret O’Hair; The Colors of Us by Karen Katz; Jabari Jumps by Gaia Cornwall; We’re All Wonders by RJ Palacio

Approximate Duration: 4 weeks

Stage 1: Desired Results <i>What do we want students to know and be able to do?</i>			
Essential question			
What can we learn about the world around us? Supporting Question: How do I work and play with others?			
Reading	Writing	Speaking/Listening	Social Studies
RF.K.1 Demonstrate understanding of the organization and basic features of print. RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. R.K.2 With prompting and support, retell stories R.K.3 With prompting and support, identify characters, settings, and important events in a story or pieces of information in a text.	W.K.4 With guidance and support from adults, use a combination of drawing, dictating and writing to compose text in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose	SL K.1 With guidance and support, participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups.	Historical Thinking Skill Focus ☒ Causation (cause/effect) ☒ Comparison ☐ Change and Continuity Over Time ☐ Contextualization
Big Ideas Students will be able to understand...			
• Readers retell to show they understand the story and/or notice confusion. • Readers share key details to show they understand a text and/or notice confusion. • Readers pay attention to characters, settings, and important events to understand and enjoy the story. • Readers pay attention to pieces of information to learn about ideas in a text. • We participate in conversations and discussions by listening, taking turns, building on others’ ideas, sharing our own ideas, staying on topic, and being respectful of different ideas and perspectives. • Writers have a purpose for writing.			

- Writing is a way to communicate wants, needs, ideas, and knowledge.
- Writers engage in a process to develop and organize their ideas.
- We have rules at school that help us get along.
- We have rules at school to keep us safe.
- Historians examine cause and effect to see relationships between people, places, ideas, and events.
- Historians study and compare people, places, ideas, and events to make sense of our world.

Topics	Learning Targets I can...
RF.K.1 Demonstrate understanding of the organization and basic features of print.	I can identify the basic features of print in a text.
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	*Learning Targets can be found before each lesson in the Heggerty Bridge to Reading manual
Priority Standard: R.K.2 With prompting and support, retell stories	I can retell a story in order.
	I can identify the solution.
	I can identify the problem in the story.
	I can identify the setting.
	I can identify the character.
R.K.3 With prompting and support, identify characters, settings, and important events in a story or pieces of information in a text.	I can independently identify characters, settings, and major events (RL) in a story or pieces of information from a text. (RI)
	I can identify the major events from the text with support from my teacher. (RL & RI)
	I can identify characters and settings (RL) and pieces of information (RI) with support from my teacher
W.K.4 With guidance and support from adults, use a combination of drawing, dictating and writing to compose text in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose	I can add details to tell more.
	I can write about a topic.
	I can draw or tell about a topic

Stage 2: Authentic Assessment Evidence <i>How will we know if students have learned?</i>	
Looking For:	Looking At: Common Assessments/Assessment Tasks
• Reading Rubrics • Writing Rubrics • Social Studies Learning Progression Rubrics	<u>Foundational Formative options:</u> • HSD Literacy Assessment • Heggerty weekly word checks • Student writing samples
	<u>Literature Formative options:</u> • Student observations during small groups • Student writing samples • Conferring with students, meeting with groups during group work
Anticipating Student Needs	
Opportunities for Reteaching	Opportunities for Enrichment
• Conferring with students, meeting with groups during group work	• Conferring with students, meeting with groups during group work

Unit Name: Unit 2 - Our Community and Community Helpers

Anchor Text(s)/Sources: Rules in the Playground by Dwayne Hicks; Danbi Leads the School Parade by Anna Kim; When We Are Kind by Monique Gray Smith; Speak Up by Miranda Paul and Ebony Glenn;

Supporting Text(s)/Source Option: Swimmy by Leo Lionni; The Enormous Watermelon by Brenda Parkes; Mrs. Wishy Washy by Joy Cowley; [Pebble Go E-Reader: Jobs People Do](#); [Pebble Go Jobs in the Community](#); PBS Learning Media Community Helpers resources

Approximate Duration: 4 weeks

Stage 1: Desired Results <i>What do we want students to know and be able to do?</i>				
Essential question				
What is a community? How can we help our communities?				
Reading	Writing	Speaking/Listening	Social Studies	Science
RF.K.1 Demonstrate understanding of the organization and basic features of print. RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. R.K.2 With prompting and support, retell stories R.K.3 With prompting and support, identify characters, settings, and important events in a story or pieces of information in a text.	W.K.4 With guidance and support from adults, use a combination of drawing, dictating and writing to compose text in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose	SL K.1 With guidance and support, participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups.	Historical Thinking Skill Focus ☒ Causation (cause/effect) ☒ Comparison ☐ Change and Continuity Over Time ☐ Contextualization SS.Econ4.b.1 Classify different jobs people have and how these jobs help others. Explain what major public, private, and tribal institutions (e.g., schools, police, fire station) do for people. SS.PS1.a.K-1 Assess the importance of rules and laws at home, in school, and in the community	Plants and Animals LS1.C All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. ESS3.A Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. ESS2.E Plants and animals can change their environment. ESS3.C Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air and other living things

Big Ideas

Students will be able to understand...

- **Readers retell to show they understand the story and/or notice confusion.**
- **Readers share key details to show they understand a text and/or notice confusion.**
- Readers pay attention to characters, settings, and important events to understand and enjoy the story.
- Readers pay attention to pieces of information to learn about ideas in a text.
- Writers have a purpose for writing.
- Writing is a way to communicate wants, needs, ideas, and knowledge.
- Writers engage in a process to develop and organize their ideas.
- We participate in conversations and discussions by listening, taking turns, building on others' ideas, sharing our own ideas, staying on topic, and being respectful of different ideas and perspectives.
- We have rules at school that help us get along.
- We have rules to keep us safe.
- Individual people have the power to help each other and their communities.
- A community helper is a person who performs a helpful task or service in an area where people live, work, or play.
- We can recognize the contributions of helpers in our communities.
- Historians examine cause and effect to see relationships between people, places, ideas, and events.
- Historians study and compare people, places, ideas, and events to make sense of our world.

Topics	Learning Targets I can...
RF.K.1 Demonstrate understanding of the organization and basic features of print.	I can identify the basic features of print in a text.
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	*Learning Targets can be found before each lesson in the Heggerty Bridge to Reading manual
Priority Standard: R.K.2 With prompting and support, retell stories ***Focus on identifying characters for this unit	I can retell a story in order.
	I can identify the solution.
	I can identify the problem in the story.
	I can identify the setting.
	I can identify the character***
R.K.3 With prompting and support, identify characters, settings, and important events in a story or pieces of information in a text.	I can independently identify characters, settings, and major events (RL) in a story or pieces of information from a text. (RI)

W.K.4 With guidance and support from adults, use a combination of drawing, dictating and writing to compose text in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose	I can identify the major events from the text with support from my teacher. (RL & RI)
	I can identify characters and settings (RL) and pieces of information (RI) with support from my teacher
	I can add details to tell more.
	I can write about a topic.
	I can draw or tell about a topic

Stage 2: Authentic Assessment Evidence <i>How will we know if students have learned?</i>	
Looking For:	Looking At: Common Assessments/Assessment Tasks
Reading Rubrics Writing Rubrics Social Studies Learning Progression Rubrics	Foundational Formatives - HSD Literacy Assessment - Heggerty weekly word checks - Student writing samples
	Literature Formatives - Story Elements specific worksheets - Conferring with students, meeting with groups during group work
	Informational Formatives Sorting Activity OR Seesaw activity - Conferring with students, meeting with groups during group work
Anticipating Student Needs	
Opportunities for Reteaching	Opportunities for Enrichment
Conferring with students, meeting with groups during group work	Conferring with students, meeting with groups during group work

Unit Name: Unit 3 - Decision Making - Needs & Wants

Anchor Text(s)/Sources: Lily Learns about Wants and Needs by Lisa Bullard; Our Needs and Wants by Amy Hutchings; Spend it or Save it? by John Serrano; The Story of the Three Bears retold by Ruth Mattison ; The Gingerbread Boy retold by Michele Dufresne; The Three Little Pigs retold by Michele Dufresne; The Tortoise and the Hare retold by Michele Dufresne; The Three Billy Goats Gruff retold by Carlota Cruz

Supporting Text(s)/Source Options: The Relatives Came by Cynthia Rylant; To Town by Joy Cowley; The Farm Concert by Joy Cowley; Mixed by Aree Chung; Big Red Lollipop by Rukhsana Khan; Make a Gingerbread Man by Conni Medina ; Needs and Wants by Gillia M. Olson; Winnie the Witch by Valerie Thomas

Approximate Duration: 5-6 weeks

Stage 1: Desired Results <i>What do we want students to know and be able to do?</i>				
Essential question				
What can we learn about the world around us? <i>Supporting Question: What Do I Need to Survive?</i>				
Reading	Writing	Speaking/Listening	Social Studies	Science
RF.K.1 Demonstrate understanding of the organization and basic features of print. RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. R.K.2 With prompting and support, retell stories R.K.3 With prompting and support, identify characters, settings, and important events in a story or pieces of information in a text.	W.K.4 With guidance and support from adults, use a combination of drawing, dictating and writing to compose text in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose	SL K.1 With guidance and support, participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups.	Historical Thinking Skill Focus ☒ Causation (cause/effect) ☒ Comparison ☐ Change and Continuity Over Time ☐ Contextualization SS.Econ1.a.1 Differentiate between a “want” and a “need”. Describe resources that are important or useful to you, your family, community, and country.	Plants and Animals (November) LS1.C All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. ESS3.A Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. ESS2.E Plants and animals can change their environment. ESS3.C Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air and other living things

Big Ideas

Students will be able to understand...

- **Readers retell to show they understand the story and/or notice confusion.**
- **Readers share key details to show they understand a text and/or notice confusion.**
- Readers pay attention to characters, settings, and important events to understand and enjoy the story.
- Readers pay attention to pieces of information to learn about ideas in a text.
- Writers have a purpose for writing.
- Writing is a way to communicate wants, needs, ideas, and knowledge.
- Writers engage in a process to develop and organize their ideas.
- We participate in conversations and discussions by listening, taking turns, building on others' ideas, sharing our own ideas, staying on topic, and being respectful of different ideas and perspectives.
- We can tell the difference between something we want and something we need to help us make choices.
- Historians examine cause and effect to see relationships between people, places, ideas, and events
- Historians study and compare people, places, ideas, and events to make sense of our world.

Topics	Learning Targets <i>I can...</i>
RF.K.1 Demonstrate understanding of the organization and basic features of print.	I can identify the basic features of print in a text.
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	*Learning Targets can be found before each lesson in the Heggerty Bridge to Reading manual
Priority Standard: R.K.2 With prompting and support, retell stories ***Focus on setting, problem, and solution for this unit	I can retell a story in order.
	I can identify the solution.***
	I can identify the problem in the story.***
	I can identify the setting.***
	I can identify the character.
R.K.3 With prompting and support, identify characters, settings, and important events in a story or pieces of information in a text.	I can independently identify characters, settings, and major events (RL) in a story or pieces of information from a text. (RI)
	I can identify the major events from the text with support from my teacher. (RL & RI)
	I can identify characters and settings (RL) and pieces of information (RI) with support from my teacher

W.K.4 With guidance and support from adults, use a combination of drawing, dictating and writing to compose text in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose	I can add details to tell more.
	I can write about a topic.
	My writing piece includes all parts of my writing checklist.
SS.Econ1.a.1 Differentiate between a “want” and a “need”. Describe resources that are important or useful to you, your family, community, and country.	I can answer complex questions and use strong examples/evidence to show my understanding.
	I can correctly use complex vocabulary to explain what we are learning.
	I can use comparisons to make connections about what we are learning.
	I can use what I’ve learned to explain a new situation or to solve a new problem.

Stage 2: Authentic Assessment Evidence <i>How will we know if students have learned?</i>	
Looking For:	Looking At: Common Assessments/Assessment Tasks
• Reading Rubrics • Writing Rubrics • Social Studies Learning Progression Rubrics	<u>Foundational Formatives</u> • Heggerty weekly word checks • Student writing samples
	<u>Literature Formatives</u> • Story Elements specific worksheets • Conferring with students, meeting with groups during group work
	<u>Social Studies Formatives</u> <i>(Choose one from this list.)</i> • Needs & Wants Reader • Wants and Needs Lesson Plan • Needs & Wants Stocking Sort • Needs and Wants Sort OR Needs and Wants Sort OR Needs and Wants Sort • Wants vs Needs • Needs & Wants- Whole Group Picture Cards for Sorting
Anticipating Student Needs	
Opportunities for Reteaching	Opportunities for Enrichment
• Conferring with students, meeting with groups during group work	• Conferring with students, meeting with groups during group work

Unit Name: Unit 4 - My Place in the World

Anchor Text(s)/Sources: Danbi Leads the School Parade by Anna Kim; Speak Up by Miranda Paul and Ebony Glenn; We're All Wonders by RJ Palacio; Alma and How She Got Her Name by Juana Martinez-Neal

Supporting Text(s)/Source Options: You Are Enough by Margaret O'Hair and Sofia Sanchez; Hair Love by Matthew A. Cherry; When We Are Kind by Monique Gray Smith;

Approximate Duration: 4 weeks

Stage 1: Desired Results <i>What do we want students to know and be able to do?</i>				
Essential question				
What can we learn about the world around us? <i>Supporting Question: What makes me, me?</i>				
Reading	Writing	Speaking/Listening	Social Studies	Science
RF.K.1 Demonstrate understanding of the organization and basic features of print. RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. R.K.2 With prompting and support, retell stories R.K.3 With prompting and support, identify characters, settings, and important events in a story or pieces of information in a text.	W.K.4 With guidance and support from adults, use a combination of drawing, dictating and writing to compose text in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose.	SL K.1 With guidance and support, participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups.	Historical Thinking Skill Focus ☒ Causation (cause/effect) ☒ Comparison ☐ Change and Continuity Over Time ☐ Contextualization SS.BH1.a.2 Understand we are individuals influenced by our relationships and environments. SS.BH1. b.2 Identify situations and places that impact a person's emotions. SS.BH2.a.K-1 Describe how groups of people are alike and different.	Winter Weather: K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface. K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.

Big Ideas

Students will be able to understand...

- **Readers retell to show they understand the story and/or notice confusion.**
- **Readers share key details to show they understand a text and/or notice confusion.**
- Readers pay attention to characters, settings, and important events to understand and enjoy the story.
- Readers pay attention to pieces of information to learn about ideas in a text.
- Writers have a purpose for writing.
- Writing is a way to communicate wants, needs, ideas, and knowledge.
- Writers engage in a process to develop and organize their ideas.
- We participate in conversations and discussions by listening, taking turns, building on others' ideas, sharing our own ideas, staying on topic, and being respectful of different ideas and perspectives.
- People are alike in some ways and different in other ways.
- Recognizing how we are similar to and different from others helps us get along.
- Historians examine cause and effect to see relationships between people, places, ideas, and events
- Historians study and compare people, places, ideas, and events to make sense of our world.

Topics	Learning Targets <i>I can...</i>
RF.K.1 Demonstrate understanding of the organization and basic features of print.	I can identify the basic features of print in a text.
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	*Learning Targets can be found before each lesson in the Heggerty Bridge to Reading manual
Priority Standard: R.K.2 With prompting and support, retell stories ***Focus on retelling stories in order for this unit	I can retell a story in order.***
	I can identify the solution.
	I can identify the problem in the story.
	I can identify the setting.
	I can identify the character.
R.K.3 With prompting and support, identify characters, settings, and important events in a story or pieces of information in a text.	I can independently identify characters, settings, and major events (RL) in a story or pieces of information from a text. (RI)
	I can identify the major events from the text with support from my teacher. (RL & RI)
	I can identify characters and settings (RL) and pieces of information (RI) with support from my teacher

W.K.4 With guidance and support from adults, use a combination of drawing, dictating and writing to compose text in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose	I can add details to tell more.
	I can write about a topic.
	My writing piece includes all parts of my writing checklist.
	I can draw or tell about a topic
	I am still working on drawing, telling and/or writing about a topic.
SS.BH1.a.2 Understand we are individuals influenced by our relationships and environments. SS.BH1. b.2 Identify situations and places that impact a person's emotions. SS.BH2.a.K-1 Describe how groups of people are alike and different.	I can answer complex questions and use strong examples/evidence to show my understanding.
	I can correctly use complex vocabulary to explain what we are learning.
	I can use comparisons to make connections about what we are learning.
	I can use what I've learned to explain a new situation or to solve a new problem.
	I can answer complex questions and use strong examples/evidence to show my understanding.

Stage 2: Authentic Assessment Evidence <i>How will we know if students have learned?</i>	
Looking For:	Looking At: Common Assessments/Assessment Tasks
Reading Rubrics Writing Rubrics Social Studies Learning Progression Rubrics	Foundational Formatives - Heggerty weekly word checks - Student writing samples
	Literature Formatives Retelling Sheet (Use for simple winter book) Example: The Snowy Day, The Mitten, etc.
	Informational Formatives Main Idea/Details: Winter Weather
Anticipating Student Needs	
Opportunities for Reteaching	Opportunities for Enrichment
- Simple Sequencing to use for Small Groups - Allow students to retell stories verbally instead of writing	Conferring with students, meeting with groups during group work

Unit Name: Unit 5 - My Place - US Holidays & Symbols

Anchor Text(s)/Sources: [Presidents' Day](#) by Erika S. Manley; [National Holidays](#) by Michelle Jovin; [People We Celebrate](#) by Margaret McNamara; [The Flag](#) by Katherine Scrapper; [Memorials and Historical Buildings](#) by Margaret McNamara; [Symbols of the United States](#) by Margaret McNamara

Supporting Text(s)/Source Options: [Why do we have days off of school?](#) (iCivics); [Capture the Flag](#) (KidCitizen)

Approximate Duration: 4 weeks

Stage 1: Desired Results <i>What do we want students to know and be able to do?</i>				
Essential question				
What can we learn about the world around us? <i>Supporting Question: Why do we have days off of school?</i>				
Reading	Writing	Speaking/Listening	Social Studies	Science
RF.K.1 Demonstrate understanding of the organization and basic features of print. RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. R.K.2 With prompting and support, retell stories R.K.3 With prompting and support, identify characters, settings, and important events in a story or pieces of information in a text.	W.K.4 With guidance and support from adults, use a combination of drawing, dictating and writing to compose text in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose	SL K.1 With guidance and support, participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups.	Historical Thinking Skill Focus ☒ Causation (cause/effect) ☒ Comparison ☐ Change and Continuity Over Time ☐ Contextualization SS.PS1.a.K-1 Describe symbols, songs, and traditions that identify our state and country. SS.PS1.b.1-2 Compare contributions of two or more influential people related to the founding of the United States.	K-PS2-1 - Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. K-PS2-2 - Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.
Big Ideas				
Students will be able to understand...				
• Readers retell to show they understand the story and/or notice confusion. • Readers share key details to show they understand a text and/or notice confusion. • Readers pay attention to characters, settings, and important events to understand and enjoy the story. • Readers pay attention to pieces of information to learn about ideas in a text. • Writers have a purpose for writing.				

- Writing is a way to communicate wants, needs, ideas, and knowledge.
- Writers engage in a process to develop and organize their ideas.
- We participate in conversations and discussions by listening, taking turns, building on others' ideas, sharing our own ideas, staying on topic, and being respectful of different ideas and perspectives.
- We honor people who made positive contributions to the world with celebrations and holidays.
- Historians examine cause and effect to see relationships between people, places, ideas, and events
- Historians study and compare people, places, ideas, and events to make sense of our world.

Topics	Learning Targets <i>I can...</i>
RF.K.1 Demonstrate understanding of the organization and basic features of print.	I can identify the basic features of print in a text.
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	*Learning Targets can be found before each lesson in the Heggerty Bridge to Reading manual
Priority Standard: R.K.2 With prompting and support, retell stories ***Focus on retelling stories in order for this unit	I can retell a story in order.***
	I can identify the solution.
	I can identify the problem in the story.
	I can identify the setting.
	I can identify the character.
R.K.3 With prompting and support, identify characters, settings, and important events in a story or pieces of information in a text.	I can independently identify characters, settings, and major events (RL) in a story or pieces of information from a text. (RI)
	I can identify the major events from the text with support from my teacher. (RL & RI)
	I can identify characters and settings (RL) and pieces of information (RI) with support from my teacher.
W.K.4 With guidance and support from adults, use a combination of drawing, dictating and writing to compose text in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose	I can add details to tell more.
	I can write about a topic. My writing piece includes all parts of my writing checklist. <i>(INFORMATIVE-Tell the topic. Tell some information about a topic.)</i>
	I can draw or tell about a topic
SS.PS1.a.K-1 Describe symbols, songs, and	I can answer complex questions and use strong examples/evidence to show my understanding.

traditions that identify our state and country. SS.PS1.b.1-2 Compare contributions of two or more influential people related to the founding of the United States.	I can correctly use complex vocabulary to explain what we are learning.
	I can use comparisons to make connections about what we are learning.
	I can use what I've learned to explain a new situation or to solve a new problem.
	I can answer complex questions and use strong examples/evidence to show my understanding.

Stage 2: Authentic Assessment Evidence <i>How will we know if students have learned?</i>	
Looking For:	Looking At: Common Assessments/Assessment Tasks
Reading Rubrics Writing Rubrics Social Studies Learning Progression Rubrics Pushes & Pulls Rubric	<u>Foundational Formatives</u> - Heggerty weekly word checks - Student writing samples
	<u>Informational Formatives</u> Use writing/social studies graphic organizers to assess information gained from reading informational texts
	<u>Writing/Social Studies</u> (Use either) - iCivics graphic organizer - Informative Writing Sheet (give by end of February)- 1 Box - Expectation 3 Facts- One per page. - Informative Writing Sheet give by end of February- 3 boxes
Anticipating Student Needs	
Opportunities for Reteaching	Opportunities for Enrichment
Conferring with students, meeting with groups during group work	Conferring with students, meeting with groups during group work

Unit Name: Unit 6 - My Place - What is it like to live here?

Anchor Text(s)/Sources: What is a Forecast? by Jennifer Boothroyd; Weather by Steffi Cavell-Clarke; Let's Look Outside by Margie Burton, Cathy French, and Tammy Jones; Weather Around the World by Emilie Dufresne; The Four Seasons by Crystal Sikkens; Seasonal Adventures by Johnny Ray Moore and Cbabi Bayoc; The Life Cycle of a Frog by Margaret McNamara

Supporting Text(s)/Source Options: Who Likes Rain? by Wong Herbert Yee; Thundercake by Patricia Polacco; It Looked Like Spilt Milk by Charles Shaw; Cloudy with a Chance of Meatballs by Judi Barrett and Ronald Barrett; Weather Words by Gail Gibbons

Approximate Duration: 5-6 weeks

Stage 1: Desired Results <i>What do we want students to know and be able to do?</i>				
Essential question				
What can we learn about the world around us? <i>Supporting Question: What is it like to live here?</i>				
Reading	Writing	Speaking/Listening	Social Studies	Science
RF.K.1 Demonstrate understanding of the organization and basic features of print. RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. Priority Standard: R.K.2 With prompting and support, retell stories and share key details from a text.	W.K.4 With guidance and support from adults, use a combination of drawing, dictating and writing to compose text in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose	SL K.1 With guidance and support, participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups.	Historical Thinking Skill Focus ☐ Causation (cause/effect) ☒ Comparison ☐ Change and Continuity Over Time ☐ Contextualization	K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface. K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time. K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.
Big Ideas Students will be able to understand...				
• Readers retell to show they understand the story and/or notice confusion. • Readers share key details to show they understand a text and/or notice confusion. • Readers pay attention to characters, settings, and important events to understand and enjoy the story. • Readers pay attention to pieces of information to learn about ideas in a text.				

- Writers have a purpose for writing.
- Writing is a way to communicate wants, needs, ideas, and knowledge.
- Writers engage in a process to develop and organize their ideas.
- We participate in conversations and discussions by listening, taking turns, building on others' ideas, sharing our own ideas, staying on topic, and being respectful of different ideas and perspectives.
- Weather is not the same everywhere.
- Weather has a pattern. When seasons change, the weather changes too.
- Sunlight warms Earth's surface.
- Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.
- Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events.
- Historians examine cause and effect to see relationships between people, places, ideas, and events
- Historians study and compare people, places, ideas, and events to make sense of our world.

Topics	Learning Targets <i>I can...</i>
RF.K.1 Demonstrate understanding of the organization and basic features of print.	I can identify the basic features of print in a text.
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	*Learning Targets can be found before each lesson in the Heggerty Bridge to Reading manual
Priority Standard: R.K.2 With prompting and support, retell stories and share key details from a text.	I can retell details of a text with help from my teacher.
	I can one key detail of a text with help from my teacher.
	I can tell more than one key detail of a text with help from my teacher.
R.K.3 With prompting and support, identify characters, settings, and important events in a story or pieces of information in a text.	I can independently identify characters, settings, and major events (RL) in a story or pieces of information from a text. (RI)
	I can identify the major events from the text with support from my teacher. (RL & RI)
	I can identify characters and settings (RL) and pieces of information (RI) with support from my teacher.
W.K.4 With guidance and support from adults, use a combination of drawing, dictating and writing to compose text in which the development and organization are culturally-sustaining and rhetorically	I can strengthen my writing with descriptive words and details that match my topic.
	I can write sentences about a topic.

authentic to task and purpose	My writing piece includes all parts of my writing checklist.
	I can draw about a topic and label it.
	I am working on drawing, telling and/or writing about a topic.

Stage 2: Authentic Assessment Evidence <i>How will we know if students have learned?</i>	
Looking For:	Looking At: Common Assessments/Assessment Tasks
Reading Rubrics Writing Rubrics	Foundational Formatives - Heggerty weekly word checks - Student writing samples
	Informational Assessments: Formative #1: In <u>The Four Seasons</u> book, read aloud pages 14-15 (Set for Spring). - Have students write and/or draw details they learned using: Formative #2: In <u>Weather</u> book, read aloud pages 12-13 (Rain) - Have students X out the detail that is not a KEY detail: Summative Assessment: In <u>Life Cycle of a Frog</u> book, read aloud the whole text. - Have students fill out the graphic organizer for key details.
Anticipating Student Needs	
Opportunities for Reteaching	Opportunities for Enrichment
Conferring with students, meeting with groups during group work	Conferring with students, meeting with groups during group work

Unit Name: Unit 7 - Our World - Kindergarten Primary Sources

Anchor Text(s)/Sources: Bilal Cooks Daal by Aisha Saeed; Danbi Leads the School Parade by Anna Kim; The Camping Trip by Jennifer K. Mann; Harriet Gets Carried Away by Jessie Sima; The Tortoise and the Hare by Michele Dufresne; The Story of the Three Bears by Max Stasiuk; Poppleton In Spring by Cynthia Rylant; The Three Billy Goats Gruff by Carolota Cruz; The Little Red Hen by Michele Dufresne

Supporting Text(s)/Source Options: Kid Citizen interactive video; Learning About Primary Sources by Nikki Bruno Clapper; Children Past and Present (Benchmark Literacy); Primary Sources (Benchmark Literacy)

Approximate Duration: 4-5 weeks

Stage 1: Desired Results <i>What do we want students to know and be able to do?</i>			
Essential question			
What can we learn about the world around us? <i>Supporting Question: What can someone learn about Kindergarten from a primary source?</i>			
Reading	Writing	Speaking/Listening	Social Studies
RF.K.1 Demonstrate understanding of the organization and basic features of print. RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. R.K.2 With prompting and support, retell stories and share key details from a text. R.K.3 With prompting and support, identify characters, settings, and important events in a story or pieces of information in a text.	W.K.4 With guidance and support from adults, use a combination of drawing, dictating and writing to compose text in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose	SL K.1 With guidance and support, participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups.	Historical Thinking Skill Focus ☐ Causation (cause/effect) ☒ Comparison ☐ Change and Continuity Over Time ☐ Contextualization
Big Ideas Students will be able to understand...			
• Readers retell to show they understand the story and/or notice confusion. • Readers share key details to show they understand a text and/or notice confusion. • Readers pay attention to characters, settings, and important events to understand and enjoy the story. • Readers pay attention to pieces of information to learn about ideas in a text. • We participate in conversations and discussions by listening, taking turns, building on others' ideas, sharing our own ideas, staying on topic, and being respectful of			

different ideas and perspectives.

- Writers have a purpose for writing.
- Writing is a way to communicate wants, needs, ideas, and knowledge.
- Writers engage in a process to develop and organize their ideas.
- We use primary sources to help us learn about the world.
- Historians examine cause and effect to see relationships between people, places, ideas, and events
- Historians study and compare people, places, ideas, and events to make sense of our world.

Topics	Learning Targets <i>I can...</i>
RF.K.1 Demonstrate understanding of the organization and basic features of print.	I can identify the basic features of print in a text.
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	*Learning Targets can be found before each lesson in the Heggerty Bridge to Reading manual
Priority Standard: R.K.2 With prompting and support, retell stories and share key details from a text.	I can retell a story, in order, with help from my teacher.
	I can tell which details are most important, with help from my teacher.
R.K.3 With prompting and support, identify characters, settings, and important events in a story or pieces of information in a text.	I can independently identify characters, settings, and major events (RL) in a story or pieces of information from a text. (RI)
	I can identify the major events from the text with support from my teacher. (RL & RI)
	I can identify characters and settings (RL) and pieces of information (RI) with support from my teacher
W.K.4 With guidance and support from adults, use a combination of drawing, dictating and writing to compose text in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose	I can add details to tell more.
	I can write about a topic. My writing piece includes all parts of my writing checklist. <i>(NARRATIVE-Tell events real or imagined. Single event or loosely related events. Tell events in order. Provide a reaction to what happened.)</i>
	I can draw or tell about a topic

Stage 2: Authentic Assessment Evidence <i>How will we know if students have learned?</i>	
Looking For:	Looking At: Common Assessments/Assessment Tasks
• Reading Rubrics • Writing Rubrics • Social Studies Learning Progression Rubrics	<u>Foundational Formatives</u> • Heggerty weekly word checks • Student writing samples
	<u>Literature Formatives/Summatives</u> • Formative #1: The Story of the Three Bears (read aloud)- Students fill in Retelling Sheet • Formative #2: The Little Red Hen (read aloud) - Students fill in Retelling Sheet • Summative (Interview)
	<u>Writing/Social Studies</u> • Primary source piece about Kindergarten (Social Studies and Writing)
Anticipating Student Needs	
Opportunities for Reteaching	Opportunities for Enrichment
• Conferring with students, meeting with groups during group work	• Conferring with students, meeting with groups during group work

Grade 1

Unit Name: Unit 1 - We Are Responsible Citizens

Anchor Text(s)/Sources: [Jabari Tries](#) by Gaia Cornwall; [Thank You, Omu](#) by Oge Mora; [The Proudest Blue](#) by Ibtihaj Muhammad and S.K. Ali; [The Rabbit Listened](#) by Cori Doerrfeld; [Following Rules](#) by Cassie Mayer; [I Am Responsible](#) by Jenny Fretland VanVoorst; [Rules Rule at School!](#) by Mary Lindeen; [What If Everybody Did That?](#) by Ellen Javernick; [All About Laws](#)

Supporting Text(s)/Source Options: [Strictly No Elephants](#) by Lisa Mantchev; [We Don't Eat Our Classmates](#) by Ryan T. Higgins; [Enemy Pie](#) by Derek Munson; [Stand Tall, Molly Lou Melon](#) by Patty Lovell; [Chrysanthemum](#) by Kevin Henkes; [Our Class is a Family](#) by Shannon Olsen; [The Recess Queen](#) by Emma O'Neill; [Why Do We Need Rules?](#) (ReadWorks passage); PebbleGo articles about Responsibility and Cooperation

Approximate Duration: 3-4 weeks

Stage 1: Desired Results <i>What do we want students to know and be able to do?</i>			
Essential question(s)			
How Do People Get Along?			
Reading	Writing/Language	Speaking/Listening	Social Studies
<i>Priority Standard:</i> RF 1.3 Know and apply grade-level phonics and word analysis skills in decoding words. <i>Priority Standard:</i> RL 1.3 Describe characters, settings, and important events in a story or pieces of information in a text <i>Secondary:</i> RL 1.7 Use illustrations and details in literary and informational texts to discuss story elements and/or topics	W.1.4 - With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. W.1.2b - Informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.	SL 1.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups.	Historical Thinking Skill Focus ☐ Causation (cause/effect) ☐ Comparison ☒ Change and Continuity Over Time ☐ Contextualization SS.PS1.a.K-1 Assess the importance of rules and laws at home, in school, and in the community. SS.PS3.a.1 Describe the effect an action has on members of a group. SS.PS4.a.e Compare and contrast perspectives on the same topic. SS.PS4.b.2 Give an example of a compromise
Big Ideas			
Students will be able to understand...			
• Readers pay attention to settings and events to understand more about the character(s). • Characters help readers think about their own lives and learn about the lives of others. • Readers focus on characters to deepen their understanding and enjoyment of the text. • Writers have a purpose for writing. • Writing is a way to communicate wants, needs, ideas, and knowledge.			

- Writers engage in a process to develop and organize their ideas.
- We participate in conversations and discussions by listening, taking turns, building on others' ideas, sharing our own ideas, staying on topic, and being respectful of different ideas and perspectives.
- Rules are instructions on how people behave in different situations.
- We can stay safe by following rules at home, at school, and in the community.
- Rules help us act responsibly, get along with others, and make good choices.
- Historians examine cause and effect to see relationships between people, places, ideas, and events
- Historians study and compare people, places, ideas, and events to make sense of our world.

Topics	Learning Targets <i>I can...</i>
<i>Priority Standard:</i> RF 1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	*Learning Targets can be found before each lesson in the Heggerty Bridge to Reading manual
<i>Priority Standard:</i> RL 1.3 Describe characters, settings, and important events in a story or pieces of information in a text	I can use important events from the text to identify how characters changed.
	I can identify important events.
	I can describe the characters, setting and important events.
	I can identify the characters, setting, and important events.
RL 1.7 Use illustrations and details in literary and informational texts to discuss story elements and/or topics	I can explain how the illustrations and words add to my understanding of the text.
	I can use words and specific details to discuss story elements and/or topics.
	I can use illustrations to discuss story elements and/or topics.
W.1.4 With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. W.1.2b Informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.	I can strengthen my writing with descriptive words and details that match my topic.
	I can write a conclusion.
	I can write facts about the topic.
	I can write an introduction that names the topic.
	I can write about a topic.
SS.PS1.a.K-1 Assess the importance of rules and laws at home, in school, and in the community.	I can answer complex questions and use strong examples/evidence to show my understanding.

SS.PS3.a.1 Describe the effect an action has on members of a group.	I can correctly use complex vocabulary to explain what we are learning.
SS.PS4.a.e Compare and contrast perspectives on the same topic.	I can use comparisons or cause/effect to make connections about what we are learning.
SS.PS4.b.2 Give an example of a compromise	I can use what I've learned to explain a new situation or to solve a new problem.
	I can answer complex questions and use strong examples/evidence to show my understanding.

Stage 2: Authentic Assessment Evidence <i>How will we know if students have learned?</i>	
Looking For:	Looking At: Common Assessments/Assessment Tasks
Reading Rubrics Writing Rubrics Social Studies Learning Progression Rubrics	Formatives - Identifying the character & setting exit slip (Week 1 - choose 1 from list below) - Character & Setting Exit Slip - Story Map/ Story Map Slide - Setting Exit Slip - Stop and Sketch Exit Slip - Elements of a Story exit slip - Describing the Character exit slip (Week 2) - Post-it note exit slip: <i>Write the setting of the your book on your post-it note</i> - student practice sheet - characters - Character change exit slip (Week 3) 1.3 Character Change - R.1.3 Assessment tool - Writing tasks throughout Weeks 1 & 2
	Summatives Informative piece: Write a piece about how to get along with others (Writing & Social Studies)
Anticipating Student Needs	
Opportunities for Reteaching	Opportunities for Enrichment
- Conferring with students, meeting with groups during group work - Describing Characters assessment (Reading) - Passage: Helping a Friend - Assessment: 1.3 Character Change	- Students can create posters of how to get along to hang around the school - Conferring with students, meeting with groups during group work

Unit Name: Unit 2 - People and Groups are Alike and Different

Mentor Text(s)/Sources: Thank You, Omu by Oge Mora; The Rabbit Listened by Cori Doerrfeld; Bilal Cooks Daal by Aisha Saeed; Mixed by Aree Chung

Supporting Text(s)/Source Options: Duck! Rabbit! by Amy Krouse Rosenthal and Tom Lichtenheld; Stick and Stone by Beth Ferry; Bear Came Along by Richard T. Morris; Thelma the Unicorn by Aaron Blabey; Giraffes Can't Dance by Giles Andreae; Stumpkin by Lucy Ruth Cummins; The Invisible Boy by Trudy Ludwig; The Crayon Box That Talked by Shane Derolf; Chrysanthemum by Kevin Henkes

Approximate Duration: 3-4 weeks

Stage 1: Desired Results <i>What do we want students to know and be able to do?</i>			
Essential question(s)			
How are people and groups alike and different? <i>Supporting Question: How can people have different opinions and still get along?</i>			
Reading	Writing/Language	Speaking/Listening	Social Studies
<i>Priority Standard:</i> RF 1.3 Know and apply grade-level phonics and word analysis skills in decoding words. RL 1.2 Identify the theme in a text with guidance and support; retell important details <i>Secondary:</i> RL 1.7 Use illustrations and details in literary and informational texts to discuss story elements and/or topics	W.1.4 - With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. W.1.2a - Opinion pieces in which they introduce the topic or name the text they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure	SL 1.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups.	Historical Thinking Skill Focus ☐ Causation (cause/effect) ☒ Comparison ☐ Change and Continuity Over Time ☐ Contextualization SS.BH2.a.K-1 Describe how groups of people are alike and different.
Big Ideas			
Students will be able to understand...			
• Readers retell to show they understand the story and/or notice confusion. • Theme is what the story is <i>really</i> about and what helps us understand more about people and the world. • Readers focus on key details to deepen their understanding and enjoyment of a text's theme. • Writers have a purpose for writing. • Writing is a way to communicate wants, needs, ideas, and knowledge. • Writers engage in a process to develop and organize their ideas.. • We can share our opinions by writing about them. • Opinions are stronger when they are supported by reasons. • People are alike and they are also different. One of the ways people are different is that they can have different opinions.			

- Characters in our books are also different. They can teach us about getting along even though they are different.
- We participate in conversations and discussions by listening, taking turns, building on others' ideas, sharing our own ideas, staying on topic, and being respectful of different ideas and perspectives
- Historians examine cause and effect to see relationships between people, places, ideas, and events
- Historians study and compare people, places, ideas, and events to make sense of our world.

Topics	Learning Targets <i>I can...</i>
<i>Priority Standard:</i> RF 1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	*Learning Targets can be found before each lesson in the Heggerty Bridge to Reading manual
<i>Priority Standard:</i> RL 1.2 Identify the theme in a text with guidance and support; retell important details	I can identify key details that connect to the theme.
	I can identify a theme
	I can retell what happened in the beginning, middle and end
RL 1.7 Use illustrations and details in literary and informational texts to discuss story elements and/or topics	I can explain how the illustrations and words add to my understanding of the text.
	I can use words and specific details to discuss story elements and/or topics.
	I can use illustrations to discuss story elements and/or topics.
W.1.4 With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. W.1.2a Opinion pieces in which they introduce the topic or name the text they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	I can strengthen my writing with descriptive words and details that match my topic.
	I can write a conclusion.
	I can write one or more reasons for my opinion.
	I can write an opinion.
	I can write an introduction that names my topic.
SS.Econ4.b.1 Classify different jobs people have and how these jobs help others. Explain what major public, private, and tribal institutions (e.g., schools, police, fire station) do for people.	I can answer complex questions and use strong examples/evidence to show my understanding.
	I can correctly use complex vocabulary to explain what we are learning.
	I can use comparisons or cause/effect to make connections about what we are learning.
	I can use what I've learned to explain a new situation or to solve a new problem.
	I can answer complex questions and use strong examples/evidence to show my understanding.

Stage 2: Authentic Assessment Evidence <i>How will we know if students have learned?</i>	
Looking For:	Looking At: Common Assessments/Assessment Tasks
Reading Rubrics Writing Rubrics Social Studies Learning Progression Rubrics	Formatives - Story Map - Stop and Sketch Exit Slip - Elements of a Story exit slip
	Summatives - Heggerty Weekly Think & Writes (Phonics/Foundational Skills) Book from Custom Ed. Solutions: Quack the Hero lev. D Quack the Hero Retell (Student interview or Seesaw post) - Teacher Checklist - Seesaw Link - Quack the hero Excelling Exemplar
Anticipating Student Needs	
Opportunities for Reteaching	Opportunities for Enrichment
Conferring with students, meeting with groups during group work	- Students could write additional opinion pieces about different topics. - Students can also connect reading to writing by selecting a theme and writing about reasons that support it. - Conferring with students, meeting with groups during group work

Unit Name: Unit 3 - Different Family Traditions

Mentor Text(s)/Sources: [Dear Primo](#) by Duncan Tonatiuh; [Same, Same but Different](#) by Jenny Sue Kostecki-Shaw; Chinese New Year (ReadWorks passage); [Fireflies](#) by Julie Brinckloe; [What Does It Mean to Belong To a Group?](#) from iCivics; [What Shared Traditions are Special to Your Family?](#) from iCivics; [Our Culture, Our Tradition](#) by Karen Jones; nonfiction text examples from classroom libraries

Supporting Text(s)/Source Options: [PBS Kids Talk About: Celebrating Family](#); BookFlix paired text with [Same, Same but Different and Asia](#)

Approximate Duration: 3-4 weeks

Stage 1: Desired Results <i>What do we want students to know and be able to do?</i>			
Essential question(s)			
How are people and groups alike and different?			
Reading	Writing/Language	Speaking/Listening	Social Studies
<i>Priority Standards:</i> RF 1.3 Know and apply grade-level phonics and word analysis skills in decoding words. RI 1.2 Identify the main topic in a text with guidance and support; retell important details <i>Supporting Standard:</i> RI. 1.5 Identify a variety of genres and explain major differences between literary texts and informational texts	W.1.4 - With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. W.1.2c - Convey events, real or imagined, through 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.	SL 1.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups.	Historical Thinking Skill Focus ☐ Causation (cause/effect) ☐ Comparison ☒ Change and Continuity Over Time ☐ Contextualization SS.BH2.a.K-1 Describe how groups of people are alike and different. SS.BH2.b.1 Understand ways people change and adapt to new situations in places and within a family.

Big Ideas
Students will be able to understand...
• Readers retell important details to demonstrate their understanding and/or notice confusions. • The main topic is what the text is <i>mostly</i> about and is what the author wants us to understand about our world. • Readers focus on key details to deepen their understanding and enjoyment of the main topic. • Writers have a purpose for writing. • Writing is a way to communicate wants, needs, ideas, and knowledge. • Writers engage in a process to develop and organize their ideas. • We can share about important traditions by writing about them and sharing them with others. • A group is a collection of people who are connected in some way.

- Groups exist within schools and our communities.
- A tradition is a belief or way of doing something that has existed for a long time.
- A holiday is a day of celebration of an important person or event.
- Language, beliefs, customs and traditions help shape the culture of a family and a community.
- We participate in conversations and discussions by listening, taking turns, building on others' ideas, sharing our own ideas, staying on topic, and being respectful of different ideas and perspectives.
- Historians examine cause and effect to see relationships between people, places, ideas, and events
- Historians study and compare people, places, ideas, and events to make sense of our world.

Topics	Learning Targets <i>I can...</i>
<i>Priority Standard:</i> RF 1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	*Learning Targets can be found before each lesson in the Heggerty Bridge to Reading manual
<i>Priority Standard:</i> RI 1.2 Identify the main topic in a text with guidance and support; retell important details	I can identify key details that connect to the main topic.
	I can identify a main topic.
	I can retell the text.
Supporting Standard: RI. 1.5 Identify a variety of genres and explain major differences between literary texts and informational texts	I can use examples to explain how I know the genre of the text.
	I can explain how I know if the text is fiction (literary) or nonfiction (informational)
	I can identify if a text is fiction (literary) or nonfiction (informational)
W.1.4 - With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. W.1.2c - Convey events, real or imagined, through 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.	I can strengthen my writing with descriptive words and details that match my topic.
	I can write a conclusion
	I can use sequence words (first, next, then, after, before...)
	I can write events in order.
	I can write details about what happened.
	I can write a lead.

SS.BH2.a.K-1 Describe how groups of people are alike and different. SS.BH2.b.1 Understand ways people change and adapt to new situations in places and within a family.	I can answer complex questions and use strong examples/evidence to show my understanding.
	I can correctly use complex vocabulary to explain what we are learning.
	I can use comparisons or cause/effect to make connections about what we are learning.
	I can use what I've learned to explain a new situation or to solve a new problem.
	I can answer complex questions and use strong examples/evidence to show my understanding.

Stage 2: Authentic Assessment Evidence <i>How will we know if students have learned?</i>	
Looking For:	Looking At: Common Assessments/Assessment Tasks
Reading Rubrics Writing Rubrics Social Studies Learning Progression Rubrics	Formatives CFA #1 text: Birds - Formative Check Option #1 (main topic only) CFA #2 text: Kites - RI.1.2 Graphic Organizer
	Summatives RI 1.2 Summative Check - Text: Roots - RI.1.2 Graphic Organizer
Anticipating Student Needs	
Opportunities for Reteaching	Opportunities for Enrichment
Guided teaching around a birthday tradition: Birthdays around the world video Read Aloud Birthdays in Many Cultures Students write/draw how they celebrate their birthday. Writing Strategies book: 5.5 All About or One Time? (to help kids who have a hard time doing narrative instead of “all about...”) Conferring with students, meeting with groups during group work	- Students create mini-book about their family - Family Book Week 1 - Students write a second narrative about a different tradition - Conferring with students, meeting with groups during group work

Unit Name: Unit 4 - How I See the World

Mentor Text(s)/Sources: [Pedro's Big Goal](#) by Fran Manushkin; [Yasmin the Writer](#) by Saadia Faruqi; [The Big Red Lollipop](#) by Ruhksana Khan; [Types of Maps](#) by Jennifer M. Bezel; [Maps, Maps, Maps](#) by Kelly Boswell; [Map My Room](#) by Jennifer Boothroyd; [What Are the Parts of a Map and What Do They Tell Us?](#) from iCivics; PBS Learning Media - [Map It!](#)

Supporting Text(s)/Source Options: [The Invisible Boy](#) by Trudy Ludwig; [Lilly's Purple Plastic Purse](#) by Kevin Henkes; [The Bad Seed](#) by Jory John; [Jabari Jumps](#) by Gaia Cornwall; [Thelma the Unicorn](#) by Aaron Blabey; Generation Genius - [Maps of Landforms](#); BookFlix paired texts - [Scrambled States of America and Types of Maps](#); PebbleGo - [Maps](#)

Approximate Duration: 4 weeks

Stage 1: Desired Results <i>What do we want students to know and be able to do?</i>			
Essential question(s)			
How can maps help us explore and understand our world?			
Reading	Writing/Language	Speaking/Listening	Social Studies
RF 1.3 Know and apply grade-level phonics and word analysis skills in decoding words. RL 1.3 Describe characters, settings, and important events in a story or pieces of information in a text <i>Secondary:</i> RL 1.2 Identify a main topic or central idea in a text with guidance and support; retell important details	W.1.4 - With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. W.1.2b Informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.	SL 1.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups.	Historical Thinking Skill Focus ☐ Causation (cause/effect) ☒ Comparison ☐ Change and Continuity Over Time ☐ Contextualization SS.BH1.a.2 Understand we are individuals influenced by our relationships and environments. SS.Geog4.a.2 Categorize characteristics of the local community (e.g. weather and climate, population, landforms, vegetation, culture, industry). Describe how certain places have meanings that distinguish them from other places (e.g. shopping mall, park, places of worship). SS.Geog1.c.1 Construct a map (paper or digital) of a familiar place (i.e. bedroom, classroom, playground) using title, compass rose, and symbols.

Big Ideas

Students will be able to understand...

- **Readers pay attention to settings and events to understand more about the character(s).**
- **Characters help readers think about their own lives and learn about the lives of others.**
- **Readers focus on characters to deepen their understanding and enjoyment of the text.**
- Writers have a purpose for writing.
- Writing is a way to communicate wants, needs, ideas, and knowledge.
- Writers engage in a process to develop and organize their ideas.
- Writers can teach people about a topic by writing a topic and some facts about it.
- A map is a drawing or representation of all or part of Earth's surface.
- Maps show us where things are (rivers, lakes, roads, etc.).
- Maps are geographic tools that help us think about and analyze the world.
- When people construct maps, they use things like a title, a compass rose, and symbols to help people understand the important parts.
- We participate in conversations and discussions by listening, taking turns, building on others' ideas, sharing our own ideas, staying on topic, and being respectful of different ideas and perspectives.
- Historians examine cause and effect to see relationships between people, places, ideas, and events
- Historians study and compare people, places, ideas, and events to make sense of our world.

Topics	Learning Targets <i>I can...</i>
<i>Priority Standard:</i> RF 1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	*Learning Targets can be found before each lesson in the Heggerty Bridge to Reading manual
RL 1.3 Describe characters, settings, and important events in a story or pieces of information in a text	I can use important events from the text to identify how characters changed.
	I can identify important events.
	I can describe the characters, setting and important events.
	I can identify the characters, setting, and important events.
RL 1.2 Identify a main topic or central idea in a text with guidance and support; retell important details	I can identify key details from the text that connect to the theme with help from my teacher.
	I can identify the theme with help from my teacher.
	I can retell a story on my own.
W.1.4 - With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and	I can write an introduction that names the topic.

rhetorically authentic to task and purpose. W.1.2b Informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.	I can write facts/steps about a topic. I can write a conclusion.
SS.BH1.a.2 Understand we are individuals influenced by our relationships and environments. SS.Geog4.a.2 Categorize characteristics of the local community (e.g. weather and climate, population, landforms, vegetation, culture, industry). Describe how certain places have meanings that distinguish them from other places (e.g. shopping mall, park, places of worship). SS.Geog1.c.1 Construct a map (paper or digital) of a familiar place (i.e. bedroom, classroom, playground) using title, compass rose, and	I can answer complex questions and use strong examples/evidence to show my understanding. I can correctly use complex vocabulary to explain what we are learning. I can use comparisons or cause/effect to make connections about what we are learning. I can use what I've learned to explain a new situation or to solve a new problem. I can answer complex questions and use strong examples/evidence to show my understanding.

Stage 2: Authentic Assessment Evidence <i>How will we know if students have learned?</i>	
Looking For:	Looking At: Common Assessments/Assessment Tasks
• Reading Rubrics • Writing Rubrics • Social Studies Learning Progression Rubrics	Formatives • Heggerty Weekly Word check + Dictated Sentences • Reading CFA #1 & 2: ○ Text options: ■ The Cluck Cluck Club (Heggerty Decodable text from Week 16) ■ Marty the Clownfish (level F) <i>*Just use the passage!</i> ■ Maya Monkey (Level G) From Custom Ed Solutions ■ Swimming With a Dragon text ■ Sam's Haircut text ○ Assessment: 1.3 Character Change • Writing tasks in map-maker journal • Writing tasks in Week 3 Summatives • Heggerty Weekly Think & Writes (Phonics/Foundational Skills) • "Welcome to _____" map + informative piece ○ Create a map of our school or our classroom (Social Studies) ○ Write about an important place in our school or classroom (Writing) • Describing Characters assessment (Reading) ○ Passage: Little Lion (from Benchmark Literacy) Level F ○ Assessment: 1.3 Character Change

Anticipating Student Needs

Opportunities for Reteaching

- OPTIONAL Formative Assessment for Week 1 (Teacher can read aloud and use any text, as this is review.)
 - Elements of a Story exit slip
 - Character Map
- Create a map out of a different material or create a map digitally
- Conferring with students, meeting with groups during group work

Opportunities for Enrichment

- Create a map out of a different material or create a map digitally
- Conferring with students, meeting with groups during group work

Unit Name: Unit 5 - Needs and Wants

Mentor Text(s)/Sources: [Don't Throw It to Mo!](#) by David A. Adler; [Mixed](#) by Arree Chung; [Do I Need It? Do I Want It?](#) by Jennifer S. Larson; [What Do We Buy?](#) by Robin Nelson; [PBS Learning Media Needs Vs. Wants](#); [BrainPop Jr. Needs and Wants](#); [BrainPop Jr. Saving and Spending](#)

Supporting Text(s)/Source Options: [Days With Frog and Toad](#) by Arnold Lobel; [Poppleton](#) by Cynthia Rylant; [PebbleGo Needs and Wants](#); [PebbleGo Making Choices](#)

Approximate Duration: 4 weeks

Stage 1: Desired Results <i>What do we want students to know and be able to do?</i>			
Essential question(s)			
What choices do we make with our money?			
Reading	Writing/Language	Speaking/Listening	Social Studies
RF 1.3 Know and apply grade-level phonics and word analysis skills in decoding words. RL 1.2 Identify a main topic or central idea in a text with guidance and support; retell important details RL 1.4 Identify specific words and phrases that express feeling, appeal to the senses, or content-specific words within a text	W.1.4 - With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. W.1.2a - Opinion pieces in which they introduce the topic or name the text they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure	SL 1.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups.	Historical Thinking Skill Focus ☐ Causation (cause/effect) ☒ Comparison ☐ Change and Continuity Over Time ☐ Contextualization SS.BH1.a.2 Understand we are individuals influenced by our relationships and environments. SS.Econ3.a.1 Identify the cost of everyday goods (e.g., milk, bread, fruit, vegetables, cheese). SS.Econ1.a.1 Differentiate between a “want” and a “need”. Describe resources that are important or useful to you, your family, community, and country. SS.Econ3.b.1 Categorize types of money (e.g., coins, bills) and explain why money is used. Formulate reasons why people save. SS.PS4.a.e Compare and contrast perspectives on the same topic.
Big Ideas			
Students will be able to understand...			

- **Readers retell to show they understand the story and/or notice confusion.**
- **Theme is what the story is *really* about and what helps us understand more about people and the world.**
- **Readers focus on key details to deepen their understanding and enjoyment of a text's theme.**
- Writers have a purpose for writing.
- Writing is a way to communicate wants, needs, ideas, and knowledge.
- Writers engage in a process to develop and organize their ideas.
- Writers can share their opinions by writing about them and supporting them with facts.
- We participate in conversations and discussions by listening, taking turns, building on others' ideas, sharing our own ideas, staying on topic, and being respectful of different ideas and perspectives.
- People and families work to earn money to purchase goods and services that they need or want.
- People make decisions about how to spend and save the money that they earn.
- Historians examine cause and effect to see relationships between people, places, ideas, and events
- Historians study and compare people, places, ideas, and events to make sense of our world.

Topics	Learning Targets <i>I can...</i>
<i>Priority Standard:</i> RF 1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	*Learning Targets can be found before each lesson in the Heggerty Bridge to Reading manual
RL 1.2 Identify a main topic or central idea in a text with guidance and support; retell important details	I can identify key details from the text that connect to the theme with help from my teacher.
	I can identify the theme with help from my teacher.
	I can retell a story on my own.
RL 1.4 Identify specific words and phrases that express feeling, appeal to the senses, or content-specific words within a text	I can explain the meaning of specific words and phrases with help from my teacher.
	I can identify words that show feeling or appeal to the senses.
	I can identify new or interesting words.
W.1.4 - With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose.	I can write an introduction that names the topic.
	I can write an opinion.
	I can write one or more reasons for the opinion.
	I can write a conclusion.
SS.BH1.a.2	I can answer complex questions and use strong examples/evidence to show my understanding.

Understand we are individuals influenced by our relationships and environments. SS.Econ3.a.1 Identify the cost of everyday goods (e.g., milk, bread, fruit, vegetables, cheese). SS.Econ1.a.1 Differentiate between a “want” and a “need”. Describe resources that are important or useful to you, your family, community, and country. SS.Econ3.b.1 Categorize types of money (e.g., coins, bills) and explain why money is used. Formulate reasons why people save. SS.PS4.a.e Compare and contrast perspectives on the same topic.	I can correctly use complex vocabulary to explain what we are learning.
	I can use comparisons or cause/effect to make connections about what we are learning.
	I can use what I’ve learned to explain a new situation or to solve a new problem.
	I can answer complex questions and use strong examples/evidence to show my understanding.

Stage 2: Authentic Assessment Evidence <i>How will we know if students have learned?</i>	
Looking For:	Looking At: Common Assessments/Assessment Tasks
Reading Rubrics Writing Rubrics Social Studies Learning Progression Rubrics	Formatives RL 1.2 formatives: - Cluck Cluck Club (Heggerty Series) + Theme exit slip Week 2 - Unit 4, Week 18-1st (decodable passage) + Theme exit slip Week 3
	Summatives - Needs and Wants Opinion piece (Writing & Social Studies) - Retelling & Theme assessment (Reading) - Passage: The Race of the Little Turtles (from Custom Ed Solutions) Level H - Assessment: The Race of the Little Turtles
Anticipating Student Needs	
Opportunities for Reteaching	Opportunities for Enrichment
- Conferring with students, meeting with groups during group work - Use short passages from ReadWorks to practice retelling Kerry Kangaroo Hops + Question set Carl’s Garden Problem + Question set (These are very short, simple texts that could be used for a group that needs	- For students who are proficient in identifying the theme and supporting it with key details, have them try Reading Strategies lesson 7.9 “Compare Lessons Across Books in a Series” to read and compare themes in multiple texts. - Students could also learn Reading Strategies lesson 7.12 “Dig Deeper to Find a Story’s Topics.” - In writing, students could extend their piece by writing about additional choices. For example, if you decide to buy a popsicle at the gas station, what flavor will you buy? Then, will you eat it right away or save it for later? As another example, when you are at home and have free time, you may

practice retelling, as the stories are simple and have only 1 event).

decide to color in your favorite coloring book instead of playing a game. Which picture will you color? Will you use crayons or colored pencils? Choices are rarely “one and done.” Have students think about a time where they have had to make a choice, and write more about how those choices have led to the need for additional decisions.

- Conferring with students, meeting with groups during group work

Unit Name: Unit 6 - Plant and Animal Survival

Mentor Text(s)/Source Options: Sections of Benchmark Literacy texts (Ants by Mickey Daraonco and Lori Presti; The Savannas of Africa by Katherine Scaper); Sections of Turtles by Michele Dufresne; Sections of In the Ocean by Michele Dufresne; Sessions of A World of Squirrels by Michele Dufresne

Supporting Text(s)/Source Options Capstone Interactive Resources on Plants and Animals; Crabs by Heather Hammonds; Born in the Wild: Baby Animals by Rick Raymos; Gorillas and Their Infants by Margaret Hall; Amazing Animal Senses by Caroline Hutchinson; In a Tropical Rainforest by Katherine Scaper; Inside a Plant by Christina Hill; How We See by Kate Scott

Approximate Duration: 3-4 weeks

Stage 1: Desired Results <i>What do we want students to know and be able to do?</i>				
Essential question(s)				
How does the environment impact how plants and animals survive?				
Reading	Writing/Language	Speaking/Listening	Social Studies	Science
RF 1.3 Know and apply grade-level phonics and word analysis skills in decoding words. RI 1.2 Identify a main topic or central idea in a text with guidance and support; retell important details. RI 1.7 Use illustrations and details in literary and informational texts to discuss story elements and/or topics.	W.1.4 - With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose.	SL 1.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups.	Historical Thinking Skill Focus ☒ Causation (cause/effect) ☐ Comparison ☐ Change and Continuity Over Time ☐ Contextualization	1-LS1-1 - Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. 1-LS1-2 - Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. 1-LS3-1 - Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Big Ideas

Students will be able to understand...

- Readers retell important details to demonstrate their understanding and/or notice confusions.
- The main topic is what the text is *mostly* about and is what the author wants us to understand about our world.
- Readers focus on key details to deepen their understanding and enjoyment of the main topic.
- Writers have a purpose for writing.
- Writing is a way to communicate wants, needs, ideas, and knowledge.
- Writers engage in a process to develop and organize their ideas.
- Writers can teach people about a topic by writing a topic and some facts about it.
- We participate in conversations and discussions by listening, taking turns, building on others' ideas, sharing our own ideas, staying on topic, and being respectful of different ideas and perspectives.
- Historians examine cause and effect to see relationships between people, places, ideas, and events
- Historians study and compare people, places, ideas, and events to make sense of our world.
- All plants and animals have external parts and use them to survive and grow.
- Young animals are similar to their parents.
- Adult animals help the offspring to survive.
- Scientists make observations to examine patterns in data and cause and effect.
- Scientists design and test solutions and/or devices to solve problems.

Topics	Learning Targets <i>I can...</i>
Priority Standard: RF 1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	*Learning Targets can be found before each lesson in the Heggerty Bridge to Reading manual
Priority Standard: RI 1.2 Identify a main topic or central idea in a text with guidance and support; retell important details	I can identify key details from the text that connect to the main topic with help from my teacher.
	I can identify the main topic with help from my teacher.
	I can retell a story on my own.
RI 1.7 Use illustrations and details in literary and informational texts to discuss story elements and/or topics	I can identify which illustrations, details, or text features best explain the story elements and/or topics.
	I can use illustrations, details, or text features from the text to discuss story elements and/or topics.
	I can identify illustrations, details, or text features that support story elements and/or topics.
W.1.4 - With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically	I can write an introduction that names the topic.
	I can write facts/steps about a topic.

authentic to task and purpose. W.1.2b Informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.	I can write a conclusion.
Historical Thinking Skill Focus ☒ Causation (cause/effect) ☐ Comparison ☐ Change and Continuity Over Time ☐ Contextualization	I can answer complex questions and use strong examples/evidence to show my understanding.
	I can correctly use complex vocabulary to explain what we are learning.
	I can use comparisons or cause/effect to make connections about what we are learning.
	I can use what I've learned to explain a new situation or to solve a new problem.
	I can answer complex questions and use strong examples/evidence to show my understanding.
1-LS1-1 - Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. 1-LS1-2 - Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. 1-LS3-1 - Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	I can <u>investigate</u> and <u>identify</u> how animals use their different body parts to see, hear, grasp objects, protect themselves, move from place to place and seek, find, and take in food, water and air that help them survive and grow. I can <u>investigate</u> and <u>identify</u> how plants have different parts (roots, stem, leaves, flowers, fruits) that help them survive and grow. I can use materials to <u>design a device</u> that will help us solve our human problem. I can describe the features of my design that are important to the solution. I can <u>describe</u> if our <u>solution</u> solves the human problem. I can <u>read texts and media</u> to learn information about how plants and animals can have offspring. I can <u>read texts and media</u> to learn information about animal parents that help offspring survive. I can <u>read texts and media</u> to learn information about behaviors of animal offspring that help the offspring survive. I can use what I've read to <u>describe patterns</u> of what animals do to help their offspring to survive. I can use what I've read to <u>describe patterns</u> of what offspring do to get help to survive.

Stage 2: Authentic Assessment Evidence <i>How will we know if students have learned?</i>	
Looking For:	Looking At: Common Assessments/Assessment Tasks
Reading Rubrics Writing Rubrics Social Studies Learning Progression Rubrics	Formatives Reading CFA #1: - Text: <u>The Savannas of Africa</u> (level H) - Benchmark Literacy, p. 6-9: <i>What Animals Live in a Savanna?</i> - Assessment: RI.1.2 Graphic Organizer Reading CFA #2: - Text: <u>In a Tropical Rain Forest</u> (level I) - Benchmark Literacy, p. 4-7: <i>What Is a Tropical Rain Forest?</i> - Assessment: RI.1.2 Graphic Organizer
	Summatives - Plants and Animals Informational piece (Writing & Social Studies) - Main Topic + Key Details assessment (Reading) - Passage: <u>All About Beetles</u> (level I) - section <i>Beetle's Habitat</i> - Assessment: RI.1.2 Graphic Organizer
Anticipating Student Needs	
Opportunities for Reteaching	Opportunities for Enrichment
Writing Strategies book: 5.5 All About or One Time? (to help kids who have a hard time doing narrative instead of “all about...”) Conferring with students, meeting with groups during group work Use short passages from ReadWorks to practice retelling	Conferring with students, meeting with groups during group work

Grade 2

Unit Name: Unit 1 - Understanding What We Read

Mentor Text(s)/Sources: [A Bike Like Sergio's](#) by Maribeth Boelts; [Mango, Abuela and Me](#) by Meg Medina

Supporting Text(s)/Source Options: [Danny and the Dinosaur](#) by Syd Hoff; [The Invisible Boy](#) by Trudy Ludwig; [A Hundred Pumpkins](#) (Heggerty passage); [NY Times: The Learning Network](#)

Approximate Duration: 2-3 weeks

Stage 1: Desired Results <i>What do we want students to know and be able to do?</i>			
Essential question(s)			
How does what we know about the world shape the way we view ourselves and the people around us?			
Reading	Writing/Language	Speaking/Listening	Social Studies
<i>Priority Standard:</i> RL 2.1 Develop and answer questions to demonstrate an understanding of key ideas and details in a text. <i>Secondary:</i> RL 2.7 Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features.	W.2.4 With guidance and support, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose.	SL 2.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups.	Historical Thinking Skill Focus ☐ Causation (cause/effect) ☒ Comparison ☐ Change and Continuity Over Time ☐ Contextualization SS.Hist3.b.e Explain why two people can talk about an event from different viewpoints.
Big Ideas			
Students will be able to understand...			
● Readers ask and answer questions about texts to understand more about the world. ● Readers focus on key ideas and details to deepen their understanding and enjoyment of a text. ● Writers have a purpose for writing. ● Writing is a way to communicate wants, needs, ideas, and knowledge. ● Writers engage in a process to develop and organize their ideas. ● Writers get their ideas for writing from their own personal experiences and from the world around them. ● We participate in conversations and discussions by listening, taking turns, building on others' ideas, sharing our own ideas, staying on topic, and being respectful of different ideas and perspectives. ● Historians examine cause and effect to see relationships between people, places, ideas, and events. ● Historians study and compare people, places, ideas, and events to make sense of our world.			

Topics	Learning Targets <i>I can...</i>
Priority Standard: RL 2.1 Develop and answer questions to demonstrate an understanding of key ideas and details in a text.	I can ask questions about key details in a text.
	I can use text evidence to help explain my thinking.
	I can answer questions (who, what, where, when, why) about key details in a text.
RL 2.7 Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features.	I can explain which illustrations or text features best enhance story elements and/or topics.
	I can explain how the illustrations and/or text features add to my understanding of the story elements and/or topics.
	I can identify illustrations, details, or text features that support story elements and/or topics.

Stage 2: Authentic Assessment Evidence <i>How will we know if students have learned?</i>	
Looking For:	Looking At: Common Assessments/Assessment Tasks
Reading Rubrics Writing Rubrics	Formatives CFA #1: Read the passage “Bug Observation.” <i>Students respond to the following questions (either in a reader’s response journal, on a half-sheet of paper, or using a story map)</i> - Who is the main character? How do you know? - What is the setting? How do you know? - What is the problem in the story? How is it solved? How do you know? - What are you wondering about the story? CFA #2: Read the passage “Our Photos” and respond to the comprehension questions and highlight evidence. - Assessment page (page 1 only) CFA #3: Reread the passage “Our Photos” and ask questions. - Assessment page (page 2 only)
	Summatives N/A
Anticipating Student Needs	
Opportunities for Reteaching	Opportunities for Enrichment
Conferring with students, meeting with groups during group work	Conferring with students, meeting with groups during group work

Unit Name: Unit 2 - Learning From Stories

Mentor Text(s)/Sources: [The Name Jar](#) by Yangsook Choi; [My Papi Has a Motorcycle](#) by Isabel Quintero; [Bilal Cooks Daal](#) by Aisha Saeed; [The Proudest Blue](#) by Ibtihaj Muhammad and S.K. Ali; [My Name is Sangoel](#) by Karen Williams and Khadra Mohammed; [Fry Bread](#) by Kevin Noble Maillard; This is How We Do It by Matt Lamothe; [Families Have Culture](#) (video); [What's In Your Lunchbox?](#) (video); [Dining Rules in Different Cultures](#) (video); [Ropa Vieja](#) (ReadWorks passage); [Foods for Holidays Around Halloween from Around the World](#) (video); [Saying Hello In Different Languages](#) (video); [Music from Around the World](#) (video); [Clothing from Around the World](#) (video); [Kids Share Why Culture is Important](#) (video)

Supporting Text(s)/Source Options: [Culture and Celebrations articles](#) (ReadWorks passages); [The Hungry Girl](#) (ReadWorks passage); [Food Around the World Readworks Articles](#) (ReadWorks passages); [Traditional Japanese Clothing](#) (ReadWorks passage); [Music of the Cherokee](#) (ReadWorks passage); [A Colorful City in Chile](#) (ReadWorks passage); [Haiku](#) (ReadWorks passage)

Approximate Duration: 3-4 weeks

Stage 1: Desired Results <i>What do we want students to know and be able to do?</i>			
Essential question(s)			
What can we learn from stories? How can we see ourselves in other people's stories?			
Reading	Writing/Language	Speaking/Listening	Social Studies
<i>Priority Standard:</i> RL 2.2 Summarize portions of a text in order to identify a central idea and key details in a text <i>Secondary:</i> R.2.5 Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text	W.2.4 With guidance and support, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. ☒ Narrative ☐ Argumentative ☐ Informational	SL 2.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups.	Historical Thinking Skill Focus ☐ Causation (cause/effect) ☒ Comparison ☐ Change and Continuity Over Time ☐ Contextualization SS.Hist3.b.e Explain why two people can talk about an event from different viewpoints. SS.BH2.a.K-1 Describe how groups of people are alike and different. SS.BH2.b.1 Understand ways people change and adapt to new situations in places and within a family. SS.BH3.a.2 Compare a belief in one culture to one in a different culture (e.g.How do people in a different country celebrate their birthday?).
Big Ideas			
Students will be able to understand...			

- **Readers summarize texts to demonstrate their understanding and/or notice confusions.**
- **Theme is what the story is *really* about and what helps us understand more about people and the world.**
- **Readers focus on key details to deepen their understanding and enjoyment of a text's theme.**
- Writers have a purpose for writing.
- Writing is a way to communicate wants, needs, ideas, and knowledge.
- Writers engage in a process to develop and organize their ideas.
- Writers get their ideas for writing from their own personal experiences and from the world around them.
- We participate in conversations and discussions by listening, taking turns, building on others' ideas, sharing our own ideas, staying on topic, and being respectful of different ideas and perspectives.
- Culture is a pattern of behavior shared by a society or group of people. Many different things make up culture, including: food, language, clothing, music, arts, customs, beliefs, and religion.
- People acquire knowledge and values by interacting with other people through common language, place, and community.
- People have qualities, characteristics, and beliefs that make them who they are. There are many parts of a person's identity that we might not know just by looking at them.
- Stories help us learn more about the world and others' experiences in the world.
- We can connect to these experiences by comparing and contrasting them to our own lives.
- We can learn more about a person's culture by listening to their stories.
- Historians examine cause and effect to see relationships between people, places, ideas, and events.
- Historians study and compare people, places, ideas, and events to make sense of our world.

Topics	Learning Targets <i>I can...</i>
Priority Standard: RL 2.2 Summarize portions of a text in order to identify a central idea and key details in a text	I can explain how the key details connect to the theme.
	I can identify key details.
	I can identify a theme.
	I can summarize portions of the text.
R.2.5 Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text	I can give examples from the text to support the description.
	I can describe how the author introduces and concludes the text (leads and endings).
	I can identify the structure of a text (literary = plot structure - beginning, rising action, resolution).
W.2.4 With guidance and support, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose.	I can strengthen my writing with descriptive words and details that match my topic.
	I can use all parts of my writing checklist to communicate clearly. *Write a lead, write details about what happened, write events in order, use sequence words, and write a conclusion
	I can write a piece to match the task, purpose, and audience.

	I can write about a topic.
SS.Hist3.b.e Explain why two people can talk about an event from different viewpoints. SS.Hist3.c.e Explain how something from the past can affect your life now. SS.BH2.a.K-1 Describe how groups of people are alike and different. SS.BH2.b.1 Understand ways people change and adapt to new situations in places and within a family.	I can use what I've learned to explain a new situation or to solve a new problem.
	I can use compare and contrast to make connections about what we are learning.
	I can correctly use complex vocabulary to explain what we are learning.
	I can answer complex questions and use strong examples/evidence to show my understanding.

Stage 2: Authentic Assessment Evidence <i>How will we know if students have learned?</i>	
Looking For:	Looking At: Common Assessments/Assessment Tasks
Reading Rubrics Writing Rubrics Social Studies Learning Progression Rubrics	Formatives <u>CFA #1</u> - I can summarize portions of the text. - Assessment Passage - What Will She Bring? (Lexile 420) - CFA #2 - I can identify a theme. - Assessment Passage - What Will She Bring? (Lexile 420) - Personal Narrative organizers/plan (after section 2)
	Summatives <u>End-of-unit assessment</u> - I can summarize portions of a text in order to identify a central idea and key details in the text. (Reading and Social Studies) - Assessment Passage - Basketball Dream - Personal Narrative piece (Writing and Social Studies). - I Am From poem (Social Studies focus)
Anticipating Student Needs	
Opportunities for Reteaching	Opportunities for Enrichment
- Conferring with students, meeting with groups during group work - Scaffolding Theme Graphic Organizer with SWBST <i>Optional additional text:</i> Lost and Found	- Conferring with students, meeting with groups during group work Section 2: Culture & Food - Students plan a dinner party in small groups. Each brings an artistic representation (drawing, clay model, etc.) of a food item from a culture of their choosing. Students choose the location of their dinner party and follow the dining customs of that culture. Section 4: My Name is Sangoel Project - <i>Students create posters based off of the themes they uncovered in the texts to share lessons of diversity and inclusion with their peers.</i>

Unit Name: Unit 3 - Places in the World

Mentor Text(s)/Sources: [Globe Trot Scott](#); [Holidays and Celebrations Around the World](#) (passages); [A Year of Celebraciones](#) by Carrie Lara

Supporting Text(s)/Source Options: [Holidays and Celebrations Around the World](#) (passages)

Approximate Duration: 3-4 weeks

Stage 1: Desired Results <i>What do we want students to know and be able to do?</i>			
Essential question(s)			
How would our celebrations be different if we lived in a different place?			
Reading	Writing/Language	Speaking/Listening	Social Studies
<i>Priority Standard:</i> RI 2.1 Develop and answer questions to demonstrate an understanding of key ideas and details in a text. <i>Secondary:</i> RI 2.7 Demonstrate understanding of topics by applying information gained from illustrations or text features.	W.2.4 With guidance and support, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. ☐ Narrative ☐ Argumentative ☒ Informational	SL 2.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups.	Historical Thinking Skill Focus ☐ Causation (cause/effect) ☒ Comparison ☐ Change and Continuity Over Time ☐ Contextualization SS.BH2.a.K-1 Describe how groups of people are alike and different. SS.BH2.b.1 Understand ways people change and adapt to new situations in places and within a family. SS.BH3.a.2 Compare a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthdays?).
Big Ideas			
Students will be able to understand...			
• Readers ask and answer questions about texts to understand more about the world. • Readers focus on key ideas and details to deepen their understanding and enjoyment of a text. • Writers have a purpose for writing. • Writing is a way to communicate wants, needs, ideas, and knowledge. • Writers engage in a process to develop and organize their ideas. • Writers use true facts for informational writing to teach others about a topic, concept, or idea.			

- We participate in conversations and discussions by listening, taking turns, building on others' ideas, sharing our own ideas, staying on topic, and being respectful of different ideas and perspectives.
- Different celebrations happen in our country and all over the world.
- We can learn about these celebrations by analyzing how they are similar to our own celebrations and how they are different.
- Historians examine cause and effect to see relationships between people, places, ideas, and events.
- Historians study and compare people, places, ideas, and events to make sense of our world.

Topics	Learning Targets <i>I can...</i>
<i>Priority Standard:</i> RI 2.1 Develop and answer questions to demonstrate an understanding of key ideas and details in a text.	I can ask questions about key details in a text.
	I can use text evidence to help explain my thinking.
	I can answer questions (who, what, where, when, why) about key details in a text.
RI 2.7 Demonstrate understanding of topics by applying information gained from illustrations or text features.	I can explain which illustrations or text features best enhance the story elements and/or topics.
	I can explain how the illustrations and/or text features add to my understanding of the story elements and/or topics
	I can identify illustrations, details, or text features that support story elements and/or topics
W.2.4 With guidance and support, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose.	I can strengthen my writing with descriptive words and details that match my topic.
	I can use all parts of my writing checklist to communicate clearly. *Write a lead, write details about what happened, write events in order, use sequence words, and write a conclusion
	I can write a piece to match the task, purpose, and audience.
	I can write about a topic.
SS.BH2.a.K-1 Describe how groups of people are alike and different. SS.BH2.b.1 Understand ways people change and adapt to new situations in places and within a family. SS.BH3.a.2 Compare a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthdays?).	I can use what I've learned to explain a new situation or to solve a new problem.
	I can use compare and contrast to make connections about what we are learning.
	I can correctly use complex vocabulary to explain what we are learning.
	I can answer complex questions and use strong examples/evidence to show my understanding.
	I can correctly use basic vocabulary to describe what we are learning.
	I can answer basic questions about the topic we are studying.

Stage 2: Authentic Assessment Evidence <i>How will we know if students have learned?</i>	
Looking For:	Looking At: Common Assessments/Assessment Tasks
Reading Rubrics Writing Rubrics Social Studies Learning Progression Rubrics	Formatives (Choose from options) CFA #1 - Volcanoes Readworks article- I can answer basic questions (who, what, when, where, why) - England Celebrations (England- p 7 of document) - Graphic Organizer for Volcanoes - Graphic Organizer for England
	Summatives "Celebrate in Australia" (<i>p 17 of document</i>): I can use text evidence to support my thinking when answering questions. I can ask questions about a nonfiction text. - Read the passage "Celebrate in Australia" and respond to the comprehension questions and highlight evidence. - Assessment Page - Writing piece about a holiday/celebration (Writing & Social Studies) - Social Studies holiday/celebration comparison (Social Studies)
Anticipating Student Needs	
Opportunities for Reteaching	Opportunities for Enrichment
Conferring with students, meeting with groups during group work	- Conferring with students, meeting with groups during group work - Holidays Around the World Reader's Theater

Unit Name: Unit 4 - Rights and Responsibilities

Mentor Text(s)/Sources: [Schools Have Rules](#) by Thomas Kingsley Troupe; [Staying Safe at School](#) by Thomas Kingsley Troupe; [The Water Protectors](#) by Carole Lindstrom; [All the Way to the Top](#) by Annette Bay Pimentel; Shark Lady; PebbleGo eBooks about School Rules and School Safety; [What Can a Citizen Do?](#) (video); BrainPOP Jr video about Right and Responsibilities

Supporting Text(s)/Source Options: [Bring Back the Whooping Crane](#) (Benchmark Literacy informational text); [Mary Wears What She Wants](#) by Keith Negley; [Malala's Magic Pencil](#) by Malala Yousafzai; [Shark Lady](#) by Jess Keating; PebbleGo eBooks about School Rules and School Safety; [School Ditches Rules and Loses Bullies](#); BrainPOP Jr videos

Approximate Duration: 3-4 weeks

Stage 1: Desired Results <i>What do we want students to know and be able to do?</i>			
Essential question(s)			
Do we <i>have</i> to have rules?			
Reading	Writing/Language	Speaking/Listening	Social Studies
<i>Priority Standard:</i> RI.2.2 Summarize portions of a text in order to identify a main topic or central idea and key details in a text <i>Secondary:</i> R.2.5 Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text	W.2.4 With guidance and support, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. ☐ Narrative ☒ Opinion / Argumentative ☒ Informational W.2.2a Opinion pieces in which they introduce the topic or text they are writing about, state an opinion, supply reasons that support the opinion, using words for emphasis, addition, contrast, or order to connect opinion and reasons, and provide a concluding statement or section.	SL 2.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups.	Historical Thinking Skill Focus ☐ Causation (cause/effect) ☒ Comparison ☐ Change and Continuity Over Time ☐ Contextualization SS.BH2.a.K-1 Describe how groups of people are alike and different. SS.PS2.a.1-2 Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (i.e., life, liberty, safety). SS.PS2.b.2 Summarize situations where individuals have rights, freedoms, and equality. Develop an opinion about an issue in your school or community. SS.PS2.c.1-2 Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student/teacher). Investigate ways in which people and groups can influence decision makers in school, their communities.

Big Ideas

Students will be able to understand...

- **Readers summarize texts to demonstrate their understanding and/or notice confusions.**
- **The main topic is what the text is *mostly* about and is what the author wants us to understand about our world.**
- **Readers focus on key details to deepen their understanding and enjoyment of the main topic.**
- We participate in conversations and discussions by listening, taking turns, building on others' ideas, sharing our own ideas, staying on topic, and being respectful of different ideas and perspectives.
- Writers have a purpose for writing.
- Writing is a way to communicate wants, needs, ideas, and knowledge.
- Writers engage in a process to develop and organize their ideas.
- Writers can share their opinions by writing about them and supporting them with facts.
- Writers use strong reasons and examples to support their opinion.
- Responsible citizens follow laws and rules that include respect for the rights, opinions, and property of others.
- Rights are freedoms we have that are protected by our laws; responsibilities are duties or things that we should do.
- Communities have the responsibility to make and enforce fair laws and rules that keep all people safe and happy.
- Historians examine cause and effect to see relationships between people, places, ideas, and events.
- Historians study and compare people, places, ideas, and events to make sense of our world.

Topics	Learning Targets <i>I can...</i>
Priority Standard: RI.2.2 Summarize portions of a text in order to identify a main topic or central idea and key details in a text	I can use key details to summarize the main topic.
	I can identify the main topic of a text.
	I can tell details about a portion of text.
R.2.5 Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text	I can describe how the author introduces and concludes the text.
	I can identify the organization of the body of the text.
	I can identify the introduction and the concluding parts of an informational text.
W.2.4 With guidance and support, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose.	I can strengthen my writing with descriptive words and details that match my topic.
	I can use all parts of my writing checklist to communicate clearly. *Write a lead, write details about what happened, write events in order, use sequence words, and write a conclusion
	I can write a piece to match the task, purpose, and audience.
	I can write about a topic.

W.2.2 Write text in a variety of modes: a. Opinion pieces in which they introduce the topic or text they are writing about, state an opinion, supply reasons that support the opinion, using words for emphasis, addition, contrast, or order to connect opinion and reasons, and provide a concluding statement or section.	I can write a concluding statement or section that restates the opinion
	I can use linking words to connect opinion and reasons
	I can write reasons that support the opinion
	I can write an introduction that names the topic
	I can write the opinion
SS.BH2.a.K-1 Describe how groups of people are alike and different. SS.PS2.a.1-2 Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (i.e., life, liberty, safety). SS.PS2.b.2 Summarize situations where individuals have rights, freedoms, and equality. Develop an opinion about an issue in your school or community. SS.PS2.c.1-2 Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student/teacher). Investigate ways in which people and groups can influence decision makers in school, their communities.	I can use what I've learned to explain a new situation or to solve a new problem.
	I can use compare and contrast to make connections about what we are learning.
	I can correctly use complex vocabulary to explain what we are learning.
	I can answer complex questions and use strong examples/evidence to show my understanding.

Stage 2: Authentic Assessment Evidence <i>How will we know if students have learned?</i>	
Looking For:	Looking At: Common Assessments/Assessment Tasks
Reading Rubrics Writing Rubrics Social Studies Learning Progression Rubrics	Formatives CFA #1 - I can find the main topic of a nonfiction text. CFA #2 - I can find the main topic and details of a nonfiction text. Graphic Organizer (Collect after CFA #1 and save to pass back and finish in CFA #2)
	Summatives How do People Stop Pollution?

Anticipating Student Needs

Opportunities for Reteaching	Opportunities for Enrichment
Conferring with students, meeting with groups during group work	Conferring with students, meeting with groups during group work

Unit Name: Unit 5 - Communities

Mentor Text(s)/Sources: [Saturday](#) by Oge Mora; [The Dot](#) by Peter H Reynolds; [Emmanuel's Dream](#) by Laurie Ann Thompson; [Mango, Abuela and Me](#) by Meg Medina; [The Recess Queen](#) by Alexis O'Neill; [Major Event or Detail](#) (video); Why Spiders Have Small Waists (Benchmark Literacy literary text); [Home in Three Communities](#) (Scholastic News video); [Urban, Suburban, and Rural for Kids](#) (video); [Population Map](#); Life in an Urban Community (Benchmark Literacy informational text); [Urban Suburban, Rural Photo Gallery](#)

Supporting Text(s)/Source Options: The Park Pond (Benchmark Literacy story); Little Duck (Benchmark Literacy story)

Approximate Duration: 4 weeks

Stage 1: Desired Results <i>What do we want students to know and be able to do?</i>			
Essential question(s)			
How would our lives be different if we lived in a different kind of community?			
Reading	Writing/Language	Speaking/Listening	Social Studies
<i>Priority Standards:</i> RL 2.2 Summarize portions of a text in order to identify a central idea and key details in a text RL 2.3 Describe how characters respond to major events and challenges <i>Secondary:</i> R.2.5 Describe the overall structure of a text, including describing how the beginning introduces the text and the	W.2.4 With guidance and support, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. ☒ Narrative ☐ Opinion / Argumentative ☐ Informational	SL 2.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups.	Historical Thinking Skill Focus ☐ Causation (cause/effect) ☒ Comparison ☐ Change and Continuity Over Time ☐ Contextualization SS.Geog1.b.1-2 Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations. SS.Geog2.a.K-1 Analyze where and why people live in certain places. Classify the local community as rural, suburban, urban, or tribal.

ending concludes the text			SS.Geog2.d.1 Identify and explain differences between rural and urban areas. SS.Geog4.a.2 Categorize characteristics of the local community (e.g., weather/climate, population, landforms, vegetation, culture, industry). Describe how certain places have meanings that distinguish them from other places. (e.g., shopping mall, park, places of worship)
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Big Ideas

Students will be able to understand...

- **Readers summarize texts to demonstrate their understanding and/or notice confusions.**
- **Theme is what the story is *really* about and what helps us understand more about people and the world.**
- **Readers focus on key details to deepen their understanding and enjoyment of a text's theme.**
- **Readers pay attention to major events to understand more about the character(s).**
- **Characters help readers think about their own lives and learn about the lives of others.**
- **Readers focus on characters to deepen their understanding and enjoyment of the text.**
- Writers have a purpose for writing.
- Writing is a way to communicate wants, needs, ideas, and knowledge.
- Writers engage in a process to develop and organize their ideas.
- Writers get their ideas for writing from their own personal experiences and from the world around them.
- We participate in conversations and discussions by listening, taking turns, building on others' ideas, sharing our own ideas, staying on topic, and being respectful of different ideas and perspectives.
- Writers can use narrative techniques to make stories come to life for the reader.
- A community is a place where people live and work together.
- An urban community is a city; in urban communities, homes and stores are very close together.
- A suburban community is close to a city; homes are closer together than in the country, but farther apart than in the city.
- A rural community is in the country. Homes may be very far apart. There are a lot of fields and trees.
- Historians examine cause and effect to see relationships between people, places, ideas, and events.
- Historians study and compare people, places, ideas, and events to make sense of our world.

Topics	Learning Targets <i>I can...</i>
Priority Standard: (RETEACHING) RL 2.2 Summarize portions of a text in order to identify a central idea and key details in a text	I can explain how the key details connect to the theme.
	I can identify key details.
	I can identify a theme.

	I can summarize portions of the text.
<i>Priority Standard:</i> RL 2.3 Describe how characters respond to major events and challenges	I can describe why the character(s) respond(s) the way s/he/they did by using evidence from the text to support my thinking.
	I can describe how a character responds.
	I can identify a major event that happens to the character.
R.2.5 Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text	I can give examples from the text to support the description.
	I can describe how the author introduces and concludes the text (leads and endings).
	I can identify the structure of a text (literary = plot structure - beginning, rising action, resolution).
W.2.4 With guidance and support, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose.	I can strengthen my writing with descriptive words and details that match my topic.
	I can use all parts of my writing checklist to communicate clearly. *Write a lead, write details about what happened, write events in order, use sequence words, and write a conclusion
	I can write a piece to match the task, purpose, and audience.
	I can write about a topic.
SS.Geog1.b.1-2 Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations. SS.Geog2.a.K-1 Analyze where and why people live in certain places. Classify the local community as rural, suburban, urban, or tribal. SS.Geog2.d.1 Identify and explain differences between rural and urban areas. SS.Geog4.a.2 Categorize characteristics of the local community (e.g., weather/climate, population, landforms, vegetation, culture, industry). Describe how certain places have meanings that distinguish them from other places. (e.g., shopping mall, park, places of worship)	I can use what I've learned to explain a new situation or to solve a new problem.
	I can use compare and contrast to make connections about what we are learning.
	I can correctly use complex vocabulary to explain what we are learning.
	I can answer complex questions and use strong examples/evidence to show my understanding.

Stage 2: Authentic Assessment Evidence <i>How will we know if students have learned?</i>	
Looking For:	Looking At: Common Assessments/Assessment Tasks
• Reading Rubric: RL 2.2 • Reading Rubric: RL 2.3 • Writing Rubrics • Social Studies Learning Progression Rubrics	<u>Formatives</u> • <u>CFA #1 - I can identify a main event in a story.</u> • <u>CFA #2 - I can tell how a character responds to a main event.</u> ◦ <u>Graphic Organizer</u> (Collect after CFA #1 and save to pass back and finish in CFA #2)
	<u>Summatives</u> • <u>Graphic Organizer and The Harmonica (Reading)</u> ◦ <u>2.2 Graphic Organizer</u> ◦ <u>2.3 Graphic Organizer</u> • <u>Imagined Narrative (Writing)</u> • <u>Answer to Essential Question (Writing & Social Studies)</u>
Anticipating Student Needs	
Opportunities for Reteaching	Opportunities for Enrichment
• Conferring with students, meeting with groups during group work	• Conferring with students, meeting with groups during group work

Unit Name: Unit 6 - Goods and Services

Mentor Text(s)/Source Options: [Louis Pasteur](#) from Benchmark Literacy; other Benchmark Literacy informational texts

Supporting Text(s)/Source Options: Benchmark Literacy informational texts; [If You Give a Mouse a Cookie](#); PebbleGo eBook: Earn Money; BrainPOP Jr; Investopedia resources

Approximate Duration: 3-4 weeks

Stage 1: Desired Results <i>What do we want students to know and be able to do?</i>			
Essential question(s)			
How do goods and services help our community?			
Reading	Writing/Language	Speaking/Listening	Social Studies
<i>Priority Standards:</i> RI.2.1 Develop and answer questions to demonstrate an understanding of key ideas and details in a text. RI.2.2 Summarize portions of a text in order to identify a main topic or central idea and key details in a text <i>Secondary:</i> RI.2.4 Determine meaning of content-specific words	W.2.4 With guidance and support, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. ☐ Narrative ☐ Opinion / Argumentative ☒ Informational	SL.2.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups.	Historical Thinking Skill Focus ☒ Causation (cause/effect) ☒ Comparison ☐ Change and Continuity Over Time ☐ Contextualization SS.Econ2.c.2 Predict how producers use the factors of production (i.e., land, labor, human and physical capital, and entrepreneurship) to make goods, deliver services, and earn profits. SS.Econ4.a.2 Hypothesize how a good gets to the local community market. SS.Econ4.c.2 Summarize goods and services that the government provides (e.g., roads, schools, police), and how they help people. SS.Econ4.e.2 Investigate how people can benefit themselves and others by developing special skills and strengths. Hypothesize why people in one country trade goods with people in another country.

Big Ideas

Students will be able to understand...

- Readers ask and answer questions about texts to understand more about the world.
- Readers focus on key ideas and details to deepen their understanding and enjoyment of a text.
- Readers summarize texts to demonstrate their understanding and/or notice confusions.
- The main topic is what the text is *mostly* about and is what the author wants us to understand about our world.
- Readers focus on key details to deepen their understanding and enjoyment of the main topic.
- Writers have a purpose for writing.
- Writing is a way to communicate wants, needs, ideas, and knowledge.
- Writers engage in a process to develop and organize their ideas.
- Writers use true facts for informational writing to teach others about a topic, concept, or idea.
- We participate in conversations and discussions by listening, taking turns, building on others' ideas, sharing our own ideas, staying on topic, and being respectful of different ideas and perspectives.
- Needs are things that we must have for survival - we cannot live without them.
- Wants are things we would like to have but are not necessary for survival.
- Goods are things that are produced (physical objects that can be touched). They can also be called products.
- Services are not physical objects that can be touched; they are things that people do for others in exchange for money.
- Wants are desires that can be satisfied by consuming goods and services.
- Historians examine cause and effect to see relationships between people, places, ideas, and events.
- Historians study and compare people, places, ideas, and events to make sense of our world.

Topics	Learning Targets <i>I can...</i>
<i>Priority Standard: (RETEACHING)</i> RI.2.1 Develop and answer questions to demonstrate an understanding of key ideas and details in a text.	I can ask questions about key details in a text.
	I can use text evidence to help explain my thinking.
	I can answer questions (who, what, where, when, why) about key details in a text.
<i>Priority Standard:: (RETEACHING)</i> RI.2.2 Summarize portions of a text in order to identify a main topic or central idea and key details in a text	I can use key details to summarize the main topic.
	I can identify the main topic of a text.
	I can tell details about a portion of text.
<i>Secondary Standard:</i> RI.2.4 Explain how specific words and phrases express feelings, appeals to the senses, or determine the meaning of content-specific words within a text	I can use evidence from the text to support my thinking.
	I can determine the meaning of content-specific words.
	I can identify content-specific words.

W.2.4 With guidance and support, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose.	I can strengthen my writing with descriptive words and details that match my topic.
	I can use all parts of my writing checklist to communicate clearly.
	I can write a piece to match the task, purpose, and audience.
	I can write about a topic.
SS.Econ2.c.2 Predict how producers use the factors of production (i.e., land, labor, human and physical capital, and entrepreneurship) to make goods, deliver services, and earn profits. SS.Econ4.a.2 Hypothesize how a good gets to the local community market. SS.Econ4.c.2 Summarize goods and services that the government provides (e.g., roads, schools, police), and how they help people. SS.Econ4.e.2 Investigate how people can benefit themselves and others by developing special skills and strengths. Hypothesize why people in one country trade goods with people in another country.	I can use what I've learned to explain a new situation or to solve a new problem.
	I can use compare and contrast to make connections about what we are learning.
	I can correctly use complex vocabulary to explain what we are learning.
	I can answer complex questions and use strong examples/evidence to show my understanding.

Stage 2: Authentic Assessment Evidence <i>How will we know if students have learned?</i>	
Looking For:	Looking At: Common Assessments/Assessment Tasks
Reading Rubrics Writing Rubrics Social Studies Learning Progression Rubrics	Formatives - N/A Goods & Services formative check (Social Studies)
	Summatives - Text and Question Set (Reading) - Farmers Grow Corn 2.1I: Question Set 2.2I: Graphic Organizer - Writing piece about providing a good or service (Social Studies and Writing)
Anticipating Student Needs	
Opportunities for Reteaching	Opportunities for Enrichment
Conferring with students, meeting with groups during group work	- Consider having students write thank-you cards to people who deliver goods (i.e. Amazon workers, truck drivers, etc.). - Additional text to read: Oranges from Tree to You

Unit Name: Unit 7 - Compare and Contrast Cultures

Mentor Text(s)/Sources: The Ant and the Grasshopper (Capstone); The King's Mapmaker by Theresa Volpe; The Empty Pot by Charlotte Guillain; Honorable Minu retold by Erica David; The Turtle and the Tiger by Dang Nguyen; Evelyn Del Ray is Moving Away by Meg Medina; Luna's Green Pet by Kristen Pendreigh

Supporting Text(s)/Source Options: Pebble Go/Capstone resources on other places

Approximate Duration: 4 weeks

Stage 1: Desired Results <i>What do we want students to know and be able to do?</i>			
Essential question(s)			
What are other places like in the world?			
Reading	Writing/Language	Speaking/Listening	Social Studies
<i>Priority Standards:</i> RL 2.1 Develop and answer questions to demonstrate an understanding of key ideas and details in a text. RL 2.2 Summarize portions of a text in order to identify a central idea and key details in a text RL 2.3 Describe how characters respond to major events and challenges	W.2.4 With guidance and support, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. ☐ Narrative ☒ Opinion / Argumentative ☐ Informational	SL 2.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups.	Historical Thinking Skill Focus ☒ Causation (cause/effect) ☒ Comparison ☐ Change and Continuity Over Time ☐ Contextualization SS.BH2.a.K-1 Describe how groups of people are alike and different. SS.BH1.a.2 Understand we are individuals influenced by our relationships and environments. SS.BH3.a.2 Compare a belief in one culture to one in a different culture (e.g.How do people in a different country celebrate their birthday?). SS.Geog1.b.1-2 Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.

Big Ideas Students will be able to understand...			
• Readers ask and answer questions about texts to understand more about the world. • Readers focus on key ideas and details to deepen their understanding and enjoyment of a text. • Readers summarize texts to demonstrate their understanding and/or notice confusions. • Theme is what the story is <i>really</i> about and what helps us understand more about people and the world. • Readers focus on key details to deepen their understanding and enjoyment of a text's theme. • Readers pay attention to major events to understand more about the character(s). • Characters help readers think about their own lives and learn about the lives of others. • Readers focus on characters to deepen their understanding and enjoyment of the text. • Writers have a purpose for writing. • Writing is a way to communicate wants, needs, ideas, and knowledge. • Writers engage in a process to develop and organize their ideas. • Writers can share their opinions by writing about them and supporting them with facts. • Writers use strong reasons and examples to support their opinion. • Culture is a pattern of behavior shared by a society or group of people. Many different things make up culture, including: food, language, clothing, music, arts, customs, beliefs, and religion. • Cultures around the world are similar and different. • We can learn more about ourselves and others by comparing and contrasting cultures around the world. • We participate in conversations and discussions by listening, taking turns, building on others' ideas, sharing our own ideas, staying on topic, and being respectful of different ideas and perspectives.			

Topics	Learning Targets <i>I can...</i>
<i>Priority Standard: (RETEACHING)</i> RI 2.1 Develop and answer questions to demonstrate an understanding of key ideas and details in a text.	I can ask questions about key details in a text.
	I can use text evidence to help explain my thinking.
	I can answer questions (who, what, where, when, why) about key details in a text.
<i>Priority Standard: (RETEACHING)</i> RL 2.2 Summarize portions of a text in order to identify a central idea and key details in a text	I can explain how the key details connect to the theme.
	I can identify key details.
	I can identify a theme.
	I can summarize portions of the text.

<i>Priority Standard: (RETEACHING)</i> RL 2.3 Describe how characters respond to major events and challenges	I can describe why the character(s) respond(s) the way s/he/they did by using evidence from the text to support my thinking.
	I can describe how a character responds.
	I can identify a major event that happens to the character.
W.2.4 With guidance and support, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose.	I can strengthen my writing with descriptive words and details that match my topic.
	I can use all parts of my writing checklist to communicate clearly.
	I can write a piece to match the task, purpose, and audience.
	I can write about a topic.
SS.BH2.a.K-1 Describe how groups of people are alike and different. SS.BH1.a.2 Understand we are individuals influenced by our relationships and environments. SS.BH3.a.2 Compare a belief in one culture to one in a different culture (e.g.How do people in a different country celebrate their birthday?). SS.Geog1.b.1-2 Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.	I can use what I've learned to explain a new situation or to solve a new problem.
	I can use compare and contrast to make connections about what we are learning.
	I can correctly use complex vocabulary to explain what we are learning.
	I can answer complex questions and use strong examples/evidence to show my understanding.

Stage 2: Authentic Assessment Evidence <i>How will we know if students have learned?</i>	
Looking For:	Looking At: Common Assessments/Assessment Tasks
• Reading Rubric RL 2.1 & 2.2 • Reading Rubric RL 2.3 • Writing Rubrics • Social Studies Learning Progression Rubrics	Formatives- N/A
	Summatives • Passage: The King's Mapmaker (Reading) ○ Student materials: ■ 2.1 Question Set ■ 2.2 Graphic Organizer ■ 2.3 Graphic Organizer

	Writing and/or Social Studies project comparing/contrasting different cultures (Writing and Social Studies)
Anticipating Student Needs	
Opportunities for Reteaching	Opportunities for Enrichment
Conferring with students, meeting with groups during group work.	Conferring with students, meeting with groups during group work