

Overview

This Pennsylvania Learns iTunes U course is designed to be a collection of resources to support teaching and learning in the Grade 1 classroom. The content of this course is organized around the Grade 1 English Language Arts Pennsylvania Core Instructional Framework. We believe that Pennsylvania teachers know what is needed to support their instructional design and delivery as well as what engages students in their own learning. For those reasons, the materials and resources provided in this course were curated by teachers. This course is not a curriculum. It is a collection of assets aligned to Pennsylvania Standards to support teaching and learning.

The K – 2 courses are designed to support teaching and learning...the teaching of the teacher and the learning of the student. The TEACHNG Call to Action statements support the teacher's instruction. The I CAN Call to Action statements are for students and correspond to the instructional skills taught by the teacher.

Title	Message	Assignment/Call to Action	Resource/URL	Resource introduction listed under "I" in the assignment.	Notes
Welcome to the Grade 1 ELA Pennsylvania Learns iTunes U Course	Welcome to the Grade 1 English Language Arts Pennsylvania Learns iTunes U course. We are setting the stage for this course by providing you with background information about Pennsylvania ELA Core Standards and the instructional shifts that work hand-in-hand with the Standards.				
Pennsylvania Core Standards	<p>Pennsylvania Core Standards: The State Board approved the final Chapter 4 regulations on September 12, 2013. The Independent Regulatory Review Commission (IRRC) approved the final regulation on November 21, 2013. With publication of Chapter 4 in the Pennsylvania Bulletin, the new regulations took effect on March 1, 2014.</p> <p>As part of the new regulations, Pennsylvania's Core Standards offer a set of rigorous, high-quality academic expectations in English Language Arts and Mathematics that all students should master by the end of each grade level. The PA Core Standards are robust and relevant to the real world and reflect the knowledge and skills our young people need to succeed in life after high school, in both post-secondary education and a globally competitive workforce.</p>	REVIEW the "Teacher Resources" and "Student Resources" section of the PA Core Implementation section of the SAS Portal.	http://www.pdesas.org/Standard/PACore		
Meet the Shifts	The term <i>shift</i> describes the important classroom practices that must happen in order for the Standards to be implemented effectively. In the Pennsylvania ELA Core Standards, there are overarching themes that can be described as shifts. The shifts identify ways classroom instruction, materials, and assessments need to be adjusted to align to the Standards.	READ pp. 54-55 of the article "Common Core in the Primary Classroom"	http://www.nysut.org/~media/files/nysut/resources/2013/june/educators-voice-6/edvoice06_08_primary.pdf?la=en		
		WATCH Introduction to the ELA Literacy Shifts.	https://itunes.apple.com/us/course/2.1-intro-to-ela-literacy/id684512475?i=163706851&mt=2	During an April 29, 2013 presentation to parents in Oak Park, national Common Core Expert Dr. Sandra Alberti talked about the Common core state Standards for ELA/Literacy and how they are different.	
		WATCH David Coleman explain the shifts.	https://itunes.apple.com/us/course/2.3-david-coleman-explains/id684512475?i=163706767&mt=2	Engage NY	
More About the Shifts	The six shifts describe specific changes in classroom practice as implied by the PA Core Standards. 1. Balancing informational and literary text. 2. Creating a coherent body of knowledge in the disciplines. 3. Answering questions based in evidence from text. 4. Writing from sources. 5. Progressing up the staircase of complexity. 6. Focus on academic vocabulary. The shifts are interconnected and; therefore, often looked upon as three shifts: 1. Building knowledge through content rich nonfiction and informational texts. 2. Reading and writing grounded in evidence from text. 3. Regular practice with complex text and its academic vocabulary.				
		REVIEW the Crosswalk of Instructional Shifts: ELA/Literacy	https://itunes.apple.com/us/course/2.2-crosswalk-instructional/id684512475?i=163706808&mt=2	Articulated by the NY State Department of Education.	
About the Collection of Resources	The collection of resources suggested in this course align with the ELA Pennsylvania Core Instructional Framework. To access the Instructional Framework you need to click on the "Curriculum Framework" tab on the SAS Portal.	VISIT and EXPLORE the ELA Pennsylvania Core Instructional Framework found in the "Curriculum Framework" tab in SAS.	http://www.pdesas.org/CMap/CMap/PAIF/ELA		

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/url)	Notes
Module 1: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 1					

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/url)	Notes
About Module 1	<p>In Module 1, through direct instruction in reading, writing, listening, and speaking, students learn how to determine the explicit meaning of a text. Mastering concepts of print, decoding, and fluency, they ask and answer questions to determine the central message of text. Students identify an informative topic and write pieces that include two or more facts and a sense of closure. They use narrative writing to describe an experience with thoughts and feelings.</p> <p>The focus of this module includes:</p> <ul style="list-style-type: none"> • Concepts of Print • Decoding • Fluency • Main Idea • Explicit Details • Retelling <p>NOTE: The call to action statement in the courses begins with either "<i>Teaching</i>" or "<i>I can</i>". The "<i>Teaching</i>" statement is directed toward teachers for the purpose of assisting the teacher with teaching the concept defined through the call to action. The audience for the "<i>Teaching</i>" statement is teachers. The "<i>I can</i>" statement is directed toward children for the purpose of reinforcing the teaching by the teacher and the learning through the call to action statement by the student.</p> <p>Focus Standards in Module 1</p> <p>CC.1.2.1.A - Identify the main idea and retell key details of text.</p> <p>CC.1.2.1.B - Ask and answer questions about key details in a text.</p> <p>CC.1.3.1.A - Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CC.1.3.1.B - Ask and answer questions about key details in a text.</p> <p>CC.1.4.1.B - Identify and write about one specific topic.</p> <p>CC.1.4.1.C - Develop the topic with two or more facts.</p> <p>CC.1.4.1.D - Group information and provide some sense of closure.</p> <p>CC.1.4.1.O - Include thoughts and feelings to describe experiences and events.</p> <p>CC.1.4.1.P - Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.</p> <p>CC.1.4.1.Q - Use a variety of words and phrases.</p> <p>CC.1.5.1.B - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>Important Standards in Module 1</p> <p>CC.1.2.1.F - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>CC.1.2.1.G - Use the illustrations and details in a text to describe its key ideas.</p> <p>CC.1.2.1.K - Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content.</p> <p>CC.1.3.1.C - Describe characters, settings, and major events in a story, using key details.</p> <p>CC.1.3.1.G - Use illustrations and details in a story to describe characters, setting, or events.</p> <p>CC.1.4.1.A - Write informative/ explanatory texts to examine a topic and convey ideas and information.</p> <p>CC.1.4.1.F - Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. <p>CC.1.4.1.K - Use a variety of words and phrases.</p> <p>CC.1.4.1.M - Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.1.R - Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates 				

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/url)	Notes
		ACCESS Module I Grade 1 ELA PA Core Instructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16270		
Recognizing Sentence Features	In this lesson, students learn how to recognize sentence features (first word, capitalization, end punctuation.)	TEACHING sentence features.	http://www.pbslearningmedia.org/resource/967047b0-8099-4308-8d6e-e3d3b39514fd/print-concepts-grades-k-1/	This professional development module for grades K-1 explores best practices for teaching print concepts based on common core standards. The teachers model with students how to learn the parts of a book, including front cover, back cover, and title page. Teachers demonstrate how students learn to identify individual words, sentences and punctuation within a book. Teachers have students demonstrate understanding of the organization and basic features of print, including recognizing and naming all upper-and-lower case letters of the alphabet.	
		I CAN recognize parts of a sentence.	https://itunes.apple.com/us/app/print-concepts-level-1/id478365542?mt=8	App focuses upon fundamentals: recognize capital letters, sentence parts and punctuation.	
		I CAN put together complete sentences.	https://itunes.apple.com/us/app/read-me-stories-childrens/id362042422?mt=8&ign-mpt=uo%3D4		
Identifying Vowels	In this lesson, students distinguish long from short vowels in spoken single syllable words.	TEACHING how to distinguish long from short vowels in spoken single syllable words.	https://www.engageny.org/ccls-ela/rf12a		
		I CAN sound out one syllable words.	https://itunes.apple.com/us/app/topiq-phonics-sounding-out/id919835246?mt=8	Practice sounding out words.	
		I CAN read long vowel words.	https://itunes.apple.com/us/app/fun-phonics-advanced-long/id581731616?mt=8	Practice reading long vowel words.	
		I CAN tell the difference between long and short vowels.	https://itunes.apple.com/us/app/pocket-charts!-long-short/id379871213?mt=8	Matching game to reinforce letter sounds and phonics skills.	
			https://itunes.apple.com/us/app/phonics-silly-sentences-free/id454633354?mt=8	Introduction to short vowels sounds and letter combinations.	
			https://itunes.apple.com/us/app/abc-phonics-butterfly-long/id496057467?mt=8	Introduction to long vowels sounds and letter combinations.	
Producing Single Syllable Words	In this lesson, students learn how to orally produce single-syllable words and count, pronounce, blend and segment syllables including constant blends and digraphs.	TEACHING how to orally produce single-syllable words and count, pronounce, blend and segment syllables including constant blends and digraphs.	http://www.readingrockets.org/strategies/blending_games	Children who can segment and blend sounds easily are able to use this knowledge when reading and spelling.	
			http://www.spellingcity.com/syllables-segmenting.html	Teaching resources for syllables and segmentation.	
			https://www.engageny.org/ccls-ela/rf12b		
			http://www.fcrr.org/studentactivities/01.htm		

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/url)	Notes
		I CAN blend sounds to make one-syllable words.	https://itunes.apple.com/us/app/hear-blend-alphabet-reading/id924592719?mt=8	Hear and blend the A,B,Cs	
			http://www.fun4thebrain.com/English/syllableSplit.html	This is a syllable split flash-based game from the Fun 4 the Brain website.	
		I CAN use letter sounds to read and say words.	https://itunes.apple.com/us/app/topiq-phonics-sounding-out/id919835246?mt=8	Break down and sound out words.	
			https://itunes.apple.com/us/app/mels-phonics-blending-sounds/id445327369?mt=8	Blending sounds to make words.	
Foundational Skills: Reading New Words	In this lesson, students use decoding skills to read new words.	TEACHING spelling-sound correspondences for common consonant digraphs.	https://www.engageny.org/ccls-ela/rf13a		
			http://thefirstgradeaparade.blogspot.com/2014/01/do-digraph.html	Do the Digraph!	
			http://www.watchknowlearn.org/Category.aspx?CategoryID=5052	Collection of educational videos to support teaching consonant digraphs.	
		I CAN read and spell words with consonant digraphs.	https://itunes.apple.com/us/app/spelling-magic-3/id446294881?mt=8	Practice writing and spelling words with digraphs.	
		TEACHING one and two syllable words with common patterns.	https://www.reading-tutors.com/tips/TH_Tips_WordRecog.pdf		
		I CAN tell how many syllables are in words.	https://itunes.apple.com/us/app/1-clue-words-and-syllables/id1002547086?mt=8		
		TEACHING words with inflectional endings.	http://firstgradeflipflops.blogspot.com/2013/10/inflectional-endings-quick-center-for.html		
		I CAN identify words with inflectional endings.	https://www.pinterest.com/bowmanh23/1st-grade-inflectional-endings/		
			http://www.showme.com/sh/?h=y5aOQoS		
		I CAN read first grade sight words.	https://itunes.apple.com/us/app/sight-words-flash-cards-list/id503851561?mt=8		
Reading Fluently and Accurately	In this lesson, students practice reading fluently and accurately.	TEACHING to read fluently and accurately.	http://www.readingrockets.org/article/developing-fluent-readers	About developing fluent readers.	
			http://www.busyteacherscafe.com/literacy/fluency.html	Ideas for improving fluency.	
			http://www.scholastic.com/teachers/top_teaching/2011/09/speed-accuracy-expression-oh-my	Reading Fluency: Speed, Accuracy, Expression, Oh My! Andrea J. Spillett	
		I CAN read orally with fluency and accuracy.	https://itunes.apple.com/us/app/audioboom/id305204540?mt=8	Audio Boom App-student records himself reading a given text and then sharing the recording with teacher.	

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/url)	Notes
			https://itunes.apple.com/us/app/k12-timed-reading-practice/id384484818?mt=8	Practice reading fluently with accuracy.	
		I CAN read with expression and self-correct when necessary.	https://itunes.apple.com/us/app/audioboom/id305204540?mt=8	Audio Boom App-student records himself reading a given text and then sharing the recording with teacher.	
Identifying Main Idea and Details	In this lesson, students identify the main idea and retell key details of text.	TEACHING main idea and retelling key details of text.	http://www.k5chalkbox.com/teaching-main-idea.html		
			http://www.teachhub.com/teaching-main-idea		
			http://www.internet4classrooms.com/common_core/identify_main_topic_retell_key_details_reading_informational_text_first_1st_grade_english_language_arts.htm		
			http://thefirstgradeacademy.blogspot.com/2012/03/follow-yellow-brick-road-retelling.html	Retelling ideas	
		I CAN identify the main idea and supporting details in text.	https://jr.brainpop.com/readingandwriting/comprehension/mainidea/	Brainpop - Identify main idea - need to login/subscribe.	
			https://itunes.apple.com/us/app/audioboom/id305204540?mt=8	Audio Boom App-student records himself reading a given text and then sharing the recording with teacher.	
Asking and Answering Questions	In this lesson, students learn how to ask and answer questions about key details in a text.	TEACHING how to ask and answer questions about key details in a text.	http://www.sandbox-learning.com/Default.asp?Page=181	Website-Sandbox Learning: Activities for teaching children to ask and answer questions	
			https://www.teachervision.com/lesson-plan/reading-comprehension/48698.html	Website-Teacher Vision-offers lesson plans and materials	
			http://www.pdesas.org/Standard/Detail?linkStandardId=0&standardId=159844	SAS Portal materials and resources.	
		I CAN ask and answer questions about what I read.	https://itunes.apple.com/us/app/nonfiction-reading-for-kindergarten/id622518293?mt=8	Non-fiction stories with related questions.	
Answering Questions	In this lesson, students learn how to ask and answer questions about key details in a text.	TEACHING how to ask and answer questions about key details in a text.	http://www.edutoolbox.org/astandard/7697	Lesson resources for the teacher.	
			https://www.engageny.org/ccls-ela/r111		
		TEACHING the seven strategies for teaching comprehension.	http://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension	Website-Reading Rockets: 7 strategies for teaching student comprehension.	
		I CAN connect two people, events, ideas, or information in the text.	https://itunes.apple.com/us/app/1st-grade-reading-comprehension/id575064918?mt=8		
			http://cooltoolsforschools.wikispaces.com/Organiser+Tools	Website-Cool Tools for Schools: Graphic Organizer	

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/url)	Notes
Writing Questions About Stories	In this lesson, the student asks and answers questions in written form about the key details in a text	TEACHING students to ask and answer questions in written form about the key details in a text.	https://www.engageny.org/ccls-ela/w12	Engage NY teacher and student resources.	
		I CAN ask and answer questions about a story in my journal.	https://itunes.apple.com/us/app/write-about-this/id601375313?mt=8	Story creating app that can be used for student journaling	
			https://itunes.apple.com/us/app/id545369477?ign-mpt=uo%3D4		
		I CAN ask and answer questions in writing about the key details in a text.	http://cooltoolsforschools.wikispaces.com/Organiser+Tools	Website-Cool Tools for Schools: graphic Organizer	
			https://itunes.apple.com/us/app/book-creator-free-make-books/id661166101?mt=8		
Writing About One Topic	Identify informative topics and write pieces that supply some facts about the topic and provide some sense of closure.	TEACHING how name a topic, supply facts, and provide closure.	http://melroseprek-5writing.wikispaces.com/Grade+1+All+About	Teacher resources.	https://drive.google.com/file/d/0B9UdeoYuo77QW1PTzJvRDRkbGc/view?usp=sharing
			http://www.edutoolbox.org/astandard/7904		
			http://betterlesson.com/common_core/browse/970/ccss-ela-literacy-w-1-2-write-informative-explanatory-texts-in-which-they-name-a-topic-supply-some-facts-about-the-topic-and-pro		
			https://www.engageny.org/ccls-ela/w12		
		I CAN write to give information about one topic.	https://itunes.apple.com/us/app/book-creator-free-make-books/id661166101?mt=8	App that allows you to create books.	
			https://itunes.apple.com/us/app/id1034521018?ign-mpt=uo%3D4	Seedling Comic Studio app to create comic books.	
Using Words To Express Feelings	In this lesson, students include words that describe their thoughts and feelings in their writing.	TEACHING students to include thoughts and feelings in writing.	http://www.scholastic.com/teachers/article/read-aloud-books-teach-reading-and-writing-skills	Website-Scholastic: Using Read Alouds	
		I CAN identify words that express feelings that I can use in my writing.	http://www.storylineonline.net/wilfrid-gordon-mcdonald-partridge/	Website-Read Aloud: Wilfred Gordon Mac Donald Partridge by MemFox	
		I CAN use words that tell how a character feels in my writing.	https://itunes.apple.com/us/app/story-creator-easy-story-book/id545369477?mt=8	Story Creator App- free- Students create stories with pictures, etc.	
Asking Questions	In this lesson, students will confirm their understanding of information presented to them by asking and answering questions about key details and requesting clarification if something is not understood.	TEACHING students to confirm their understanding of information presented to them by asking and answering questions.	https://www.engageny.org/ccls-ela/sl12	Teacher resources.	
			http://www.edutoolbox.org/astandard/7834		

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/url)	Notes
		I CAN ask and answer questions about details from a read-aloud text.	http:// preview.tumblebooks.co m/home.aspx	Free preview of Tumble Books - Subscription required for full access.	

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/url)	Notes
Module 2: Craft and Structure: How an Author Develops Ideas, Concepts, Characters, and Experiences, Part 1					

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/url)	Notes
About Module 2	<p>In Module 2, through direct instruction in reading, writing, listening, and speaking, students learn how authors craft different types of texts for different purposes, explain those differences, and use the features or elements of different texts to demonstrate and clarify understanding. They identify an informational topic and write pieces that include two or more facts and a sense of closure. They use narrative writing to describe an experience with thoughts and feelings and a variety of words.</p> <p>The focus of this module includes:</p> <ul style="list-style-type: none"> • Text Organization • Sentence Structure • Decoding Skills • Fluency • Expository Text Features • Genre • Point of View • Poetry • Sequencing • Conventions, Grammar, and Spelling • Collaborative Conversations <p>Focus Standards for Module 2</p> <p>CC.1.2.1.E - Use various text features and search tools to locate key facts or information in a text.</p> <p>CC.1.3.1.E - Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.</p> <p>CC.1.4.1.D - Group information and provide some sense of closure.</p> <p>CC.1.4.1.F - Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. <p>CC.1.4.1.O - Include thoughts and feelings to describe experiences and events.</p> <p>CC.1.4.1.P - Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.</p> <p>CC.1.4.1.Q - Use a variety of words and phrases.</p> <p>CC.1.4.1.R - Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. <p>CC.1.1.1.B - Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence. <p>Important Standards for Module 2</p> <p>CC.1.3.1.D - Identify who is telling the story at various points in a text.</p> <p>CC.1.3.1.F - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>CC.1.4.1.A - Write informative/ explanatory texts to examine a topic and convey ideas and information.</p> <p>CC.1.4.1.M - Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.1.N - Establish "who" and "what" the narrative will be about.</p> <p>CC.1.4.1.T - With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>CC.1.4.1.X - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.1.A - Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>CC.1.5.1.B - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>CC.1.5.1.C - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>CC.1.5.1.E - Produce complete sentences when appropriate to task and situation.</p> <p>CC.1.5.1.G - Demonstrate command of the conventions of standard English when speaking</p>				

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/url)	Notes
		ACCESS Module 2 Grade 1 ELA PA Core Instructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16272		
Learning About Sentences	In this lesson, students recognize the distinguishing features of a sentence.	TEACHING sentence features.	https://www.engageny.org/ccls-ela/rf11a	Teacher and student resources.	
			http://www.internet4classrooms.com/common_core/demonstrate_understanding_organization_basic_features_print_reading_foundational_skills_first_1st_grade_english_language_arts.htm		
			http://www.fcrr.org/studentactivities/Q1.htm		
		I CAN identify the features of a sentence.	https://itunes.apple.com/us/app/sentence-builder-free-for/id512928918?mt=8	Practice identifying sentence features to build sentences.	
Reading New Words	In this lesson, students use decoding skills to identify and read new words.	TEACHING decoding skills to identify and read new words.	http://www.thephonicspage.org/On%20Phonics/onphonicslinks.html	Website-The Phonics Page: Teacher information about teaching phonics	
		I CAN read new words using my decoding skills.	www.spellingcity.com	Website-Spelling City: game based tool	
		I CAN create and read new and nonsense words using my decoding skills.	www.spellingcity.com	Website-Spelling City: game based tool	
Learning About Sounds and Syllables	In this lesson, students learn about spoken words, syllables and sounds.	TEACHING about spoken words, syllables and sounds.	http://www.sightwordsgame.com/learning-to-read/teaching-tips/	Teaching tips for teaching basic phonics and word study.	
			https://www.youtube.com/watch?v=03nbjDUxqhc	YouTube video on how to teach phonics (4:35)	
			https://itunes.apple.com/us/app/k12-phoneme-videos/id598672946?mt=8		
		I CAN identify the "rule" when making a new word.	https://itunes.apple.com/us/app/phonics-genius/id461659980?mt=8	Phonics Genius App-Phonic Awareness	
		I CAN create a list of words and share with others.	https://itunes.apple.com/us/app/spelling-monster/id640416379?mt=8	\$.99 app that allows kids to practice their spelling words.	
			https://itunes.apple.com/us/app/bud-e-reading/id949639782?mt=8		
			https://itunes.apple.com/us/app/cambugs-letter-sounds/id574190228?mt=8		
Reading Fluently	In this lesson, students practice reading fluently and accurately.	TEACHING fluent, reflective reading through read and think aloud demonstrations.	http://www.readingrockets.org/teaching/reading101/fluency	Website-Reading Rockets: Fluency Video	
		I CAN am a fluent reader.	https://itunes.apple.com/us/app/k12-timed-reading-practice/id384484818?mt=8		
			https://itunes.apple.com/us/app/fluency-level-1/id489627619?mt=8		
Understanding Text Features	In this lesson, students will use text features and search tools to locate key facts or information in text.	TEACHING how to use text features and search tools to locate key facts or information in text.	http://www.smekenseducation.com/walk-through-the-features-of-info-text.html		

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/url)	Notes
			http://betterlesson.com/common_core/browse/932/ccss-ela-literacy-ri-1-5-know-and-use-various-text-features-e-g-headings-tables-of-contents-glossaries-electronic-menus-icons-to		
		I CAN use text features to find information.	https://itunes.apple.com/us/app/quick-scan-qr-code-reader/id483336864?mt=8	QR Code scanning app.	
			http://borchardtlibrary.edublogs.org/2014/11/14/3rd-grade-nonfiction-text-features-with-qr-codes/	Activity with QR Codes. Use a scan app to scan the QR Code and find your answers.	
Learning About Different Kinds of Texts	In this lesson, students learn the differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.	TEACHING students the differences between books that tell stories and books that give information.	http://www.edutoolbox.org/astandard/7701	Teacher resources	
			https://www.engageny.org/ccls-ela/rl15		
		I CAN tell the difference between types of texts.	https://itunes.apple.com/us/app/nonfiction-reading-for-kindergarten/id622518293?mt=8		
			https://itunes.apple.com/us/app/1st-grade-reading-comprehension/id575064918?mt=8		
Identifying Feeling Words	In this lesson, students identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	TEACHING words that convey feelings related to the senses.	http://macmillanmh.com/ccssreading/treasures/grade1/ccslh_g1_rl_1_2a.html	Website-CCSS Literacy 3-Handbook	
			http://www.readwritethink.org/classroom-resources/lesson-plans/guided-comprehension-visualizing-using-229.html?tab=4	Visualization Activities Skills in Reading	
		I CAN match words/phrases to the five senses.	http://teacherweb.com/tx/cadwallader/cchavez/faq1.aspx#q4	Website-Creative Publishing-Cathy Chavez	
		I CAN write a feelings poem, that include words that appeal to the five senses.	https://itunes.apple.com/us/app/aurasma/id432526396?mt=8	Aurasma App-Students take a picture of a feeling and link the word to the poem in Aurasma	
Grouping Information	In this lesson, students learn how to group information to provide some sense of closure.	TEACHING how to group information to provide some sense of closure.	http://k6educators.about.com/od/lessonplanheadquarters/g/closure.htm	Website-About Education: Lesson Plan: Closure	
		I CAN group like facts and sentences and write a statement of closure.	http://www.eduplace.com/graphicorganizer/pdf/sandwich.pdf	Document-Graphic Organizer	
		I CAN use groups of statements and write a closing statement.	https://itunes.apple.com/us/app/showme-interactive-whiteboard/id445066279?mt=8&ign-mpt=uo%3D4	Interactive whiteboard that student(s) can use to demonstrate learning.	

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/url)	Notes
Including Thoughts and Feelings In Writing	In this lesson, students create a piece of informational writing that includes their thoughts and feelings to describe experiences and events, recounts two or more sequences of events using temporal words to signal event order, incorporates a variety of words, and provides closure.	TEACHING students how to create a piece of informational writing.	http://www.pps.k12.or.us/files/curriculum/G1How-To2014.pdf	TEACHING students how to create a piece of informational writing that includes their thoughts and feelings to describe experiences and events, recounts two or more sequences of events using temporal words to signal event order, incorporates a variety of words, and provides closure.	
			https://web.archive.org/web/20150319075318/http://www.pps.k12.or.us/files/curriculum/G1How-To2014.pdf		https://drive.google.com/drive/folders/0B9UdeooYuo77Z2FuREt1Yk9PRmM?usp=sharing
		I CAN write to give information or explain something.	https://itunes.apple.com/us/app/book-creator-free-make-books/id661166101?mt=8		
			https://itunes.apple.com/us/app/pixton-comic-maker/id1000914010?mt=8		Android Alternative: https://play.google.com/store/apps/details?id=com.tiltedchair.cacomicc&hl=en
					Android Alternative: https://play.google.com/store/apps/details?id=com.roundwoodstudios.comicstripit&hl=en
Writing Good Sentences	In this lesson, students use the correct grammar and punctuation to write meaningful sentences.	TEACHING by using familiar examples of text to identify and model convention of grammar and spelling.	http://www.fcrr.org/studentactivities/c_005a.pdf	Document-Lesson Plan for Comprehension: Sentence Meaning-Build a Sentence	
		I CAN practice my punctuation and grammar skills.	http://www.topmarks.co.uk/english-games/7-11-years/punctuation	Flash-based Educational Games	
			http://www.bbc.co.uk/bitesize/ks1/literacy/using_punctuation/play/	Flash-based Educational Games	
		I CAN demonstrate my understanding of punctuation by producing meaningful sentences to share with my class.	https://itunes.apple.com/us/app/pages/id361309726?mt=8		
Describing Events With Thoughts and Feelings	In this lesson, students include thoughts and feelings to describe experiences and events.	TEACHING through formal discussions to provide students opportunities to share experiences, thoughts, feelings, and events.	http://www.pdesas.org/Content/Web/Content/Search?standardIds=160043	SAS Portal Resources	
		I CAN use words to express my thoughts and feelings about experiences and events.	https://itunes.apple.com/us/app/book-creator-free-make-books/id661166101?mt=8		
			https://itunes.apple.com/us/app/seesaw-the-learning-journal/id930565184?mt=8		
Ordering Events	In this lesson, students demonstrate understanding of ordering events.	TEACHING by using familiar texts to instruct students to understand ordering of events.	http://www.ehow.com/list_7559090_creative-ideas-teaching-sequencing.html	Website-eHow: Creative Ideas for Teaching Sequencing	
		I CAN write a description about how I get ready for school using words to show order.	https://itunes.apple.com/us/app/i-can-write-1/id459388283?mt=8	I Can Write App-allows children to write independently.	
		I CAN use my story to create a movie. Other students will have to identify my order words.	https://itunes.apple.com/us/app/imovie/id377298193?mt=8		
Using Different Words	In this lesson, students use different words and phrases when speaking and writing.	TEACHING students to select and determine word choices in writing and conversation.	http://www.smekenseducation.com/6-Traits-of-Writing.html	Overview of 6+1 Traits of Writing with resources and videos to use.	

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/url)	Notes
			http://www.smmusd.org/edservices/writing/writing_pdf/gradek/writingminilessons06.pdf	Mini-Lessons for Writing Workshop using 6 Traits of Writing for Grades K-1	
			https://www.youtube.com/watch?v=Y8nUTCbH9GM	Witty song on the 6 traits of writing	
		I CAN work with another student to create a shared narrative and informational piece of writing using a variety of words.	https://itunes.apple.com/us/app/pages/id361309726?mt=8		
		I CAN transform my writing through a virtual person to use lots of different words and phrases.	https://itunes.apple.com/us/app/tellagami/id572737805?mt=8	Tellagami App-Allows students to create and share videos	
Talking with Friends	In this lesson, students engage in collaborative conversations.	TEACHING how to engage in collaborative conversations.	https://www.responsiveclassroom.org/teaching-children-how-to-converse/		
			https://www.pinterest.com/aude20100/activities-conversation-starters/		
		I CAN have a conversation with a friend.	http://www.conversationstarters.com/kids.htm		
		I CAN have a conversation with characters and my friends.	https://itunes.apple.com/us/app/winston-show/id669541931?mt=8		
Asking Questions to Understand Text	In this lesson, students confirm their understanding of a text read aloud, information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	TEACHING through conversation and observation determine student understanding of text.	http://www.readwritethink.org/professional-development/strategy-guides/teacher-read-aloud-that-30799.html	Website-Read, Write, Think: Read Alouds	
		I CAN listen to a story and answer questions.	http://preview.tumblebooks.com/home.aspx	Free preview of Tumble Books - Subscription required for full access.	
		I CAN write discussion questions about an audio story.	http://kidblog.org/home/	Blog-Safe and simple blogs for young students	
Asking Questions To Get Information	In this lesson, students ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	TEACHING asking and answering questions about what a speaker says for additional information or clarification.	http://www.heidisongs.com/blog/2013/12/teaching-children-to-ask-questions.html	Website-Heidi Songs: Sing-Along Songs that Teach	
		I CAN listen to a guest speaker and ask a question related to the topic.	http://www.skype.com/en/	Application-SKYPE: Allows students to call and use video	
		I CAN create a video based on information shared by the guest speaker.	https://itunes.apple.com/us/app/chatterpix-kids-by-duck-duck/id734046126?mt=8	ChatterPix Kid App: Allows students to make any picture talk	
Using Complete Sentences	In this lesson, students speak in complete sentences when appropriate to task and situation.	TEACHING the use of complete sentences.	http://www.bing.com/videos/search?q=teaching+young+students+speaking+skills&FORM=VIRE3#view=detail&mid=AFF5F9450AB22EDEC500&mid=AFF5F9450AB22EDEC500	Video-Teaching Young Students Speaking Skills	
		I CAN speak in complete sentences when the teacher asks a question.	https://itunes.apple.com/us/app/voice-texting-pro/id542300792?mt=8	Voice Texting Pro App-Allows students to speak and message and share with others	
Expressing Ideas in Sentences	In this lesson, students express ideas appropriate to task and situation in complete sentences.	TEACHING expression of ideas appropriate to task and situation using complete sentences.	https://www.youtube.com/watch?v=KqbUvdFI70U	Video-YouTube: Teaching Kids How to Speak in Complete Sentences.	

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/url)	Notes
		I CAN use complete sentences to share my ideas.	https://www.youtube.com/watch?v=g19bVI7nKDY	Grammer Jammers sampling of songs and rhymes to help teach grammar.	
			https://itunes.apple.com/us/app/seesaw-the-learning-journal/id930565184?mt=8		
			https://itunes.apple.com/us/app/voice-texting-pro/id542300792?mt=8	Voice Texting Pro App- Allows students to speak and message and share with others	
Checking My Learning	In this lesson, students speak about topics in complete sentences to self assess and to communicate with others.	TEACHING students how to use complete sentences to self assess and to communicate with others.	https://www.youtube.com/watch?v=KqbUvdFI70U	Video-YouTube: Teaching Kids How to Speak in Complete Sentences.	
		I CAN speak in complete sentences.	https://itunes.apple.com/us/app/voice-texting-pro/id542300792?mt=8	Voice Texting Pro App- Allows students to speak and message and share with others	
		I CAN speak in complete sentences about a topic (picture) and self assess.	https://itunes.apple.com/us/app/showme-interactive-whiteboard/id445066279?mt=8&ign-mpt=uo%3D4		

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/ url)	Notes
Module 3: Integration of Knowledge and Ideas: Connecting Ideas Within One Text, Part 1					

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/ url)	Notes
About Module 3	<p>In Module 3, students closely examine and use specific aspects of the text to describe the key ideas or characters. Specifically, they begin to explore how the author uses elements of one text. They write informational pieces that include a topic, at least two supporting facts, and an organizational structure with a sense of closure. They write narrative pieces that describe two or more sequenced events and include a variety of words and phrases, and temporal words for transition. They show increased proficiency with grade level conventions of language as they write.</p> <p>NOTE: The call to action statement in the courses begins with either "<i>Teaching</i>" or "<i>I can</i>". The "<i>Teaching</i>" statement is directed toward teachers for the purpose of assisting the teacher with teaching the concept defined through the call to action. The audience for the "<i>Teaching</i>" statement is teachers. The "<i>I can</i>" statement is directed toward children for the purpose of reinforcing the teaching by the teacher and the learning through the call to action statement by the student.</p> <p>Focus Standards in Module 3 CC.1.2.K.H - With prompting and support, identify the reasons an author gives to support points in a text. CC.1.4.K.B - Use a combination of drawing, dictating, and writing to focus on one specific topic. CC.1.4.K.E - With prompting and support, illustrate using details and dictate/write using descriptive words. CC.1.4.K.O - Describe experiences and events.</p> <p>Important Standards in Module 3 CC.1.2.K.B - With prompting and support, answer questions about key details in a text. CC.1.2.K.G - Answers questions to describe the relationship between illustrations and the text in which they appear. CC.1.3.K.B - Answer questions about key details in a text. CC.1.3.K.G - Make connections between the illustrations and the text in a story (read or read aloud). CC.1.4.K.A - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts. CC.1.4.K.C - With prompting and support, generate ideas and details to convey information that relates to the chosen topic. CC.1.4.K.D - Make logical connections between drawing and dictation/writing. CC.1.4.K.F - Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. <ul style="list-style-type: none"> • Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically. CC.1.4.K.M - Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. CC.1.4.K.N - Establish "who" and "what" the narrative will be about. CC.1.4.K.P - Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. CC.1.4.K.R - Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. <ul style="list-style-type: none"> • Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically. CC.1.4.K.T - With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed. CC.1.4.K.X - Write routinely over short time frames. CC.1.5.K.A - Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.K.B - Ask and answer questions about key details in a text read aloud or information presented orally or through other media. CC.1.5.K.C - Ask and answer questions in order to seek help, get information, or clarify something that is not understood. CC.1.5.K.D - Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume. CC.1.5.K.E - Speak audibly and express thoughts, feelings, and ideas clearly. CC.1.5.K.G - Demonstrate command of the</p>				

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/ url)	Notes
		ACCESS Module 3 Grade 1 ELA PA Core Instructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16275		
Finding Key Facts	In this lesson, students use text features and search tools to find key facts and information in a text.	TEACHING how to identify key concepts and information in shared texts.	https://youtu.be/vDC462EyPIE	This lesson demonstrates Focus Standard RI 1.1: Ask and answer key details in a text and Focus Standard	
			https://www.readinga-z.com/comprehension/visual-devices/	Resources to support visual literacy.	
			https://www.readinga-z.com/curriculum-correlations/commoncore/	Reading selections and activities to reinforce this standard.	
			http://www.scholastic.com/teachers/top_teaching/2011/03/my-march-top-ten-list-nonfiction-reading-resources	Scholastic website. This site provides nonfiction reading resources.	
		I CAN use text features and search tools to find key facts	http://mrs.wheelerfirst.blogspot.com/2014/04/nonfiction-text-features.html	Teacher facilitated activity.	
Reading and Responding to Text	In this lesson, students use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	TEACHING using words and phrases acquired through conversations, reading, and being read to, and responding to texts.	https://www.engageny.org/ccs-ela/116	TEACHING using words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	
		I CAN use the pictures and words to help me understand what is read.	https://www.engageny.org/ccs-ela/116		
Explaining Differences Between Book Types	In this lesson, students explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.	TEACHING different types of texts.	https://youtu.be/X19oZfHYMR0		
		I CAN explain the difference between books that tell stories and books that give information.	http://www.altonschools.org/media/pdf/ISBEx1RL5.pdf	Teacher facilitated activity.	https://drive.google.com/file/d/0B9UdeoYuo77cldoVXlvWEpwTVk/view?usp=sharing
		I CAN take and use notes to compare and contrast texts and talk to another reader.	https://itunes.apple.com/us/app/fotobabble/id353078443?mt=8	Fotobabble- free app. Use to take notes on differences observed.	
Using Words that Signal Connections and Relationships	In this lesson, students use words that signal connections and relationships between words and phrases.	TEACHING how to use words that signal connections and relationships.	http://www.pdesas.org/ContentWeb/Content/Search?standardIds=159934	Resources available to support this standard.	
			https://www.youtube.com/watch?v=uxQcZb7Oe98	A YouTube video showing a read aloud with accountable talk.	
		I CAN make connections between texts after a Read Aoud.	https://itunes.apple.com/us/podcast/stories-for-kids-smart-tutor/id896404590?mt=2	Stories for Kids- Smart Tutor. Has 58 books that can be downloaded from iTunes.	
		I CAN make connections between texts following independent reading.	http://curriculum.dpsk12.org/lang_literacy_cultural/literacy/elem_lit/curric_instruc_assess/interdisc_units/AccountableTalkFeaturesandLanguageStems.pdf	Accountable language stems and ideas.	https://drive.google.com/file/d/0B9UdeoYuo77VzIiWVF1c1JiNmM/view?usp=sharing
			https://itunes.apple.com/us/app/all-by-myself-little-critter/id404676605?mt=8	Interactive book to reinforce the learned skill.	
Identifying and Writing About One Topic	In this lesson, students identify and write about one topic.	TEACHING how to write a single sentence/paragraph focused on a topic.	http://www.pinterest.com/mdurossmit/teaching-narrative-writing/	Pinterest page about narrative writing	
			http://www.teachingideas.co.uk/subjects/writing-non-fiction	Graphic organizers and narrative writing ideas for teachers	

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/ url)	Notes
		I CAN write about a specific topic by completing a graphic organizer about a school experience.	https://drive.google.com/file/d/0B9UdeooYuo77TnAyOENIVGI3TU0/view?usp=sharing	Student is to write about a shared school experience (field trip, fire drill, assembly, lunch, etc.)	
		I CAN write about a personal experience.	https://itunes.apple.com/us/app/story-creator-easy-story-book/id545369477?mt=8	Story Creator- free app. This is an easy app for kids to use. It can upload photos, video, and text.	
Developing A Topic with More Facts	In this lesson, students develop the topic with two or more facts.	TEACHING adding further details and facts.	http://www.scholastic.com/teachers/lesson-plan/unit-plan-writing-autobiography	Scholastic Website. This site gives a unit plan for writing an autobiography.	
			http://www.pdesas.org/Standard/StandardsBrowser#160031	SAS Portal resources.	
		I CAN write about a topic with two or more facts	https://itunes.apple.com/us/app/book-creator-free-make-books/id661166101?mt=8		
Grouping Information and Providing Closure	In this lesson, students group information and provide some sense of closure to their writing.	TEACHING how to group information and provide closure.	https://www.engageny.org/ccls-ela/w12	Teacher and student resources.	
		I CAN write about a real topic including facts.	https://learnzillion.com/lessons/506-write-a-strong-ending-for-a-narrative	review of how to add a strong conclusion to writing	
			https://itunes.apple.com/us/app/book-creator-free-make-books/id661166101?mt=8		
Identifying Proper Nouns	In this lesson, students learn about proper nouns.	TEACHING students proper nouns.	http://www.pinterest.com/maridani/proper-nouns/	Pinterest page all about proper/common nouns	
		I CAN identify proper nouns.	https://www.youtube.com/watch?v=XfkHRGqCn0M	youtube video about proper nouns	
			https://itunes.apple.com/us/app/spelling-test-practice-nouns/id794262749?mt=8	App to practice with nouns.	
		I CAN identify a list of proper nouns.	https://itunes.apple.com/us/app/pic-collage-photo-gif-video/id448639966?mt=8	Pic Collage- free app. Students can take pictures of proper nouns they see or type them in themselves	
Describing Experiences and Events	In this lesson, students include thoughts and feelings to describe experiences and events.	TEACHING students how to chart personal experiences and events through conversations and sharing.	http://theeditorsblog.net/2011/01/30/creating-emotion-in-the-reader/	Website that provides 18 ideas for teaching how to create emotion.	
		I CAN verbalize a story to include a character's thoughts and feelings.	http://www.scholastic.com/teachers/story-starters/	free site- Scholastic Story Starters. Randomly chooses a writing topic	
		I CAN write a story that includes thoughts and feelings.	http://kidblog.org/home/	Free website- Kidblog. Kids can upload their stories and get feedback	
Sequencing Events	In this lesson, students tell about two or more sequenced events using temporal words to signal event order and provide some closure.	TEACHING students how to sequencing events in a story using temporal words.	http://www.readingrockets.org/strategies/transition_words	Reading Rockets website. Provides teacher with many resources on how to teach writing in sequence.	
		I CAN sequence events in a story.	https://jr.brainpop.com/readingandwriting/comprehension/sequence/preview.weml	Brainpop Jr.- paid subscription. Discussing sequencing.	
			http://pbskids.org/arthur/games/storyscramble/scramble.html	free website- PBS kids. Kids can put a story into sequence	Uses the Adobe Shockwave Plugin
			http://www.internet4classrooms.com/skill_builders/sequencing_language_art_s_first_1st_grade.htm	free website- internet for classrooms. Different online sequencing games.	

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/ url)	Notes
		I CAN create a story with a beginning, middle, and end.	https://itunes.apple.com/us/app/sock-puppets/id394504903?mt=8	Sock Puppets- free app. Kids can write their story then create puppet characters to show the sequence.	
Using A Variety of Words and Phrases	In this lesson, students learn how to use a variety of words and phrases in my story.	TEACHING how to use synonyms and varieties of words to convey similar meaning of a variety of word uses.	http://www.pinterest.com/search/pins/?q=using%20synonyms&term_meta%5B%5D=using%7Ctyped&term_meta%5B%5D=synonyms%7Ctyped	Pinterest page on how to use synonyms for a variety of words and phrases in writing	
		I CAN write synonyms for a given word.	https://itunes.apple.com/us/app/word-salad-your-salads-redefined/id545164778?mt=8	Word Salad app- free lite. Paid is \$4.99. Kids can create word clouds with synonyms.	
		I CAN write a story using new words.	https://itunes.apple.com/us/app/recordium-pro-voice-recorder/id637494062?mt=8	Recordium Pro- \$3.99 app. There is a free version, too. Kids can take a picture of their writing within the app and record their voice over it	

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/url)	Notes
Module 4: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 2					

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/url)	Notes
About Module 4	<p>In Module 4, students learn how to determine the explicit meaning of a text. They ask and answer questions to determine the central message. Students use details as they describe events, people, or things from text or life experiences. They form an opinion and write pieces that include reasons to support the opinion in an organized structure with a sense of closure.</p> <p>NOTE: The call to action statement in the courses begins with either "Teaching" or "I can". The "Teaching" statement is directed toward teachers for the purpose of assisting the teacher with teaching the concept defined through the call to action. The audience for the "Teaching" statement is teachers. The "I can" statement is directed toward children for the purpose of reinforcing the teaching by the teacher and the learning through the call to action statement by the student.</p> <p>Focus Standards in Module 4 CC.1.2.1.B - Ask and answer questions about key details in a text. CC.1.3.1.A - Retell stories, including key details, and demonstrate understanding of their central message or lesson. CC.1.3.1.B - Ask and answer questions about key details in a text. CC.1.4.1.I - Support the opinion with reasons related to the opinion. CC.1.4.1.J - Create an organizational structure that includes reasons and provides some sense of closure. CC.1.4.1.K - Use a variety of words and phrases. CC.1.4.1.L - Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.5.1.C - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. CC.1.5.1.E - Produce complete sentences when appropriate to task and situation.</p> <p>Important Standards in Module 4 CC.1.2.K.B - With prompting and support, answer questions about key details in a text. CC.1.2.K.J - Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. CC.1.2.K.K - Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content. CC.1.3.K.A - With prompting and support, retell familiar stories including key details. CC.1.3.K.B - Answer questions about key details in a text. CC.1.3.K.F - Ask and answer questions about unknown words in a text. CC.1.3.K.G - Make connections between the illustrations and the text in a story (read or read aloud). CC.1.3.K.H - Compare and contrast the adventures and experiences of characters in familiar stories. CC.1.3.K.I - Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content. CC.1.3.K.K - Actively engage in group reading activities with purpose and understanding. CC.1.4.K.G - Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics. CC.1.4.K.I - Support the opinion with reasons. CC.1.4.K.J - Make logical connections between drawing and writing. CC.1.4.K.T - With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed. CC.1.4.K.X - Write routinely over short time frames. CC.1.5.K.A - Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.K.B - Ask and answer questions about key details in a text read aloud or information presented orally or through other media. CC.1.5.K.C - Ask and answer questions in order to seek help, get information, or clarify something that is not understood. CC.1.5.K.D - Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume. CC.1.5.K.E - Speak audibly and express thoughts, feelings, and ideas clearly. CC.1.5.K.G - Demonstrate command of the conventions of standard English when speaking</p>				

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/url)	Notes
		ACCESS Module 4 Grade 1 ELA PA Core Instructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16813		
Questioning About Key Details in Text	In this lesson, students ask and answer questions about key details in a text.	TEACHING how to ask and answer questions about key details in a text.	https://learnzillion.com/lessons/758-ask-and-answer-questions-about-the-text-while-reading	Requires LearnZillion free account.	
			https://www.youtube.com/watch?v=tfhmuKaRk3I	eSpark Learning video on YouTube	
		I CAN learn more about a text by asking questions.	https://itunes.apple.com/us/app/the-cat-in-the-hat-read-learn-dr-seuss/id1004090290?mt=8		
			http://www.geekswithjuniors.com/blog/2015/7/21/the-cat-in-the-hat-read-learn	Video option of "The Cat in the Hat" book being read.	
		I CAN answer questions about key details of a story.	https://itunes.apple.com/us/app/1st-grade-reading-comprehension/id575093291?mt=8		
		I CAN tell what happened in a story.	http://www.storylineonline.net	Storyline Online. This is a free site where children can choose a story to listen and respond to.	
			https://www.youtube.com/user/StorylineOnline/videos	Videos of books from Storyline Online.	
		I CAN map details of the story.	https://itunes.apple.com/us/app/kidspiration-maps-lite/id675831529?mt=8		
Retelling A Story	In this lesson, students retell key events and demonstrate understanding of the central message.	TEACHING story retelling.	https://youtu.be/071g3BRph28	Teacher resource - a vodcast on retelling a story.	
		I CAN retell a story.	http://www.storylineonline.net	Storyline Online website. Students can choose a variety of different stories to listen and respond to.	
			https://itunes.apple.com/us/app/chatterpix-kids-by-duck-duck/id734046126?mt=8	Chatterpix Kids app- free app. Students can take a picture of themselves or upload a picture and record their retelling of the story.	
Supporting an Opinion	In this lesson, students support opinions with reasons related to the opinion.	TEACHING students to use reasons to support an opinion.	http://www.scholastic.com/teachers/article/presenting-opinions	Kids have strong opinions about everything from school rules to the clothes they wear. Put their ideas to work writing persuasive pieces.	
			https://www.pinterest.com/jessi_todd678/writing-opinion/	Opinion writing resources.	
			https://itunes.apple.com/us/app/story-creator-easy-story-book/id545369477?mt=8		
		I CAN support an opinion with reasons.	https://itunes.apple.com/us/app/story-creator-easy-story-book/id545369477?mt=8	Using the app, state your opinion and list the reasons to support it.	
		I CAN write and record an opinion.	https://itunes.apple.com/us/app/fotobabble/id353078443?mt=8	FotoBabble App- free app. Students can upload a picture and record their opinion after writing it.	
Organizing Informational Writing	In this lesson, students write an informational piece that includes reasons and provides a sense of closure.	TEACHING how to write an opinion/informational piece.	http://www.readwritethink.org/classroom-resources/grade/1-2/	Read Write Think app. This site provides lesson plans as well as games for students to play.	
		I CAN write with my teacher to do an interactive writing using an anchor chart.	http://media-cache-ec0.pinimg.com/originals/6f/1c/93/6f1c934b646aaf4bc781fc30e5a4f9bd.jpg	Example of an anchor chart	

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/url)	Notes
		I CAN write an informational piece.	https://itunes.apple.com/us/app/story-creator-easy-story-book/id545369477?mt=8		
Using Words and Phrases	In this lesson, students use a variety of words and phrases in their writing.	TEACHING students to use a variety of words and phrases in their writing.	https://www.pinterest.com/hmlh53/first-grade-writing/	Pinterest page with many different first grade writing ideas.	
		I CAN use a variety of words and phrases to express and support my opinion.	http://www.primarygames.com/langarts/simplesentences/	Primary Games website. Students can practice making sentences that build with this FLASH-BASED game.	
		I CAN write an informational piece that expresses my opinion.	https://itunes.apple.com/gb/app/write-about-this-lite/id601382666?mt=8&ign-mpt=uo%3D4	App for student writing (journaling)	
Using Conventions of Standard English	In this lesson, students a grade appropriate command of the conventions of standard English grammar and spelling.	TEACHING grade appropriate conventions of standard English grammar and spelling.	http://www.tlsbooks.com/first-grade-grammar-worksheets.htm		
		I CAN identify correct parts of speech in the English language.	http://www.fun4thebrain.com/English/pandaMayhem.html	FLASH-BASED Panda Mayhem game where students will have to identify the correct part of speech.	
			https://itunes.apple.com/us/app/grammar-for-kids-parts-speech/id649820441?mt=8		
Questioning About What A Speaker Says	In this lesson, students ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	TEACHING how to ask and answer questions.	https://www.engageny.org/ccls-ela/sl13	Teacher and student resource.	TEACHING how to ask and answer questions about what a speaker says to gather additional information or clarify something that is not understood.
		I CAN listen to a speaker and ask a related question.	https://itunes.apple.com/gb/app/abc-notes-lite-todo-checklist-sticky-note/id504756763?mt=8		Other note-taking apps can be used (Evernote, Springpad, SimpleNote).
Clarifying Ideas and Feelings	In this lesson, students add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.	TEACHING clarifying ideas, thoughts, and feelings when sharing aloud.	https://www.engageny.org/ccls-ela/sl15		
			http://www.internet4classrooms.com/common_core/add_drawings_other_visual_displays_descriptions_speaking_listening_fir_st_1st_grade_english_language_arts.htm		
			http://betterlesson.com/common_core/browse/989/ccss-ela-literacy-sl-1-5-add-drawings-or-other-visual-displays-to-descriptions-when-appropriate-to-clarify-ideas-thoughts-and-fe		
		I CAN use pictures or things to help people understand me.	https://itunes.apple.com/us/app/doodle-buddy-for-ipad-paint/id364201083?mt=8		
			https://itunes.apple.com/us/app/doodle-buddies-fun-social/id669717462?mt=8		

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/ url)	Notes
Module 5: Craft and Structure: How an Author Develops Ideas, Characters, and Experiences, Part 2					

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/ url)	Notes
About Module 5	<p>In Module 5, students examine how authors craft texts to expand a reader's understanding of ideas, concepts, characters, and experiences. They explain those differences and use the features or elements of different texts to demonstrate and clarify understanding. They learn how to determine the explicit meaning of a text. They ask and answer questions to analyze author's craft. They write informative pieces with a coherent structure.</p> <p>NOTE: The call to action statement in the courses begins with either "<i>Teaching</i>" or "<i>I can</i>". The "<i>Teaching</i>" statement is directed toward teachers for the purpose of assisting the teacher with teaching the concept defined through the call to action. The audience for the "<i>Teaching</i>" statement is teachers. The "<i>I can</i>" statement is directed toward children for the purpose of reinforcing the teaching by the teacher and the learning through the call to action statement by the student.</p> <p>Focus Standards in Module 5</p> <p>CC.1.2.1.E - Use various text features and search tools to locate key facts or information in a text.</p> <p>CC.1.3.1.E - Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.</p> <p>CC.1.3.1.F - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>CC.1.3.1.J - Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.</p> <p>CC.1.3.1.K - Read and comprehend literature on grade level, reading independently and proficiently.</p> <p>CC.1.4.1.B - Identify and write about one specific topic.</p> <p>CC.1.4.1.C - Develop the topic with two or more facts.</p> <p>CC.1.4.1.D - Group information and provide some sense of closure.</p> <p>CC.1.4.1.F - Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. <p>CC.1.4.1.T - With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>CC.1.5.1.D - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>Important Standards in Module 5</p> <p>CC.1.2.1.C - Describe the connection between two individual, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.1.F - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>CC.1.2.1.G - Use the illustrations and details in a text to describe its key ideas.</p> <p>CC.1.2.1.J - Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.</p> <p>CC.1.3.1.D - Identify who is telling the story at various points in a text.</p> <p>CC.1.4.1.A - Write informative/ explanatory texts to examine a topic and convey ideas and information.</p> <p>CC.1.4.1.E - Choose words and phrases for effect.</p> <p>CC.1.4.1.U - With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.</p> <p>CC.1.4.1.V - Participate in individual or shared research and writing projects.</p> <p>CC.1.4.1.W - With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p> <p>CC.1.4.1.X - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.1.A - Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>CC.1.5.1.C - Ask and answer questions about what a speaker says in order to gather additional information</p>				

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/ url)	Notes
		ACCESS Module 5 Grade 1 ELA PA Core Instructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16814		
Locating Information In Text	In this lesson, students use various features and search tools to locate key facts or information in a text.	TEACHING the use of various features and search tools to locate key facts or information in a text.	https://www.pinterest.com/gannonkimberly/text-features/	Teacher resources.	
			https://www.pinterest.com/explore/text-features/	Teacher resources.	
		I CAN select a text feature and explain why the author included that feature.	http://edublogs.org/	Student Blog - sign up required, free	
Identifying and Explaining Different Texts	In this lesson, students identify and explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.	TEACHING the major differences between books that tell stories and books that give information.	http://www.internet4classrooms.com/common_core/explain_major_differences_between_books_tell_reading_literature_first_1st_grade_english_language_arts.htm		
			http://www.edutoolbox.org/exchange/list/ailesson		
		I CAN identify differences between books on various topics.	http://www.starfall.com/n/level-c/fiction-nonfiction/play.htm?f	FLASH-BASED game	
		I CAN categorize books on different topics (genres).	https://itunes.apple.com/us/app/educreations-interactive-whiteboard/id478617061?mt=8	Interactive whiteboard for demonstrating learning.	
Identifying Words and Phrases That Express Feelings	In this lesson, students identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	TEACHING students about words that convey different feelings and the five senses.	http://www.edutoolbox.org/astandard/7700	CCSS.ELA-Literacy.RL.1.4	
			https://www.pinterest.com/shanaburg/1-rl4-identify-words-and-phrases-in-stories-or-poe/		
			https://www.pinterest.com/535library/1st-grade-1-1-4-4-identify-words-and-phrases-in-st/		
		I CAN identify feeling words in poems.	https://itunes.apple.com/us/app/childrens-poems-kids-poetry/id648303360?mt=8		
		I CAN read poems that have strong feelings.	https://itunes.apple.com/us/app/childrens-poems-kids-poetry/id648303360?mt=8		
Making Connections With Words	In this lesson students use words and phrases acquired through conversations, reading, being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	TEACHING words and phrases through read alouds and conversation.	http://readingcomprehensions.com/making-connections/	Teacher resource for books suggested in read aloud strategy	
			http://www.readingrockets.org/article/revisiting-read-aloud-instructional-strategies-encourage-students-engagement-text	Scroll for text connection suggestions and activities.	
		I CAN make text connections to a read aloud partner.	http://justaprimarygirl.blogspot.com/2012/12/making-connections-in-first-grade.html	Site provides suggestions for activities.	
		I CAN read independently and document connections.	https://www.teacherspayteachers.com/Browse/Search:first%20grade%20text%20to%20text%20and%20text%20to%20self%20connections	Free resources	

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/ url)	Notes
			https://www.teacherspayteachers.com/Product/Scholastic-Reading-Activities-2813760	\$4.00 per license	
			https://itunes.apple.com/us/app/sticky-beautiful-notebooks/id364899302?mt=8	Sticky Notes Free app	
Understanding What I Read	In this lesson, students read and comprehend literature on grade level, reading independently and proficiently.	TEACHING students to read proficiently and think aloud the key details in text to demonstrate comprehension.	http://vimeo.com/12958768	Independent Reading video	
			https://www.lexile.com/	Lexil Levels to match books to readers using indepentent reading levels	
		I CAN read a book on my level independently.	http://www.bing.com/videos/search?q=five+finger+rule&FORM=VIRE7#view=detail&mid=395EBBF9A746B140054C395EBBF9A746B140054C	Five Finger Rule video for student use	
		I CAN select a book on my level, read independently, and comprehend what I read.	http://www.starfall.com/n/level-c/fiction-nonfiction/play.htm?f	FLASH-BASED game	
Writing About A Topic	In this lesson, students identify and write about one specific topic.	TEACHING: how to write while remaining on one specific topic.	http://files5.pdesas.org/037206130033093053168009144098158208034246201227/Download.ashx?hash=2.2	Informative Writing Assesment Rubric - SAS	
		I CAN use shared writing to explain a procedure.	http://www.meritsoftware.com/software/essay_punch_online/index.php#home	Walks students through the process of writing an essay - on the web. Cost based on # of users and length of time (1, 2, 3 years subscriptions)	
		I CAN write an explanatory paragraph.	https://itunes.apple.com/us/app/i-can-write-1/id459388283?mt=8	I Can Write app Free	
Using Facts When I Write	In this lesson, students develop the topic with two or more facts.	TEACHING how to complete a graphic organizer in a whole group setting.	http://www.scholastic.com/teachers/lesson-plans/free-lesson-plans	Lesson plans based on topics	
		I CAN identify a topic and write two or more facts about the topic on a graphic organizer.	http://www.eduplace.com/graphicorganizer/	Selection of graphic organziers (PDFs)	
		I CAN identify facts that develop a topic.	https://itunes.apple.com/us/app/kidspiration-maps-lite/id675831529?mt=8	Mindmapping and brainstorming app.	
Bringing Closure	In this lesson, students group information and provide some sense of closure to their writing.	TEACHING students to provide a sense of closure in their writing.	https://www.youtube.com/playlist?list=PLPTvC0TzxNQOUS-n-LMBJVWZu2lyG9RfU	Lucy Caulkins videos on helping students bring closure to their writing.	
		I CAN draw a picture grouping details.	https://itunes.apple.com/us/app/kidspiration-maps-lite/id675831529?mt=8	Educreations app, interactive whiteboard	
		I CAN group information and provide closure for my writing.	https://itunes.apple.com/us/app/fotobabble/id353078443?mt=8	fotobabble app	
Punctuating Sentences	In this lesson, students demonstrate their understanding of different punctuations and their appropriate uses.	TEACHING about different punctuations and their appropriate uses.	http://www.fcrr.org/studentactivities/c_005a.pdf	Building a sentence pdf resource & lesson plan	
			http://www.youtube.com/watch?v=LdCOswMeXFQ	Video on punctuation.	

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/ url)	Notes
			http://alex.state.al.us/lesson_view.php?id=13007	Lesson Plan on punctuation.	
		I CAN punctuate sentences.	http://www.gameclassroom.com/skills/1/language%20arts/grammar#grammar	Interactive practice with games	
		I CAN demonstrate my understanding of punctuation by producing meaningful sentences to share with my class.	https://itunes.apple.com/us/app/write-about-this-free/id601382666?mt=8	A journal where students can write their own sentences.	
Editing My Writing	In this lesson, students, with guidance and support from adults and peers focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	TEACHING students how to engage in peer and self editing.	http://www.readwritethink.org/classroom-resources/lesson-plans/peer-edit-with-perfection-786.html?tab=4	Peer editing lessons	
		I CAN strengthen my writing through peer feedback and self editing.	http://www.pinterest.com/explore/editing-checklist/	Pinterest - Self Editing - Check Lists	
		I CAN respond to others' suggestions of my writing.	https://itunes.apple.com/us/app/i-can-write-1/id459388283?mt=8	I Can Write app Free	
Picking Out Details	In this lesson, students describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	TEACHING the importance of feelings and ideas in writing.	http://www.storylineonline.net/a-bad-case-of-stripes/	Read Aloud- A Bad Case of the Stripes. video (Flash-based)	
			http://www.scholastic.com/teachers/lesson-plan/bad-case-stripes-lesson-plan	Storyline Online- other related lesson plans.	
		I CAN describe people, events, etc., to a read aloud partner.	http://www.scholastic.com/teachers/sites/default/files/asset/file/sb1711_dec_3-5_readprnrplansheet_lo1.pdf	Scholastic- Reading Partnership Planning Sheet. Pairs will choose a book and then discuss the book in detail using the planning sheet as a guide.	
		I CAN create a book talk to post on a blog.	https://itunes.apple.com/us/app/educreations-interactive-whiteboard/id478617061?mt=8	Educreations app- free app. Students will use this app to draw or take a picture of the book and then record their book talk.	
			http://kidblog.org/home/	KidBlog website. Kids can copy their link from Educreations and paste directly into KidBlog. Comments can be made about their book talk on KidBlog.	

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/ url)	Notes
Module 6: Integration of Knowledge and Ideas: Connecting Ideas Across Texts, Part 2					

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/ url)	Notes
About Module 6	<p>In Module 6, students examine how authors craft texts to expand a reader's understanding of ideas, concepts, characters, and experiences. They explain those differences and use the features or elements of different texts to demonstrate and clarify understanding. They learn how to determine the explicit meaning of a text. They ask and answer questions to analyze author's craft and write informational pieces with a coherent structure.</p> <p>NOTE: The call to action statement in the courses begins with either "Teaching" or "I Can." The "Teaching" statement is directed toward teachers for the purpose of assisting the teacher with teaching the concept defined through the call to action. The audience for the "Teaching" statement is teachers. The "I can" statement is directed toward children for the purpose of reinforcing the teaching by the teacher and the learning through the call to action statement by the student.</p> <p>Focus Standards in Module 6</p> <p>CC.1.2.1.E - Use various text features and search tools to locate key facts or information in a text.</p> <p>CC.1.2.1.J - Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.</p> <p>CC.1.3.1.E - Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.</p> <p>CC.1.3.1.F - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>CC.1.3.1.J - Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.</p> <p>CC.1.4.1.B - Identify and write about one specific topic.</p> <p>CC.1.4.1.C - Develop the topic with two or more facts.</p> <p>CC.1.4.1.D - Group information and provide some sense of closure.</p> <p>CC.1.4.1.F - Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. <p>CC.1.4.1.I - Support the opinion with reasons related to the opinion.</p> <p>CC.1.4.1.J - Create an organizational structure that includes reasons and provides some sense of closure.</p> <p>CC.1.4.1.K - Use a variety of words and phrases.</p> <p>CC.1.4.1.L - Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.1.T - With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>CC.1.5.1.B - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>CC.1.5.1.E - Produce complete sentences when appropriate to task and situation.</p> <p>Important Standards in Module 6</p> <p>CC.1.2.1.G - Use the illustrations and details in a text to describe its key ideas.</p> <p>CC.1.2.1.H - Identify the reasons an author gives to support points in a text.</p> <p>CC.1.2.1.I - Identify basic similarities in and differences between two texts on the same topic.</p> <p>CC.1.2.1.K - Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content.</p> <p>CC.1.2.1.L - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.1.G - Use illustrations and details in a story to describe characters, setting, or events.</p> <p>CC.1.3.1.H - Compare and contrast the adventures and experiences of characters in stories.</p> <p>CC.1.3.1.I - Determine or clarify the meaning of</p>				

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/ url)	Notes
		ACCESS AND REVIEW Module 6: Integration of Knowledge and Ideas: Connecting Ideas Across Texts, Part 2.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16815		
Locating Key Facts or Information in Text	In this module, students use various text features and search tools to locate key facts or information in a text.	TEACHING strategies to locate key facts or information in a text.	https://www.youtube.com/watch?v=1wyl_n20-SU	Video (teacher centered NOT student directed)	
			https://www.engageny.org/ccls-ela/ri15		
			https://www.pinterest.com/hngabriele/ri15-text-features/		
		I CAN identify and use features of text to locate key facts.	https://www.pinterest.com/hngabriele/ri15-text-features/		
			https://itunes.apple.com/us/app/news-o-matic-daily-reading/id578023255?mt=8	Current Events news for kids; various types of subscriptions available	
Making Text Connections	In this lesson, students use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	TEACHING definitions and examples for making connections drawing on schema.	https://drive.google.com/file/d/0B9UdeooYuo77eVFyVHNkVjJDUTQ/view?usp=sharing	Week-by-week plan including mentor text titles	
		I CAN make text-to self, text and world connections in discussion.	http://childrensbooks.about.com/od/picturebooks/tp/garden.htm	Picture book titles for interactive Read Aloud on a single topic	
		I CAN share my text connections through storytelling.	https://itunes.apple.com/us/app/sonicpics/id345295488?mt=8	Digital Storytelling 1.99 SonicPics makes digital storytelling fun and easy! Turn your photographs into narrated slideshow movies to share.	
Explaining Types of Texts	In this lesson, students explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.	TEACHING students to identify differences between genres.	https://www.youtube.com/watch?v=3rqp5WhQPGQ	eSpark Learning video on YouTube	
		I CAN categorize texts by genres.	http://www.scribd.com/doc/60686998/story-genres-pdf	Pre-created color posters of genres.	
			http://www.readworks.org/get/6497/lessons	Sorting in More than One Way: Independent Worksheet #1 allows students to categorize books into two groups.	
			https://itunes.apple.com/us/app/write-about-this-free/id601382666?mt=8	In their journal, students can explain the difference between books that tell stories an those that give information.	
Identifying Words and Phrases that Suggest Feelings and Appeal to the Five Senses	In this lesson, students identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	TEACHING students words and phrases which suggest feelings.	http://www.sandbox-learning.com/Default.asp?Page=170	Article for teacher	
			https://www.engageny.org/ccls-ela/ri14		
		I CAN identify words and phrases.	https://itunes.apple.com/us/app/green-eggs-ham-read-learn/id1011476555?mt=8		
			https://itunes.apple.com/us/app/all-by-myself-little-critter/id404676605?mt=8		
			https://itunes.apple.com/us/app/trip-little-critter-reading/id614933604?mt=8		
		I CAN identify different feelings by describing them through my senses.	http://www.storyjumper.com/book/index/16678482/L-Have-Many-Feelings-#page/18	Story Jumper- has an online book about feelings	

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/ url)	Notes	
Staying On Topic	In this lesson, students identify and write about one specific topic.	TEACHING single topic writing through planning, drafting, and revising.	http://www.themeasuredmom.com/choose-a-tiny-topic-a-simple-writing-lesson-for-kids/	Sample teacher lesson plans		
			https://www.engageny.org/ccls-ela/w12			
			I CAN write and share what I know of a topic with others.	https://itunes.apple.com/us/app/easy-blog-jr/id716354615?mt=8	From iTunes - Easy Blog Jr is the easiest blog uploader available. Designed by teachers for early childhood and elementary classes, its simple interface ensures that children as young as 4 are able to easily post photos, video and voice-over-photos to a Wordpress or Edublogs blog. 4.99	
			https://itunes.apple.com/us/app/book-creator-free-make-books/id661166101?mt=8			
Adding Facts and Details	In this lesson, students develop the topic with two or more facts.	TEACHING topic development through including multiple facts through planning, drafting and revising.	https://www.pinterest.com/cooperlah/teaching-nonfiction/	From Pinterest		
			I CAN write facts about a single topic.	http://www.scholastic.com/teachers/story-starters/	Interactive Story starters - choice	
			I CAN share facts about a topic with others through blogging.	https://kidblog.org/home/	Kid Blogging	
Grouping Information	In this lesson, students group information and provide some sense of closure.	TEACHING how to group information through the use of organizational techniques.	http://www.time4writing.com/learning-how-to-write/writing-a-conclusion/	Article and ideas for teachers		
			I CAN group words and concepts.	https://itunes.apple.com/us/app/my-word-sort/id668333369?mt=8		
			I CAN find words and concepts based on a topic and group.	https://itunes.apple.com/us/app/my-word-sort/id668333369?mt=8		
Using Correct Punctuation and Spelling	In this lesson, students identify and use grade level spelling and punctuation.	TEACHING students the grade level conventions of writing.	http://www.scholastic.com/teachers/article/ten-tips-teaching-conventions-writing	Tips for teachers - article		
				https://www.pinterest.com/kwegrich/writing-conventions/	Pinterest - posters, tips, etc	
			I CAN identify grade level punctuation, spelling patterns, etc., in print.	https://itunes.apple.com/us/app/punctuation-end-marks/id935300074?mt=8&ign-mpt=uo%3D4	\$3.99 Games for students	
			I CAN use appropriate grade level punctuation, spelling, etc. in my writing.	https://itunes.apple.com/us/app/my-story-book-creator-for-kids-free-edition/id977295942?mt=8	Storytelling app	
Supporting Opinions	In this lesson, students support the opinion with reasons related to the opinion.	TEACHING how to state opinions and support them in focused discussions.	https://www.pinterest.com/jessi_todd678/writing-opinion/	Pinterest ideas, posters, etc.		
				http://fun-n-first.blogspot.com/2013/01/common-core-writing-opinions-all-year.html	Blog	
			I CAN identify facts versus opinions.	https://itunes.apple.com/us/app/professor-garfield-fact-or/id401257010?mt=8	App, game through comic strips	

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/ url)	Notes
		I CAN distinguish between fact and opinion in both my writing and what I read.	https://itunes.apple.com/us/app/fact-or-opinion-fun-deck/id495673158?mt=8	3.99 flash cards app	
Providing A Sense of Closure	In this lesson, students create an organizational structure that includes reasons and provides some sense of closure.	TEACHING students to organize their thoughts for a single topic writing piece.	http://www.thecurriculumcorner.com/theCurriculumCorner123/2014/02/11/opinion-writing-ideas-resources/	Article for teacher including resources, graphic organizers and ideas	
		I CAN plan a piece of writing based on a single topic.	https://itunes.apple.com/us/app/tools-4-students/id472911218?mt=8	graphic organizer app .99	
		I CAN write an organized piece about a single topic.	https://itunes.apple.com/us/app/popplet-lite/id364738549?mt=8	app - Graphic organizer	
Using Words and Phrases in My Writing	In this lesson, students use a variety of words and phrases in their writing.	TEACHING synonyms.	https://www.pinterest.com/search/pins/?q=synonyms&term_meta%5B%5D=synonyms%7Ctyped&remove_refine=put%7Ctyped	Pinterest - charts, graphs, ideas	
		I CAN recognize, read, and write synonyms.	https://itunes.apple.com/us/app/first-grade-second-grade-antonyms/id868415025?mt=8		
		I CAN use a variety of words and phrases in conversation.	http://www.writeaboutapp.com/	app for student created writings	
Using Correct Grammar and Spelling	In this lesson, students demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	TEACHING appropriate conventions necessary for good writing.	http://www.infoplease.com/ipa/A0903395.html	For the teacher - spelling rules	
			http://blog.allaboutlearningpress.com/kids-club-rule/	For the teacher - tips for spelling rules, including printable cards	
		I CAN identify a variety of phrases, parts of speech, etc., based on a set list of topics.	https://itunes.apple.com/us/app/shake-phrase-words-sentences/id436414534?mt=8	1.99 silly sentences, words, phrases, definitions	
			http://www.eduplace.com/kids/hme/k_5/quizzes/	Grammar Blast quizzes by grade levels and topics	Grades 2-5 only
		I CAN demonstrate my knowledge of grade level appropriate grammar through my writing.	https://itunes.apple.com/us/app/grammar-quiz-free-elementary-k-5/id563143655?mt=8		
			https://itunes.apple.com/us/app/grammaropolis/id559851814?mt=8	app parts of speech games and quizzes	
Improving My Writing	In this lesson, students, with guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	TEACHING with mentor pieces to model revision strategies.	https://web.archive.org/web/20161126110749/http://www.litcircles.org/Discussion/teaching.html	Article for teacher	
			http://teachingliterature.pbworks.com/w/page/109595173/Chapter%205%20C2%A0Activities		
		I CAN talk about and have conversations about a variety of topics.	http://whoswhoandnew.blogspot.com/2014/01/close-reading-plus-accountable-talk.html	Teacher blog - close reading, text dependent questions and accountable talk	
		I CAN respond in writing to a variety of prompts and topics.	https://itunes.apple.com/us/app/write-about-this/id601375313?mt=8	1.99 Writing prompts, includes voice options	
Asking and Answering Questions	In this lesson, students confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	TEACHING using the Accountable Talk and Read Aloud strategies to demonstrate and track the uses of questioning/ answering to assess comprehension.	http://readingrecovery.org/images/pdfs/Conferences/NC11/Handouts/Miller_Cathy.pdf	Read Aloud pdf with examples and flowchart	

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/ url)	Notes
			http://www.bing.com/videos/search?q=calkins+read+aloud&FORM=VIRE7#view=detail&mid=E335D6CFE3D929B48735E335D6CFE3D929B48735	Video on accountable talk	
		I CAN ask questions of my read aloud partner about details in the book.	https://itunes.apple.com/us/app/ibooks/id364709193?mt=8	iBooks Children can read nonfiction text on any topic through iBooks and question each other about the details.	
		I CAN ask questions about a nonfiction book and then listen to the facts to answer my questions.	https://itunes.apple.com/us/book/facts-about-polar-bears-for/id919379625?mt=11	Book for kids ages 6-8 with facts about polar bears. Similar books are also available	
Writing Complete Sentences	In this lesson, students produce complete sentences when appropriate to task and situation.	TEACHING: Using a mentor text, model how different sentences are appropriate to different situations.	http://www.sandbox-learning.com/Default.asp?Page=181	Article for the teacher	
		I CAN identify and repeat complete sentences.	https://www.turtlediary.com/game/sentence-unscramble-first-grade.html		
		I CAN: Use complete sentences to describe a picture.	https://itunes.apple.com/us/app/showme-interactive-whiteboard/id445066279?mt=8	Show Me- free app. Kids will draw or use a given picture to formulate and vocalize complete sentences about the picture.	