**ReadyGEN at a Glance**
**FIRST GRADE**
**UNIT 1  MODULE A**

**Enduring Understandings**
- Readers understand that they improve their comprehension by identifying story elements.
- Writers understand that details play a role in explaining the events in a story.
- Learners understand that living things depend on one another.

**“Knows”**
**ESSENTIAL QUESTIONS**
- How do readers know what makes a good retelling?
- How do writers create interesting events?

**“Does”**
**MODULE GOALS**
- Readers will recall stories, including key details.
- Writers will write a narrative story in which they recount one or more sequenced events.

**EXPLORE CONTENT**
- Learners will recognize that there are relationships among living things.

**GOALS**

**LEVELED TEXT LIBRARY**
- Animal Adventures: 950L
- My New Pet: 280L
- Animals Grow and Change: 320L
- How Animals Move: 60L
- Giraffe Grows Up: 220L
- At the Pond: 360L
- A Very Big Animal: 270L
- Guide to Growing: 300L
- Animals of Africa: 170L

**FIRST Grade FOUNDATIONAL SKILLS:**
**HIGH FREQUENCY WORDS**
- I, see, a, the, you
- Consonant /m/, /s/, /t/, /p/, /n/, /f/, /b/, /g/
- Short a, i

**PBA Task**
**Write about Friendship**

**Narrative Task:**
**Students will think** about the friendship between the birds and Stellaluna. (DOK L2)

**Students will** illustrate and write sentences about how the characters showed their friendship when they first met and then later in the story.

**Students will:**
- illustrate two events in the order in which they occurred in the story.
- write a sentence to tell about each event and how the birds and Stellaluna showed their friendship.
**ReadyGEN at a Glance**
**FIRST GRADE**
**UNIT 1** **MODULE B**

**CONNECTING TO THE WORLD**

**Enduring Understandings**
- Readers understand that informational texts have features that help them determine main topics.
- Writers understand that informational texts can have a variety of features.
- Learners understand that things have certain features that shape them and allow them to survive.

**“Knows”**
**ESSENTIAL QUESTIONS**
- How do features in informational texts help readers understand the main topics?
- How does the organizational structure of a text help writers explain information?

**“Dos”**
**MODULE GOALS**
- Readers will use features of informational texts to better comprehend what they read.
- Writers will write questions and answers about animals.
- Learners will identify behaviors and relationships that help animals survive.

**LEVELED TEXT LIBRARY**
- Animal Adventures 250L
- My New Pet 200L
- Animals Change 320L
- How Animals Move 320L
- Giraffe Grows Up 220L
- Guide to Growing 300L
- A Very Big Animal 270L
- Animals of Africa 170L

**SLLEUTH**
- "A Happy Ending" Lexile 360L

**FIRST Grade FOUNDATIONAL SKILLS:**

**HIGH FREQUENCY WORDS**
- was, look, do, for, is, we, with, they, have, like
- Consonants: /d/, /l/, /h/, /r/, /w/, /j/, /k/, /v/, /y/, /z/, qu/kw/
- Short o, e, u

**PBA Description**
**Write Questions and Answers**
**Informative/Explanatory Task:**
- Students will use facts from *Time to Sleep* and *What Do You Do with a Tail Like This?* to write questions and answers about animals.
(SOK L2)

**Students will:**
- write two questions of their own about one or two animals they read about.
- find the answers to their questions in the books and write them.
- use correct end punctuation.

**GOALS**

- time upside down tuck hand
- sleep scared day
- animals lock high
- sorts danger anywhere
- underground spot (v.) swallow
- breathe squirt eyes
- pesky sticky feet
- warn scoop

**What Do You Do With a Tail Like This?**

**Write Questions and Answers**

**Informative/Explanatory Task:**
- Students will use facts from *Time to Sleep* and *What Do You Do with a Tail Like This?* to write questions and answers about animals.
(SOK L2)

**Students will:**
- write two questions of their own about one or two animals they read about.
- find the answers to their questions in the books and write them.
- use correct end punctuation.
Enduring Understandings
- Readers understand that key details help them determine the central message in a text.
- Writers understand that opinions are supported by reasons.
- Learners understand that citizenship begins with becoming a contributing member of a classroom community.

**“Knows” ESSENTIAL QUESTIONS**
How do readers infer text to demonstrate understanding of the central message?
How do writers support an opinion?

**“Dos” MODULE GOALS**
Readers will retell stories and demonstrate understanding of the central message.
Writers will write an opinion and supply reasons for it.
Learners will identify ways in which children contribute to a classroom community.

**LEVELED TEXT LIBRARY**
- My School BR10L
- Off to School BR40L
- It Is Time to Get in Line 150L
- Let’s Be Fair! 160L
- At School BR110L
- The Class Play 160L
- Election Day 220L
- We Have Rules 250L
- Off to School We Go! 200L
- The 100th Day of School 290L
-—

**FIRST Grade FOUNDATIONAL SKILLS:**

**HIGH FREQUENCY WORDS**
with, a, for, the, they, to, look, do, we, see, and, take

Consonants: -ck, x/ks/, s/z/

Short a, i

Plural -s

Learning enormous proud cheer strolled younger waved announced everything office worried

PBA Description Write about Classroom Citizens

**Opinion Task:**
**Students will** think about The Recess Queen and A Fine, Fine School and how characters acted as good classroom citizens. **Students will** write their opinion about how good classroom citizens act and supply a reason for the opinion. **(DOK L2)**

**Students will:**
- draw a picture that shows how a good classroom citizen acts.
- write a sentence that states their opinion.
- supply a reason that supports their opinion.
**FIRST Grade FOUNDATIONAL SKILLS:**

**HIGH FREQUENCY WORDS**
- here, two, three, one, have, and, use, too, many, home, small

**Initial Consonant and Final Consonant Blends**
- tucked, exercise, strange, enjoy, neatly, lesson

**Inflected endings** -s, -ing

**PBA Description**

Write About Global Students

**Informative/Explanatory Task:**

Students will think about what they have learned from *Far from Home* or *Going to School* and then choose a character and write sentences to compare and contrast this student's school experiences with their own. (DOK L2)

**Students will:**
- choose one student that they read about.
- draw a picture that shows how school is the same or different for them and the student they chose.
- write a statement that tells one similarity between the two school experiences.
- write a statement that tells one difference between the two school experiences.
ReadyGEN at a Glance
FIRST GRADE
UNIT 3 MODULE A

MAKING CHOICES

Enduring Understandings
• Readers understand that they can learn lessons through the characters and events in stories.
• Writers understand that stories need appropriately sequenced events.
• Learners understand that people choose to use their resources to get what they want and need.

"Knows" ESSENTIAL QUESTIONS
How do readers recognize the sequence of events in a story?
How can writers use certain words to signal the sequence of events?

"Dos" MODULE GOALS
Readers will retell a story in appropriate sequence and demonstrate understanding of the story’s lessons.
Writers will write a narrative of events using words to signal their sequence.

GOALS
The selections in this unit are about choices and making decisions.
Students will write a short story about a choice they made to save or spend money. (DOK L2)

FIRST Grade FOUNDATIONAL SKILLS:
HIGH FREQUENCY WORDS
money brave
trophy damage
go, said, put, into, are, tree, my, good, where
golden zooming
spend want
gapsed position
need ruined
teammates safe

Consonants: c/s, g/j
Consonant Digraphs: sh, th, wh, ch, tch, ph

Vowel Sound in ball: a, al
Long a: a_e, i_e

PBA Description Write About Choices
Narrative Task:
The selections in this unit are about choices and making decisions.
Students will write a short story about a choice they made to save or spend money. (DOK L2)

Students will:
• write a short story with a beginning, middle, and end.
• recount two or more appropriately sequenced events.
• use temporal words to signal the sequence of events.

LEVELED TEXT LIBRARY
I Have a Dollar 60L
At the Market 90L
A Healthful Meal 320L
Which Way Is Better? 160L
Trading This for That 190L
Grandma’s Farm 300L
Bread 300L
We Can Help! 180L
A Stand for Tim 150L
A Penny Saved 300L

SLEUTH
"Are You My Kitten?" Lexile 260L
"Cook Up a Surprise" Lexile 300L

coins waste
bills chores
shiny piles
bossy crowded
bank aisles
count stacked
earn adventure
sell
FIRST Grade FOUNDATIONAL SKILLS:

HIGH FREQUENCY WORDS
puts, work, under, are, now, old, together, food, her

Contractions = squeezed together:
I am = I’m, cannot = can’t

Long o, e, u: o_e, e_e, u_e,
Long e: e, ee

Syllables: VC/CV
Inflected Ending -ed

FIRST Grade FOUNDATIONAL SKILLS:

MAKING CHOICES

PBA Description Write About Making Choices
Opinion Task:
As a class, students will compose a list of goods (e.g., paper products) and services (e.g., butcher, baker) they find at their local grocery store. Then each child will choose a good or services from the list that they feel is especially important and write their opinion about it. Students will support their opinion with a reason. (DOK L3)

Students will:
• write a sentence that states their opinion about a good or service that is important to their family.
• supply a reason that supports their opinion.
• write a concluding statement that restates their opinion.
**PLANTING THE FUTURE**

**FIRST Grade FOUNDATIONAL SKILLS:**

**HIGH FREQUENCY WORDS**

- wants, what, you, come, now, saw, down, day, of, was, could, into, from, eats, wanted, some, water, who
- Compound words
- Consonant Patterns: *ng, *nk
- Vowel sounds of *y* vowel controlled *r* as in *or*, *ore*
- Long *o, e, u*: *o_e, e_e, u_e*
- Long *e*: *e, ee*
- Endings: *-es; Plural -es*
- Syllables: *CV*
- Inflected Ending *-ed*

**Enduring Understandings**

- Readers understand who is telling a story and how that shapes the story.
- Writers understand that narratives contain characters and sequenced events.
- Learners understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation.

**"Knows" ESSENTIAL QUESTIONS**

- How do readers identify who is telling a story?
- How do writers create a narrative with sequenced events and a conclusion?

**"Dos" MODULE GOALS**

- Readers will identify who is telling a story.
- Writers will compose a narrative with details, a sequence of events, and a conclusion.

**PBA Description**

**Write a Family Story**

**Narrative Task:**

- Students will recall the importance of families in the stories that they read.
- Students will write a narrative that tells a story about a family. (DOK L2)

**Students will:**

- write a narrative in which two or more events are properly sequenced using temporal words.
- include some descriptive details about the events.
- provide some sense of closure to the story.
ReadyGEN at a Glance
FIRST GRADE
UNIT 4  MODULE B

PLANTING THE FUTURE

Enduring Understandings
- Readers understand the connection between multiple pieces of information in a text.
- Writers understand that facts and details help explain information to others.
- Learners understand that living things grow over time and that each part of an organism contributes to this process.

FIRST Grade FOUNDATIONAL SKILLS:
HIGH FREQUENCY WORDS
could, good, people, into live, very, every, around, too, again, ever, there, where

Contractions
Vowel: r controlled er, ir ur
Comparative Endings: -er, -est
Consonant pattern: -edge

GOALS

“Knows”
ESSENTIAL QUESTIONS
How do readers make connections between ideas and information?
How do writers explain information to others?

“Dos”
MODULE GOALS
Readers will describe the connection between two ideas in an informational text.
Writers will use facts and details to compose an explanatory text.
EXCLUSIVE CONTENT: Learners will identify what is necessary for the growth of living things.

LEVELED TEXT LIBRARY
Parts of a Flower 640L
This is the Seed 280L
My Apple Tree 240L
Trees and Leaves 140L
The Sunflower Questions 270L
Our Tree in All Seasons 370L
A Garden for All 400L
People Help the Forest 330L
How a Seed Grows 450L
Waiting for Poppy 510L

SLEUTH
“The Best Neighbor Ever” Lexile 440L

PBA Description
Write Steps in a Sequence
Informative/Explanatory Task: Students will use the information and features in How a Seed Grows and The Life Cycle of an Apple Tree to write their own book explaining how a seed grows. (DOK L2)

Children will:
- introduce the topic: how a seed grows.
- write three or more steps explaining how a seed becomes a plant.
- supply facts about the topic.
- use temporal words to show sequence.
- provide a sense of closure.
- draw pictures to illustrate each step.

sunlight continues
warmth grow
cover form
picked ground
rot cycle

someday best
bottom conditions
sprinkle worst
carefully soaks
different loose
needs
**ReadyGEN at a Glance**

FIRST GRADE

UNIT 5  MODULE A

**OBSERVING the MESSAGES of the NATURAL WORLD**

**Enduring Understandings**
- Readers understand that sensory details in literary texts can provide description, and facts and details in informational texts can convey information.
- Writers understand that narrative texts include sequenced events and a conclusion.
- Learners understand that observations of the natural world can help us learn about humans.

**“Knows” ESSENTIAL QUESTIONS**
- How do readers use describing words and key details to understand text?
- How do writers use temporal words to sequence narrative texts?

**“Dos” MODULE GOALS**
- Readers will identify the describing words and phrases and key details in various texts.
- Writers will use time order to sequence events in a narrative.
- Learners will understand how to compare messages about the natural world from both literary and informational texts.

**GOALS**

**LEVELED TEXT LIBRARY**
- Take a Look! 150L
- Look Up 190L
- Sunny Days BR70L
- Space Star 290L
- Lift Off 240L
- Star Pictures 120L
- The Mouse Who Loved the Moon 420L
- The Sky Is Blue 240L
- The Moon Cheese: A Tale from Mexico 520L
- All About Astronauts 300L

**SLEUTH**
- “Look Out for Wildlife” Lexile 320L
- “Is Your Polar Bear Happy?” Lexile 380L

**FIRST Grade FOUNDATIONAL SKILLS:**

**HIGH FREQUENCY WORDS**
- you’re, you’ll, away, our, again, yellow, about, two, come, soon, afraid, was

Vowel digraphs: ai, ay, ea, oa, ow

**Singular and Plural Possessives**

**PBA Description**

**Write a Moon Story**

**Narrative Task:**
Students will write a story that includes the moon as a central feature. It can be make-believe or realistic fiction. Encourage students to use *King Kafu and the Moon* and *Let’s Visit the Moon* for ideas and inspiration. (DOK L4)

**Students will:**
- write a clear beginning.
- include at least three sequenced events.
- use temporal words to signal event order.
- incorporate sensory words to provide details.
- provide a sense of closure.

**brave**  **confused**

**secret**  **reward**

**sparkly**  **searched**

**bragged**  **hiding**

**peeping**  **dizzy**

**piece**  **festival**

**disappearing**  **afraid**

**announcement**  **bright**

**gloves**

**closer**

**valleys**

**smaller**

**orbit**

**possible**

**crescent**

**astronauts**
OBSERVING the MESSAGES of the NATURAL WORLD

ReadyGEN at a Glance
FIRST GRADE
UNIT 5  MODULE B

Enduring Understandings
- Readers understand that facts, details, and features in informational texts enable them to find answers to questions.
- Writers understand that they can convey questions and answers to readers.
- Learners understand that observation and prediction help us to discover information about the world.

“Knows”
ESSENTIAL QUESTIONS
How do readers read to find answers to questions?
How do writers use facts and key details to answer questions about a topic?

“Dos”
MODULE GOALS
Readers will use facts and details found in informational texts to find answers to questions.
Writers will use research to write question-and-answer informational texts.

EXPANDED CONTENT: Learners will understand how to use observations and new learning to make predictions about our solar system.

FIRST Grade FOUNDATIONAL SKILLS:
HIGH FREQUENCY WORDS
were, would, wanted, other, thought, remember, there, again

Consonant Patterns: kn, wr
Vowel digraphs: ie, igh, ue, ew, ui
Vowel sound: oo

“Finding a Voice” Lexile 310L
Sleuth

LEVELED TEXT LIBRARY
Take a Look! 160L
Look Up 190L
Space Star 200L
Lift Off! 120L
Star Pictures 120L
The Mouse Who Loved the Moon 420L
Sunny Days 8870L
Lift the Sky Up 320L
The Moon Cheese: A Tale from Mexico 500L
All About Astronauts 300L

PBA Description: Write a Question-and Answer Book
Informative/Explanatory Task:
Students will write a question-and-answer book about a planet or another element of the solar system. (DOK L3)

Students will use Our World in Space: Planets and The Sun, as well as other texts, to write their questions and answers.

Students will:
- write at least three questions about their topic.
- write answers to their questions based on facts from books they have read.
- provide a sense of closure.

planets, closest
space, strongest
hotter, tools
dwarf, study
metal, inner
giant, outer

larger, brightly
seasons, center
spins, rises
sets
CELEBRATING DIVERSITY

Enduring Understandings
- Readers understand that both literary and informational texts can convey lessons about the United States.
- Writers understand that opinions are supported by one or more reasons.
- Learners understand that the United States is a special country because of the diversity of its people.

“Knows” Essential Questions
- How can readers use illustrations and key details to understand texts?
- How do writers use what they read to develop and support an opinion?

“Does” Module Goals
- Readers will examine literary and informational texts to determine the lessons.
- Writers will formulate an opinion and support it with both reasons and text evidence.
- Learners will understand the rich diversity in the United States.

GOALS

FIRST Grade FOUNDATIONAL SKILLS:
HIGH FREQUENCY WORDS:
find, school, everyone, there, remembers, great, what, here, behind, ears, there

Diphthongs: ow, ou
Final Syllable: -le
Syllables: V/CV, VC/V
Vowel sound in foot: oo
Adding Endings

neighborhoods, lively, study, serves, traditional, several, peek, blurs, prepare, respect, designs, sip, tasty, rude, celebrates

picnic, offended, overcoat, gazes, cousins, barrier, ferry, staring, island, respectful, disapproving, understand, entered

LEVELED TEXT LIBRARY

Our Country’s Treasures 210L
A New Country 400L
Our Leaders 300L
Flag Day 200L
A Trip to Washington, D.C. 330L

The Statue of Liberty 750L
Freedom for All 400L
The Eagle Is Free 360L
Treasures of Our Country 460L
A Party for Pedro 300L

SLEUTH
“A Horse Named Chester” Lexile 310L
“Welcome to Pilsen” Lexile 400L

PBA Description
Write a Book Review

Opinion Task:
- Students will write a review that states their opinion of one of the texts they have read. They will include information from the text that helped them form their opinion. (DOK L3)

Students will:
- introduce the topic by naming the book.
- write a sentence that states their opinion of the book.
- give reasons for their opinion and support those reasons with information and details from the book.
- provide a sense of closure.
**FIRST Grade FOUNDATIONAL SKILLS:**

**HIGH FREQUENCY WORDS**

today, again, color, together, water, have

Vowel sound in ball: **aw, au**

Prefixes: **un-, re-**

Long **o, i**

Suffixes: **-er, -or**

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**PBA Description**

Write an Opinion Piece

**Opinion Task:**

Students will think about the lost items they read about in *Whose Is This?* and decide which one they think was the most interesting and why. They will write their opinion and include information from the text that helped them form their opinion. (DOK L3)

**Students will:**

- introduce the topic by stating what they are writing about.
- write a sentence that states their opinion.
- give reasons for their opinion and support those reasons with information from the text.
- provide a sense of closure.