

## First Grade ELA (Wit & Wisdom) Overview

Quarter 1- Module 1 (A World of Books)	
<p><b>Module Length:</b> 32 Lessons</p> <p><b>Essential Question:</b> How do books change lives around the world?</p> <p><b>Core Texts:</b>  <i>Tomas and the Library Lady</i>, Pat Mora and Raul Colon  <i>Waiting for the Biblioburro</i>, Monica Brown and John Parra  <i>That Book Woman</i>, Heather Henson and David Small  <i>Green Eggs and Ham</i>, Dr. Seuss  <i>Museum ABC</i>, The Metropolitan Museum of Art  <i>My Librarian Is a Camel</i>, Margriet Ruurs</p> <p><b>Video:</b>            “CNN Heroes: Luis Soriano,” CNN            “Pack Horse Librarians,” SLIS Storytelling</p> <p><b>Focusing Question Tasks:</b></p> <ol style="list-style-type: none"> <li>1. Write and draw to retell the story of <i>Tomas and the Library Lady</i>, including character, setting, and problem/resolution.</li> <li>2. Write and draw to retell the story <i>Waiting for the Biblioburro</i>, including character, setting, and problem/resolution. Use complete sentences and end punctuation.</li> <li>3. Describe how people get books in your section of <i>My Librarian Is a Camel</i> by answering the question: “Using evidence from the photographs, how do people in this country get books?” Be sure to: include details from the photographs; write complete sentences; capitalize proper nouns; use end punctuation.</li> <li>4. Write and draw to retell the story <i>That Book Woman</i>. Be sure to include: characters; setting; problem; resolution; complete sentences; end punctuation; a drawing of Cal and one adjective to describe him.</li> <li>5. Write and draw to retell the story <i>Green Eggs and Ham</i>, including characters, setting, and problem/resolution. Also apply the following skills in context: use time order words, use complete sentences; capitalize letters at the beginning of a sentence and proper nouns; use end punctuation; use an adjective to describe a noun.</li> </ol>	<p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>● Ask and answer questions about key details in literacy texts and informational texts on books and reading.</li> <li>● Retell and describe stories through the lenses of character, setting, and major events, using key details.</li> <li>● Use illustrations and details in a text to describe its key ideas.</li> <li>● Write short narrative summaries with increasing independence, using key details from stories.</li> <li>● Write an original narrative about how books changed the life of a character that recounts appropriately sequenced events with some detail.</li> <li>● Strengthen writing by adding details in response to questions and suggestions from teachers and peers.</li> <li>● Respond to what others say by listening carefully and building on their thoughts in collaborative conversations.</li> <li>● Notice pauses in conversations and use them to decide when to speak and when to listen.</li> <li>● Produce and expand complete sentences including ending punctuation.</li> <li>● Use frequently occurring nouns and adjectives in speaking and writing.</li> <li>● Determine the meanings and deepen understanding of unknown words and phrases encountered in module texts.</li> </ul>

**New-Read Assessments:**

1. Text: *Waiting for the Biblioburro*, Monica Brown  
Write and draw to formulate a question. After the Read-Aloud, write and draw to answer the question.

2. Text: *My Librarian Is a Camel*, Margriet Ruurs  
Visually explore photographs and illustrations to write and draw to formulate a question.

3. Text: *Green Eggs and Ham*, Dr. Seuss  
Write and draw to fill in a Story Map after a Read Aloud with support from Story Stones.

**Socratic Seminars**

1. Respond to what others say in a Socratic Seminar on the Focusing Question: “How does the packhorse librarian change life for Cal?”

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

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

**End-of-Module Task**

Write and illustrate a narrative about a character whose life has changed because of books. Be sure to include characters; setting from *My Librarian Is a Camel*; a problem; the resolution to the problem. Make sure each page includes: complete sentences that begin with a capital letter and end with a punctuation mark; capitals at the beginning of proper nouns (names and countries); illustrations to match the words on each page.

**Quarter 2- Module 2 (Creature Features)**

**Module Length:** 36 Lessons

**Essential Question:** What can we discover about animals’ unique features?

**Core Texts:**

*Seven Blind Mice*, Ed Young

*Me... Jane*, Patrick McDonnell

*Never Smile at a Monkey*, Steve Jenkins

*Sea Horse: The Shyest Fish in the Sea*, Chris Butterworth

*What Do You Do With a Tail Like This?* Steven Jenkins, Robin Page

**Learning Goals:**

- Determine the lessons of fables.
- Identify the main topic and retell key details of a text.
- Describe connections between two pieces of information about animals.
- Locate, name, and use various text features, to locate key facts or information in a text.
- Identify reasons the author gives to support points about an animal in a text, using information from the words and illustrations.

“The Tortoise and the Hare,” Aesop’s Fables  
“The Ants and the Grasshopper,” Aesop’s Fables

**Video:**

“Pygmy Sea Horses: Masters of Camouflage,” Deep Look (2014)

**Art:**

*Young Hare*, Albrecht Durer (1502)  
*Snail*, Henri Matisse (1953)

**Focusing Question Tasks:**

1. Write an informative paragraph stating the lesson of *Seven Blind Mice*. Be sure to include all of the following in your response: a topic statement that names the text and states the lesson; two or more examples from the text that support the lesson; a conclusion; complete sentences that begin with a capital letter and end with a punctuation mark.
2. Write an informative paragraph to answer the Focusing Question: How did Jane Goodall make discoveries about animals? Be sure to include all of the following in your response: a topic statement that tells about Jane’s discoveries; two or more details that support how she made the discoveries; a conclusion; complete sentences that begin with a capital letter and end with a punctuation mark.
3. Write an informative paragraph to answer the Focusing Question: How do seahorses use their unique features? Be sure to include all of the following in your response: a topic statement that names a feature of the sea horse; two or more details that explain how the feature is used; a conclusion; complete sentences that begin with a capital letter and end with a punctuation mark; determiners (identify determiners in your paragraph and circle them); your best spelling; an illustration of the sea horse’s feature.
4. Write an informative paragraph explaining how two animals from the text *What Do You Do with a Tail Like This?* use the same feature differently. Be sure to include all of the following in your response: a topic statement that names a unique feature from the text *What Do You Do with a Tail Like This?*; two or more details about how animals use that feature differently; a conclusion; complete sentences that begin with a capital letter and end with a punctuation mark; your best spelling; a detailed illustration of the animals in the paragraph; type

- Write informative paragraphs with increasing independence, using information from module texts.
- Use digital tools to produce a writing piece.
- Participate in shared research by collecting evidence about animals for an informative paragraph.
- Write an informative paragraph answering a question about an animal’s unique feature and how the animal uses the feature.
- Speak in complete sentences to ask and answer questions, as well as in collaborative conversations.
- Ready your body to listen.
- Add illustrations to clarify information in an informative paragraph.
- Produce complete sentences in response to prompts.
- Use end punctuation for sentences.
- Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) by defining or choosing them or by acting out the meanings.
- Use phonetic spelling for words.
- Sort words into categories based on attributes.
- Use determiners.
- Use frequently occurring prepositions.

one sentence from the paragraph to add to the class book.

5. Write an informative paragraph stating the point an author of *Never Smile at a Monkey* makes in the text. Include at least two reasons supporting the point. Illustrate your example. Be sure to include all of the following in your response: a topic statement stating the point the author makes; two or more reasons that support the author's point; a conclusion that explains why the author's point is important; complete sentences that begin with a capital letter and end with a punctuation mark; a preposition in at least one sentence and circle it; your best spelling; an illustration that includes an animal.

#### **New-Read Assessments:**

##### 1. Text- *Whales*

In this New-Read Assessment, the teacher reads the informational text, *Whales*, aloud. Students individually identify and use select informational text features, identify the main topic and provide key details, and distinguish the meaning of three verbs, ordering them from softest to loudest.

##### 2. Text- *Stone Fish*

In this New-Read Assessment, students are individually assessed on whether they can identify the reasons an author gives to support her points in a text, and categorize words using a concept map.

#### **Socratic Seminars:**

1. Respond to what others say in a Socratic Seminar on the following questions:

- "What lessons did you learn from these fables?"
- "What do the lessons of fables teach you about your own life?"

2. Respond to what others say in a Socratic Seminar on the Focusing Question: In what different ways does the *Sea Horse* teach readers about the sea horse's unique features?

3. Respond to what others say in a Socratic Seminar on the Essential Question: What have we discovered about animals' unique features?

#### **End-of-Module Task:**

Use evidence gathered during shared class research to write an informative paragraph about an animal's unique features. Be sure to include all of the following in your response: a topic sentence that

names the animal and its unique features; two or more details of how the animal uses the features; a conclusion; complete sentences that begin with a capital letter and end with a punctuation mark; your best spelling; an illustration of the animal and its features on the front of the card. Use your best handwriting, as you will read and share your story and illustration with your classmates and teacher.

### Quarter 3- Module 3 (Powerful Forces)

**Module Length:** 35 Lessons

**Essential Question:** How do people respond to the powerful force of the wind?

**Core Texts:**

*Brave Irene*, William Steig  
*Owl at Home*, “The Guest,” Arnold Lobel  
*Gilberto and the Wind*, Marie Hall Ets  
*The Boy Who Harnessed the Wind*, William Kamkwamba and Bryan Mealer  
*Feel the Wind*, Arthur Dorros  
*Feelings*, Alike

**Poetry:**

“The Wind,” James Reeves  
 “It Fell in the City,” Eve Merriam  
 “This Windmill,” Amy Ludwig VanDerwater

**Video:**

“William and the Windmill,” *Toronto Star*

**Painting:**

*The Red Mill*, Piet Mondrian (1911)  
*Oostzijdse Mill with Extended Blue, Yellow and Purple Sky*, (Piet Mondrian) (1906-07)

**Article, Informational**

“Wind at Work”  
 “What Makes the Wind?”

**Short Story Excerpt, Literary**

“Owl and the Moon,” Arnold Lobel

**Focusing Question Tasks:**

**Learning Goals:**

- Identify basic similarities and differences between two texts on the same topic.
- Distinguish between information provided by pictures and information provided by words in a text.
- Explain major differences between books that tell stories and books that give information.
- Identify and interpret words and phrases that relate to senses and emotions.
- Ask and answer questions about the meaning of unknown words.
- Write narrative pieces that recount two or more sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- Use details in writing that include sensory and feelings words, including adjectives in a narrative to describe wind and how characters feel.
- Participate in shared research by collecting evidence about what the wind does in a hurricane for an informative paragraph.
- Ask questions to clear up any confusion about topics and texts under discussion.
- Ask and answer questions about what a speaker says to clarify something or to gather more information.
- Listen for a new idea.
- Use frequently occurring adjectives to provide detail.

1. Focusing Question: How is wind a powerful force?

Part 1: Use your evidence organizer to show what you have learned about the similarities and differences between two sources by: drawing a line matching information from the two sources that is the same, underlining information that is different.

Part 2: Write an informative paragraph to answer the research question, “What does the wind do during a hurricane?” Be sure to include all of the following in your response: all the parts of a Topic Sandwich informative paragraph; research from two or more sources; verbs that match their subjects; a detailed illustration.

Part 3: In your Focusing Question Task paragraph, circle all the nouns and underline the verbs. Change the singular nouns to plural nouns and change the verbs to match.

2. Focusing Question: What are feelings?

Write a story about the sequenced pictures in “Lost and Found” from the text *Feelings* on page 24. Be sure to include all of the following in your response: a story map to plan your story; words that describe how the characters feel when the problem happens and at the end of the story when the problem is resolved. When you are finished, use the Narrative Writing Checklist to review and revise your writing.

3. Focusing Question: How do characters respond to the powerful force of the wind?

Write an original narrative about the character Owl from *Owl at Home*, “The Guest.”

Part 1: Imagine that Owl has a new problem with the wind. Write a story describing how Owl responds. Select one of the problems listed below for your story:

- The wind is too hot.
- The wind is blowing rain in the house.
- The wind is blowing Owl’s papers all over the house.

Be sure to use all of the following in your story: A Story Map to plan your story; words that describe how Owl feels and what he does in response to the wind; words to show the order of events; present-tense verbs. When you are finished, use the Narrative Writing Checklist to review and revise your writing.

Part 2: In your Focusing Question Task story, change the first time-order word to one that shows something is happening in the future, such as

- Use context clues, including word parts and images from the text, to determine the meaning of unknown words.
- Make connections between words from the text and real-life experiences.
- Distinguish shades of meaning among adjectives differing in intensity.
- Use singular and plural nouns with matching verbs.
- Use verbs to convey a sense of past, present, and future.

tomorrow or the next day. Then underline the verbs and change them from present tense to future tense.

4. Focusing Question: How does Irene respond to the powerful force of the wind?

Part 1: Plan a scene to act out the moment on page 6 when “the wind drove Irene along so rudely...” or page 10 when “the ill-tempered wind ripped the box open...” Write sentences that describe what Irene saw, felt, and heard and how she felt in terms of her emotions using evidence from the text. Be sure to use all the following in your sentences: sensory and feeling words, including adjectives, to describe what the wind was like and how Irene felt; past-tense verbs.

Part 2: Act out your scene in groups of three. Before reading your description of the scene as the narrator, tell your group what is happening at that point in the story to set up the scene. Read your complete sentences while one group member acts as Irene and the other group member acts as the wind. Then switch roles.

5. Focusing Question: How does William use the powerful force of the wind?

Part 1: Plan a scene to act out the moment on pages 21-22 when William’s windmill starts to work. Write sentences that describe what William saw, felt, and heard, and how he felt in terms of his emotions using evidence from the text. Be sure to use all of the following in your sentences: sensory and feeling words, including adjectives, to describe what the wind was like and how William felt.

Part 2: Act out your scene in groups of three. Before reading your description of the scene as the narrator, tell your group what is happening at that point in the story to set up the scene. Read your complete sentences while one group member acts as William and the other group member acts as the windmill. Then switch roles.

### **New-Read Assessments**

#### **1. Text: “Wind at Work”**

In this New-Read Assessment, the teacher reads aloud the informational text “Wind at Work” as students follow along. This New-Read Assessment has three parts: Part 1 assesses whether students can answer a question to determine the meaning of an unknown word in the text. Part 2 assesses how

well students can distinguish between information provided in the words and information provided by the illustrations in a text, and Part 3 asks students to identify real-life connections between words and their use.

Texts: *Owl at Home*, “Owl and the Moon,” Arnold Lobel, and “What Makes the Wind?”

In this New-Read Assessment, the teacher reads aloud an excerpt from the literacy text “Owl and the Moon” and the informational text “What Makes the Wind?” This New-Read Assessment has several parts. In Part 1, students identify a sensory and feelings word in four sentences from the text. In Part 2, they demonstrate their knowledge of root words by circling the root word in two words from the text. Part 3 assesses their knowledge of the affix *re-*. Part 4 asks students to distinguish the meaning of two adjectives. Part 5 requires that students use both texts to determine which tells a story and which gives information.

**Socratic Seminars:**

1. Ask for more information from a speaker in a Socratic Seminar to answer the question, “Is science or magic more important to William?”
2. Ask for more information from a speaker in a Socratic Seminar to answer the Essential Question: “How do people respond to the powerful force of the wind?”

**End-of-Module Task**

Essential Question: How do people respond to the powerful force of the wind?

Prompt: Create a story about how a character responds to the powerful force of the wind on a windy day. Be sure to include all of the following in your response: a Story Map to plan your story; sensory and feeling words, include adjectives, that describe what the wind was like, and how the character felt at the beginning and end of the story; words that show order of events. When you are finished, use the Narrative Writing Checklist to review and revise your writing.

## Quarter 4- Module 4 (Cinderella Stories)

**Module Length:** 36 Lessons

**Essential Question:** Why do people around the world admire Cinderella?

**Core Texts:**

*Adelita*, Tomie dePaola

*Bigfoot Cinderrrrrella*, Tony Johnston

*Cendrillon: A Caribbean Cinderella*, Robert D San Souci

*Cinderella*, Marcia Brown

*Glass Slipper, Gold Sandal: A Worldwide Cinderella*, Paul Fleischman

*The Korean Cinderella*, Shirley Climo

*The Rough-Face Girl*, Rafe Martin

**Visual Art:**

*First Steps*, Jean-Francois Millet

*First Steps*, Pablo Picasso

*First Steps, after Millet*, Vincent van Gogh

**Informational Article:**

“900 Cinderellas,” Marcia Amidon Lusted and Judith Greenfield

**Videos:**

“Kudhinda Screen Printing”

“The Process of Making Batik-Artisans at Work”

“Wycinanka/Paper Cutout”

**Websites:**

“Around the World,” *Time for Kids*

“Talking Textiles,” *The Children’s University of Manchester*

**Focusing Question Tasks:**

1. Focusing Question: Why do people admire Perrault’s Cinderella? What do you most admire about Cinderella? First, read the evidence on the Cinderella Traits Chart. Next, choose a trait you most admire about Cinderella. Support your opinion using evidence from the following text: *Cinderella*, Marcia Brown. Be sure to include all of the following in your response: all parts of an opinion paragraph.

2. Focusing Question: Why do people admire Rough-Face Girl and Ella? What do you most admire about Ella? First, read the evidence on the Ella Traits Chart. Next, choose a trait you most admire about

**Learning Goals:**

- Identify which character is telling the story at various points in the Cinderella texts.
- Describe the characters, settings, and events in the story by using evidence from the text’s illustrations and details.
- Compare and contrast the adventures and experiences of the Cinderella characters.
- Write opinion pieces about Cinderella stories that introduce the topic, state an opinion, give a reason for the opinion, and provide some sense of closure.
- Select text evidence to support an opinion in response to a prompt.
- Draw on information from experiences and provided sources to answer a question about a Cinderella character.
- Draw on information from experience and sources to describe people, events, and places with relevant details while speaking as well as asking and answering questions during class discussions.
- Print lowercase and uppercase letters correctly in writing assignments.
- Use personal, possessive, and indefinite pronouns.
- Use conjunctions such as *and*, *but*, *or*, *so*, or *because* in an opinion paragraph.
- Apply rules for capitalization and commas in a series in written pieces.
- Produce compound sentences by combining simple sentences.
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Use contextual clues to determine the meaning of an unknown word.
- Sort words into categories.

Ella. Then, write an opinion paragraph telling what you most admire about Ella. Support your response using evidence from the following text: *Bigfoot Cinderrrrrella*, Tony Johnston; Illustrations, James Warhola. Be sure to include all of the following in your response: all parts of an opinion paragraph, a conjunction such as *and*, *but*, *or*, *so*, or *because*.

3. Focusing Question: Why do people admire Adelita and Pear Blossom? What do you most admire about Adelita or Pear Blossom? First, select which character to write about after reading the evidence on the Adelita and Pear Blossom Traits Charts. Next, choose a trait you most admire about Adelita or Pear Blossom. Then, write an opinion paragraph telling what you most admire about Adelita or Pear Blossom. Support your opinion using evidence from one of the following texts: *Adelita*, Tomie dePaola, *The Korean Cinderella*, Shirley Climo. Be sure to include all of the following in your response: all parts of an opinion paragraph, a personal pronoun such as *I*, *me*, or *my*.

**New-Read Assessments:**

Text: *Adelita*, Tomie dePaola

In this New-Read Assessment, the teacher reads aloud the literary text *Adelita* as students follow along. This New-Read Assessment has three parts. Part 1 assesses students on whether they can identify which character is telling the story. Part 2 assesses how well students can write compound declarative, interrogative, imperative, and exclamatory sentences, and Part 3 asks students to use commas to separate words in a series.

Texts: “900 Cinderellas,” Marcia Amidon Lusted & Judith C. Greenfield , *Cinderella*, Marcia Brown  
In this New-Read Assessment, the teacher reads aloud an excerpt from the informational text “900 Cinderellas.” This New-Read Assessment has several parts. In Part 1, students use proper capitalization and commas usage as they write the date. In Part 2, they use possessive and indefinite pronouns correctly in a sentence. In Part 3, students use sentence-level context to determine the meaning of a word. Part 4 asks students to sort words from the story into categories and in Part 5 they compare and contrast the adventures and experiences of two Cinderella characters using a Venn diagram.

**Socratic Seminars:**

Evaluate the various characters in Cinderella stories to answer the following question: “What do you admire about the characters in the Cinderella stories?”

Analyze module Cinderella stories to answer the question: “Why are there so many different versions of Cinderella stories?”

**End-of-Module Task**

Which of the Cinderella characters do you most admire? First, review the evidence on the Trait Charts for each Cinderella character. Next, choose the Cinderella you most admire. Then, write an opinion paragraph telling which Cinderella you most admire. Support your opinion using evidence from the module text that features your Cinderella character. Be sure to include all of the following in your response: all parts of an opinion paragraph; use all the styles and conventions writing skills that help you express your ideas, including capitalizing characters’ names, printing lower- and uppercase letters correctly, spelling words on the Word Wall correctly.