

Language Arts Pacing Guide

Grade: 1	EL Module 3 Unit 1- Building Background Knowledge about Birds					Dates:
Day/ Date	Lesson Number/ Name (page #s)	Time	Learning Targets	Lesson Activities	Ongoing Assessment	Resources
	Lesson 1: Speaking and Listening: Noticing and Wondering about Birds	60 min	<p>I can gather facts from different resources to explain what I know about birds. (W.1.8)</p> <p>I can participate in a conversation about what I notice and wonder about birds. (SL.1.1, SL.1.1a, SL.1.1b)</p>	<p>Opening Engaging the Learner: Mystery Riddle (10 minutes)</p> <p>Work Time Reading Aloud: Birds (10 minutes) Making Observations: Birds (20 minutes)</p> <p>Closing and Assessment Structured Discussion: Sharing Our Notices and (10 minutes) Shared Writing: Notices and Wonders about Birds (10 minutes)</p>	<p>During Work Time B, use the Writing Checklist to track students' progress toward W.1.8 (see Assessment Checklists).</p> <p>During the Closing and Assessment A, use the Speaking and Listening Checklist to monitor students' progress toward SL.1.1a and SL.1.1b (see Assessment Checklists).</p>	Bird Word Wall card: bird
	Lesson 2: Speaking and Listening: Making Observations about Birds	60 min	<p>I can build onto others' ideas while talking about what I know about birds. (SL.1.1, SL.1.1a, SL.1.1b)</p> <p>I can gather facts from different resources to explain what I know about birds. (W.1.8)</p>	<p>Opening Poem and Movement: "Bird Walk" Poem (10 minutes)</p> <p>Work Time Reading Aloud: Just Ducks (10 minutes) Making Observations: Birds (20 minutes)</p> <p>Closing and Assessment Shared Writing: Notices and Wonders about Birds (10 minutes) Independent Writing: Launching</p>	<p>During Work Time B, use the Speaking and Listening Checklist to monitor students' progress toward SL.1.1a and SL.1.1b (see Assessment Checklists).</p> <p>During the Closing and Assessment B, look at students' Birds Research notebooks to track their progress toward W.1.8.</p>	Bird Word Wall card: beak, feathers, wings

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				Birds Research Notebooks (10 minutes)		
	Lesson 3: Reading and Writing: Group Research: Birds (Scholastic Discover More), Pages 4–5	60 min	I can use text features in Birds (Scholastic Discover More) to learn about what a bird is. (RI.1.2, RI.1.5, RI.1.7, W.1.8) I can create and label an observational drawing of a green bee eater. (W.1.8)	Opening Poem and Movement: “Bird Walk” Poem (5 minutes) Work Time Reading Aloud to Research Birds: Birds (Scholastic Discover More), Pages 4–5 (20 minutes) Language Dive: Birds (Scholastic Discover More) (10 minutes) Independent Writing: Birds Research Notebook (15 minutes) Closing and Assessment Working to Become Ethical People: Empathy (10 minutes)	During the Opening, observe students as they begin to distinguish shades of meaning among adjectives and gather data on their progress toward L.1.5d. During the read-aloud in Work Time A, use the Reading Informational Text Checklist to track students’ progress toward RI.1.2, RI.1.3, RI.1.5, and RI.1.7 (see Assessment Checklists). During the Closing, circulate and observe students as they complete page 2 in their Birds Research notebook. Watch for students to draw and label what they observed about the green bee eater to gather data on their progress toward W.1.8.	
	Lesson 4: Reading and Writing: Group Research: Birds (Scholastic Discover More), Pages 6–7	60 min	I can read and discuss information about bird colors using the texts Just Ducks and Birds (Scholastic Discover More). (RI.1.2, RI.1.3, RI.1.5, RI.1.7, RI.1.9, SL.1.1, SI.1.2) I can create and label an observational drawing of a great spotted woodpecker. (W.1.8)	Opening Poem and Movement: “Bird Walk” Poem (10 minutes) Work Time Engaging the Researcher: Just Ducks, Pages 14–15 (5 minutes) Reading Aloud to Research Bird Colors: Birds (Scholastic Discover More), Pages 6–7 (20 minutes) Independent Writing: Birds Research Notebook (15 minutes) Closing and Assessment Working to Become Ethical People: Empathy (10 minutes)	Continue to gather data on students’ progress toward L.1.5d as you observe them distinguish shades of meaning among adjectives. Continue to use the Reading Informational Text Checklist during the reading aloud to research in Work Time A to track students’ progress toward RI.1.2, RI.1.3, RI.1.5, RI.1.7, and RI.1.9 (see Assessment Checklists). Continue to gather data on students’ progress toward W.1.8 as you observe them draw and label what they observe about	

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					the great spotted woodpecker.	
Lesson 5: Reading and Writing: Group Research: Birds (Scholastic Discover More), Pages 14–15	60 min	<p>I can read and discuss information about bird beaks using the texts <i>Just Ducks and Birds</i> (Scholastic Discover More). (RI.1.2, RI.1.3, RI.1.5, RI.1.7, RI.1.9, SL.1.1, SL.1.2)</p> <p>I can create and label an observational drawing of a mallard duck. (W.1.8, L.1.1f)</p>	<p>Opening Poem and Movement: “Bird Walk” Poem (10 minutes)</p> <p>Work Time Engaging the Researcher: Just Ducks, Pages 10–11 (5 minutes) Reading Aloud to Research Bird Beaks: Birds (Scholastic Discover More), Pages 14–15 (20 minutes) Independent Writing: Birds Research Notebook (15 minutes)</p> <p>Closing and Assessment Working to Become Ethical People: Empathy (10 minutes)</p>	<p>Continue to gather data on students’ progress toward L.1.5d as you observe them distinguish shades of meaning among adjectives.</p> <p>Continue to use the Reading Informational Text Checklist during the reading aloud to research bird beaks in Work Time A to track students’ progress toward RI.1.2, RI.1.3, RI.1.5, RI.1.7, and RI.1.9 (see Assessment Checklists).</p> <p>During the Closing, circulate and observe students as they complete the Birds Research notebook. Watch for students to draw and label what they observe and accurately use descriptive adjectives to describe birds to gather data on their progress toward W.1.8 and L.1.1f.</p>		
Lesson 6: Reading and Writing: Group Research: Birds (Scholastic Discover More), Pages 8–9	60 min	<p>I can read and discuss information about bird feathers using the texts <i>Just Ducks and Birds</i> (Scholastic Discover More). (RI.1.2, RI.1.3, RI.1.5, RI.1.7, RI.1.9, SL.1.1, SL.1.2)</p> <p>I can create and label an observational drawing of a peacock. (W.1.8, L.1.1f, L.1.5d)</p>	<p>Opening Developing Language: Adjectives (10 minutes)</p> <p>Work Time Engaging the Researcher: Just Ducks, Pages 16–17 (5 minutes) Reading Aloud to Research Bird Feathers: Birds (Scholastic Discover More), Pages 8–9 (20 minutes) Independent Writing: Birds Research Notebook (15 minutes)</p>	<p>Continue to gather data on students’ progress toward L.1.5d as you observe students distinguish shades of meaning among adjectives.</p> <p>Continue to use the Reading Informational Text Checklist during the reading aloud to research bird feathers in Work Time A to track students’ progress toward RI.1.5, RI.1.3, RI.1.2, RI.1.7, and RI.1.9 (see Assessment Checklists).</p> <p>Continue to gather data on students’ progress toward W.1.8,</p>		

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				<p>Closing and Assessment</p> <p>Working to Become Ethical People: Empathy (10 minutes)</p>	<p>L.1.1f, and L.1.5d as you observe them draw, label, and write using descriptive adjectives about the peacock.</p>	
Lesson 7: Reading and Writing: Group Research: Birds (Scholastic Discover More), Pages 18–19	60 min	<p>I can read and discuss information about bird feet using the text <i>Birds</i> (Scholastic Discover More). (RI.1.2, RI.1.3, RI.1.5, RI.1.7, SL.1.1, SL.1.1a, SL.1.2)</p> <p>I can create and label an observational drawing of a bald eagle. (W.1.8, L.1.1f, L.1.5d)</p>	<p>Opening</p> <p>Poem and Movement: “Wandering through the Zoo” Poem (10 minutes)</p> <p>Work Time</p> <p>Engaging the Researcher: Mallard Duck Feet Observation (5 minutes)</p> <p>Reading Aloud to Research Bird Feet: Birds (Scholastic Discover More), Pages 18–19 (20 minutes)</p> <p>Independent Writing: Birds Research Notebook (15 minutes)</p> <p>Closing and Assessment</p> <p>Working to Become Ethical People: Empathy (10 minutes)</p>	<p>During the Opening, use the Language Checklist to gather data on students’ progress toward L.1.1f and L.1.5d.</p> <p>Continue to use the Reading Informational Text Checklist during the reading aloud to research in Work Time B to track students’ progress toward RI.1.5, RI.1.3, RI.1.2, RI.1.7, and RI.1.9 (see Assessment Checklists).</p> <p>Continue to gather data in Work Time C on students’ progress toward W.1.8, L.1.1f, and L.1.5d as you observe them draw, label, and write using descriptive adjectives.</p>		
Lesson 8: Unit 1 Assessment : Birds (Scholastic Discover More), Pages 20–21	60 min	<p>I can find information and answer questions about a new kind of bird in the text <i>Birds</i> (Scholastic Discover More). (RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.7, W.1.8, SL.1.2)</p>	<p>Opening</p> <p>Poem and Movement: “Wandering through the Zoo” Poem (10 minutes)</p> <p>Work Time</p> <p>Engaging the Researcher: Just Ducks. Page 10 (5 minutes)</p> <p>Reading Aloud to Research Birds of Prey: Birds (Scholastic Discover More), Pages 20–21 (9 minutes)</p> <p>Unit 1 Assessment: Birds of Prey (20 minutes)</p> <p>Closing and Assessment</p>	<p>During the Opening, use the Language Checklist to gather data on students’ progress toward L.1.1f and L.1.5d (see Assessment Checklists).</p> <p>Use the reflection on learning in the Closing to assess students’ internalization of reading skills and to adjust future lessons.</p>		

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				Reflecting on Learning (10 minutes)	
	Lesson 9: Independent Writing: Creating a Final Annotated Bird Drawing	60 min	<p>I can create and label a final observational drawing of one of the birds in my Birds Research notebook. (W.1.8, L.1.1f, L.1.5d)</p> <p>I can use the classroom discussion norms to talk with a partner about my final observational drawing. (SL.1.1, SL.1.1a, SL.1.2)</p>	<p>Opening</p> <p>Poem and Movement: "Wandering through the Zoo" Poem (10 minutes)</p> <p>Work Time</p> <p>Independent Writing: Birds Research Notebook (30 minutes)</p> <p>Pinky Partners Protocol: Sharing Our Final Drawing (10 minutes)</p> <p>Closing and Assessment</p> <p>Working to Become Ethical People: Empathy (10 minutes)</p>	<p>During the Opening, use the Language Checklist to gather data on students' progress toward L.1.1f and L.1.5d (see Assessment Checklists).</p> <p>Monitor students' conversations by using the Classroom Discussion Norms Anchor Chart to support students who may need guidance or reminders. (SL.1.1, SL.1.1a, SL.1.2)</p>
	Lesson 10: Science Talk: What Makes a Bird a Bird?	60 min	<p>I can write one or more descriptive sentences to show my learning about what makes a bird a bird. (W.1.8)</p> <p>I can participate in a Science Talk to show my learning about what makes a bird a bird. (SL.1.1, SL.1.1a, SL.1.1b, SL.1.2)</p>	<p>Opening</p> <p>Poem and Movement: "Wandering through the Zoo" Poem (10 minutes)</p> <p>Work Time</p> <p>Independent Writing: Preparing for a Science Talk (20 minutes)</p> <p>Science Talk Protocol: What Makes a Bird a Bird? (20 minutes)</p> <p>Closing and Assessment</p> <p>End of Unit Reflection (10 minutes)</p>	<p>Use the Speaking and Listening Checklist to monitor students' progress toward SL.1.1a and SL.1.1b (see Assessment Checklists).</p>

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EL Module 3 Unit 2- Birds' Bodies

Dates:

Day/ Date	Lesson Number/ Name (page #s)	Time	Learning Targets	Lesson Activities	Ongoing Assessment	Resources
	Lesson 1: Reading, Speaking, and Listening: Bird Feathers and Beaks	60 min	I can closely view pictures to gather information about bird beaks and feathers. (W.1.8, SL.1.1) I can participate in a conversation about what I observe and wonder about bird beaks and feathers. (SL.1.1a, SL.1.1b)	Opening Engaging The Learner: "Mystery Bird Body Parts" (10 minutes) Work Time Reading Aloud: Flight School (10 minutes) Close Viewing Protocol: Observations about Beaks and Feathers (25 minutes) Closing and Assessment Shared Writing: Observations about Beaks and Feathers (15 minutes)	During the Close Viewing protocol in Work Time B and the Closing, use the Speaking and Listening Checklist to monitor students' progress toward SL.1.1a and SL.1.1b (see Assessment Checklists). During the writing portion of the Close Viewing protocol in Work Time B, use the Writing Checklist to track students' progress toward W.1.8 (see Assessment Checklists).	
	Lesson 2: Introducing the Research Text: Feathers: Not Just for Flying	60 min	I can determine the main idea of the text Feathers: Not Just for Flying. (RI.1.2, RI.1.7, W.1.7). I can describe the structure of the text Feathers: Not Just for Flying. (RI.1.5, SL.1.2)	Opening Song and Movement: "Spied a Feather" (10 minutes) Work Time Reading Aloud to Determine Main Idea and Text Structure: Feathers: Not Just for Flying (25 minutes) Language Dive: Feathers: Not Just for Flying. Page 2 (15 minutes) Closing and Assessment Musical Mingle Protocol: Reflecting on Learning (10 minutes)	During Work Time A, use the Reading Informational Text Checklist to track students' progress toward RI.1.2, RI.1.5, and RI.1.7 (see Assessment Checklists). During the Closing, circulate and observe as students briefly discuss with a partner which academic goals they are excited to meet in the unit. Consider using the Speaking and Listening Checklist to document students' progress toward SL.1.1 (see Assessment Checklists).	Audio recording of a familiar song

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<p>Lesson 3: Reading Aloud to Research and Take Notes:</p> <p>Feathers: Not Just for Flying</p>	<p>60 min</p>	<p>I can use text features to research information about feathers using the text <i>Feathers: Not Just for Flying</i>. (RI.1.2, RI.1.4, RI.1.5, RI.1.6, RI.1.7, W.1.7, SL.1.2)</p> <p>I can explain the purpose of a semiplume feather using pictures and words. (W.1.8, L.1.1f, L.1.1g)</p>	<p>Opening</p> <p>Developing Language: Say It with Similes (10 minutes)</p> <p>Work Time</p> <p>Reading Aloud to Research Feathers: Feathers: Not Just for Flying (25 minutes)</p> <p>Independent Writing: Birds Research Notebook (15 minutes)</p> <p>Closing and Assessment</p> <p>Musical Circles Protocol: Reflecting on Learning (10 minutes)</p>	<p>During the research reading in Work Time A, use the Reading Informational Text Checklist to track students' progress toward RI.1.2, RI.1.4, RI.1.5, RI.1.6, and RI.1.7) (see Assessment Checklists).</p> <p>Review students' drawing and writing from Work Time B using the Informational Writing Checklist to check progress toward W.1.8, L.1.1f, and L.1.1g (see Assessment Checklists).</p>	<p>Several examples of feathers for display</p>
<p>Lesson 4: Shared Writing, Part I:</p> <p>Birds' Feathers Help Them Survive</p>	<p>60 min</p>	<p>I can contribute to the focus statement and detail sentences in a piece of shared writing. (W.1.2, W.1.7, W.1.8)</p> <p>I can explain the purpose of a contour feather using pictures and words. (W.1.8, L.1.1f, L.1.1g)</p>	<p>Opening</p> <p>Developing Language: Say It with Similes (10 minutes)</p> <p>Work Time</p> <p>Shared Writing: Drafting Focus Statement and First Detail Sentences (25 minutes)</p> <p>Independent Writing: Birds Research Notebook (15 minutes)</p> <p>Closing and Assessment</p> <p>Musical Circles Protocol: Reflecting on Learning (10 minutes)</p>	<p>Continue to review students' drawing and writing from Work Time B using the Informational Writing Checklist to check progress toward W.1.8, L.1.1f, L.1.1g (see Assessment Checklists).</p>	
<p>Lesson 5: Shared Writing, Part II:</p> <p>Birds' Feathers Help Them</p>	<p>60 min</p>	<p>I can contribute to the second detail sentences and conclusion in a piece of shared writing. (W.1.2, W.1.7, W.1.8)</p> <p>I can explain the purpose of a flight feather using pictures</p>	<p>Opening</p> <p>Developing Language: Say It with Similes (10 minutes)</p> <p>Work Time</p>	<p>Continue to review students' drawing and writing from Work Time B using the Informational Writing Checklist to check progress toward W.1.8, L.1.1f, and L.1.1g (see Assessment Checklists).</p>	

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	Survive		and words. (W.1.8, L.1.1f, L.1.1g)	<p>Shared Writing: Drafting Second Detail Sentences and Conclusion (25 minutes)</p> <p>Independent Writing: Independent Writing: Birds Research Notebook (15 minutes)</p> <p>Closing and Assessment</p> <p>Back-to-Back and Face-to-Face Protocol: Reflecting on Learning (10 minutes)</p>		
	Lesson 6: Research Reading, Session 1: Pages 3–4 of Beaks!	60 min	<p>I can research information about different types of bird beaks using the text Beaks! (RI.1.2, RI.1.5, RI.1.6, RI.1.7, W.1.7)</p> <p>I can collaborate with classmates to discuss evidence we've gathered about the Unit 2 guiding question. (SL.1.1, SL.1.2)</p>	<p>Opening</p> <p>Developing Language: Volley for Vocabulary (10 minutes)</p> <p>Work Time</p> <p>Reading Aloud to Research and Take Notes: Beaks!, Pages 3–4 (25 minutes)</p> <p>Shared Discussion: Reflecting on Unit 2 Guiding Question (10 minutes)</p> <p>Movement: Bird Simon Says (5 minutes)</p> <p>Closing and Assessment</p> <p>Reflecting on Learning (10 minutes)</p>	<p>During the Opening, observe students as they begin to distinguish shades of meaning among verbs and gather data on their progress toward L.1.5d.</p> <p>During the reading aloud to research in Work Time A, use the Reading Informational Text Checklist to track students' progress toward RI.1.2, RI.1.5, RI.1.6, and RI.1.7 (see Assessment Checklists).</p> <p>During Work Times A and B, use the Speaking and Listening Checklist to monitor students' progress toward SL.1.1 and SL.1.2 (see Assessment Checklists).</p>	Materials for Volley for Vocabulary protocol (seven to eight words from the Bird Word Wall, written on separate index cards and taped to a beach ball)
	Lesson 7: Research Reading, Session 2: Pages 5, 6, and 9 of Beaks!	60 min	<p>I can research information about different types of bird beaks using the text Beaks! (RI.1.2, RI.1.5, RI.1.6, RI.1.7, W.1.7)</p> <p>I can explain the purpose of a hummingbird's beak using pictures and words. (W.1.8, L.1.1g)</p>	<p>Opening</p> <p>Developing Language: Volley for Vocabulary (10 minutes)</p> <p>Work Time</p> <p>Reading Aloud to Research and Take Notes: Beaks!, Pages 5, 6, and 9 (25 minutes)</p>	<p>During the Volley for Vocabulary protocol in the Opening, continue to gather data on students' progress toward L.1.5d as they distinguish shades of meaning among verbs.</p> <p>During the reading aloud to research bird beaks in Work Time A, continue to use the</p>	

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				<p>Independent Writing: Birds Research Notebook (15 minutes)</p> <p>Closing and Assessment</p> <p>Reflecting on Learning (10 minutes)</p>	<p>Reading Informational Text Checklist to track students' progress toward RI.1.2, RI.1.5, RI.1.6, and RI.1.7 (see Assessment Checklists).</p> <p>During Work Time B, circulate to observe students as they draw and write about hummingbirds' beaks. (W.1.8, L.1.1g)</p>	
Lesson 8: Research Reading, Session 3: Pages 11–13 of Beaks!	60 min	<p>I can research information about different types of bird beaks using the text Beaks! (RI.1.2, RI.1.5, RI.1.6, RI.1.7, W.1.7)</p> <p>I can collaborate with my classmates to discuss a sentence from the text Beaks! (SL.1.1, SL.1.2)</p>	<p>Opening</p> <p>Developing Language: Shades of Meaning Charades (10 minutes)</p> <p>Work Time</p> <p>Reading Aloud to Research and Take Notes: Beaks!, Pages 11–13 (25 minutes)</p> <p>Language Dive: Beaks!, Page 13 (15 minutes)</p> <p>Closing and Assessment</p> <p>Reflecting on Learning (10 minutes)</p>	<p>During the Shades of Meaning Charades in the Opening, continue to gather data on students' progress toward L.1.5d as they distinguish shades of meaning among verbs.</p> <p>During the reading aloud to research in Work Time A, continue to use the Reading Informational Text Checklist to track students' progress toward RI.1.2, RI.1.5, RI.1.6, and RI.1.7 (see Assessment Checklists).</p>		
Lesson 9: Research Reading, Session 4: Pages 14–16 of Beaks!	60 min	<p>I can research information about different types of bird beaks using the text Beaks! (RI.1.2, RI.1.5, RI.1.6, RI.1.7, W.1.7)</p> <p>I can explain the purpose of a spoonbill's beak using pictures and words. (W.1.8, L.1.1g)</p>	<p>Opening</p> <p>Developing Language: Shades of Meaning Charades (10 minutes)</p> <p>Work Time</p> <p>Reading Aloud to Research and Take Notes: Beaks!, Pages 14–16 (25 minutes)</p> <p>Independent Writing: Birds Research Notebook (15 minutes)</p> <p>Closing and Assessment</p> <p>Reflection on Learning (10 minutes)</p>	<p>During the Shades of Meaning Charades in the Opening, continue to gather data on students' progress toward L.1.5d as they distinguish shades of meaning among verbs.</p> <p>During the reading aloud to research in Work Time A, continue to use the Reading Informational Text Checklist to track students' progress toward RI.1.2, RI.1.5, RI.1.6, and RI.1.7 (see Assessment Checklists).</p> <p>During Work Time B, circulate to observe students as they draw</p>		

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					and write about the spoonbill's beak. (W.1.8, L.1.1g)	
Lesson 10: Research Reading, Session 5: Individual Notes from Beaks!	60 min	<p>I can write research notes about different types of bird beaks. (W.1.8)</p> <p>I can participate in a Science Talk to show my learning about how a bird's beak helps it survive. (SL.1.1, SL.1.2)</p>	<p>Opening</p> <p>Song and Movement: "Birds in the Wilderness" (10 minutes)</p> <p>Work Time</p> <p>Independent Writing: Preparing for Science Talk (20 minutes)</p> <p>Science Talk Protocol: How Does a Bird's Beak Help It Survive? (20 minutes)</p> <p>Closing and Assessment</p> <p>Reflecting on Learning (10 minutes)</p>	<p>During the Science Talk protocol in Work Time B, use the Speaking and Listening Checklist to monitor students' progress toward SL.1.1a and SL.1.1b (see Assessment Checklists).</p>		
Lesson 11: Research Writing: Analyzing a Model	60 min	<p>I can analyze a model to learn about the parts of an informative paragraph. (W.1.2, W.1.8)</p> <p>I can draw a bird beak by using accurate shapes and colors. (W.1.7)</p>	<p>Opening</p> <p>Song and Movement: "Birds in the Wilderness" (10 minutes)</p> <p>Work Time</p> <p>Research Writing: Analyzing a Model (25 minutes)</p> <p>Independent Writing: Drawing in Birds Research Notebook (15 minutes)</p> <p>Closing and Assessment</p> <p>Reflecting on Learning (10 minutes)</p>	<p>During the Opening, use the Language Checklist to monitor students' progress toward L.1.5d (see Assessment Checklists).</p>		
Lesson 12: Research Writing: Drafting the Focus Statement and Detail Sentences of My	60 min	<p>I can draft the focus statement and detail sentences of my beaks informative paragraph using evidence from my research. (W.1.2, W.1.7, W.1.8)</p> <p>I can use evidence to explain the type of beak that is best for</p>	<p>Opening</p> <p>Song and Movement: "Birds in the Wilderness" (5 minutes)</p> <p>Work Time</p> <p>Research Writing: Drafting the Focus Statement and Detail Sentences (25 minutes)</p>	<p>During the Opening, continue to use the Language Checklist to monitor students' progress toward L.1.5d (see Assessment Checklists).</p> <p>During Work Times A and B, circulate during writing time to reinforce the idea of using</p>	<p>Class set or more of sunflower seeds; group set of tweezers, pliers, and pasta servers (one of each</p>	

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	Beaks Informative Paragraph		crushing seeds. (W.1.8)	Engaging the Scientist: Beaks That Crush Challenge (25 minutes) Closing and Assessment Reflecting on Learning (5 minutes)	concrete evidence from the text and their experience to explain their thinking. (W.1.7, W.1.8)	per group of three students)
	Lesson 13: Research Writing: Drafting the Detail Sentences and the Conclusion Statement of My Beaks Informative Paragraph	60 min	<p>I can draft the detail sentences and conclusion statement of my informative paragraph using evidence from my research. (W.1.2, W.1.7, W.1.8)</p> <p>I can use evidence to explain the type of beak that is best for scooping fish. (W.1.8)</p>	Opening Song and Movement: "Birds in the Wilderness" (5 minutes) Work Time Research Writing: Drafting the Detail Sentences and Conclusion Statement (25 minutes) Engaging the Scientist: Beaks That Scoop Challenge (25 minutes) Closing and Assessment Reflecting on Learning (5 minutes)	<p>During the Opening, continue to use the Language Checklist to monitor students' progress toward L.1.5d (see Assessment Checklists).</p> <p>During Work Times A and B, circulate during writing time to reinforce the idea of using concrete evidence from the text and students' experiences to explain their thinking. (W.1.7, W.1.8)</p>	Class set of cubes or other floating manipulatives
	Lesson 14: Research Writing: Preparing a Writing Organizer	60 min	<p>I can plan my informative paragraph by choosing evidence from research to use in my writing. (W.1.2, W.1.7, W.1.8)</p> <p>I can use evidence to explain the type of beak that is best for digging for worms. (W.1.8)</p>	Opening Song and Movement: "Birds in the Wilderness" (5 minutes) Work Time Research Writing: Preparing a Writing Organizer (20 minutes) Engaging the Scientist: Beaks That Dig Challenge (25 minutes) Closing and Assessment Reflecting on Learning (10 minutes)	<p>During the Opening, continue to use the Language Checklist to monitor students' progress toward L.1.5d (see Assessment Checklists).</p> <p>During Work Times A and B, circulate during writing time to reinforce the idea of using concrete evidence from the text and students' experience to explain their thinking. (W.1.7, W.1.8)</p>	Class set or more of rubber bands; bin/bucket of dirt per group; paper towels for each group
	Lesson 15: Unit 2 Assessment , Part I: Drafting the Focus	60 min	I can participate in a Science Talk to show my learning about how birds' body parts help them survive. (SL.1.1, SL.1.1a, SL.1.2)	Opening Developing Language: Vocabulary Sorting (10 minutes) Work Time	During the Opening, continue to use the Language Checklist to monitor students' progress toward L.1.1f and L.1.5d (see Assessment Checklists).	

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	<p>Statement and Detail Sentences</p>		<p>I can draft the focus statement and detail sentences of my informative paragraph using evidence from my research. (W.1.2, W.1.7, W.1.8)</p>	<p>Science Talk Protocol: How Do Birds Use Their Body Parts to Survive? (15 minutes)</p> <p>Unit 2 Assessment, Part I: Writing the Focus Statement and Detail Sentences (30 minutes)</p> <p>Closing and Assessment</p> <p>Sit, Kneel, Stand Protocol: Reflecting on Learning (5 minutes)</p>	<p>During the Science Talk, circulate and observe as students discuss their notes with a small group. Consider using the Speaking and Listening Checklist to document students' progress toward SL.1.1 and SL.1.2 (see Assessment Checklists).</p>	
	<p>Lesson 16: Unit 2 Assessment , Part II: Drafting Detail Sentences and Conclusion Statement</p>	<p>60 min</p>	<p>I can draft detail sentences and a conclusion statement of my informative paragraph using evidence from my research. (W1.2, W.1.7, W.1.8)</p>	<p>Opening</p> <p>Developing Language: Vocabulary Sorting (5 minutes)</p> <p>Work Time</p> <p>Unit 2 Assessment, Part II: Drafting Detail Sentences and Conclusion Statement (30 minutes)</p> <p>Independent Writing: Revising Our Work (15 minutes)</p> <p>Closing and Assessment</p> <p>Musical Circles Protocol: Revisiting Our Class Goals (10 minutes)</p>	<p>During the Opening, continue to use the Language Checklist to monitor students' progress toward L.1.1f and L.1.5d (see Assessment Checklists).</p>	
	<p>Lesson 17: Speaking and Listening: Sharing Our Informative Writing</p>	<p>60 min</p>	<p>I can add scientific drawings to my informative paragraph about birds. (W.1.8)</p> <p>I can share and celebrate my work with others. (SL.1.2)</p>	<p>Opening</p> <p>Developing Language: Find My Match (10 minutes)</p> <p>Work Time</p> <p>Independent Writing: Adding Pictures to Match Our Text (20 minutes)</p> <p>Sharing Our Work: Informative Paragraphs (20 minutes)</p> <p>Closing and Assessment</p>	<p>During Work Time B when students are sharing their informative paragraphs, use the Speaking and Listening Checklist to monitor students' progress toward SL.1.1a and SL.1.1b (see Assessment Checklists).</p>	

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				Musical Mingle Protocol: Revisiting Our Class Goals (10 minutes)		
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Language Arts Pacing Guide

Grade: 1

EL Module 3 Unit 3- Building Expertise about Birds' Bodies

Dates:

Day/ Date	Lesson Number/ Name (page #s)	Time	Learning Targets	Lesson Activities	Ongoing Assessment	Resources
	Lesson 1: Speaking and Listening: Launching the Performanc e Task and Unit Guiding Question	60 min	I can identify criteria for writing our Expert Bird Riddle cards. (W.1.8, SL.1.1c, SL.1.3) I can use text features and illustrations to answer questions using the text Little Kids First Big Book of Birds. (RI.1.1, RI.1.5, RI.1.7)	Opening Riddle Discussion Protocol: Mystery Bird Riddle #1 (10 minutes) Work Time Generating Criteria: Expert Bird Riddle Cards (25 minutes) Exploring the Text: Little Kids First Big Book of Birds (20 minutes) Closing and Assessment Engaging the Learning: Voting on Expert Birds (5 minutes)	During Work Time A, circulate to listen to student conversations to gather a baseline for speaking and listening skills to build in future lessons. (SL.1.1c, SL.1.3)	
	Lesson 2: Speaking and Listening: Analyzing an Expert Bird Scientific Drawing Card	60 min	I can research information about the cardinal using the beaks and feathers class notes. (RI.1.6, RI.1.7, W.1.7, W.1.8) I can create criteria for our Expert Bird Scientific Drawing cards. (W.1.8, SL.1.1c, SL.1.3)	Opening Riddle Discussion Protocol: Mystery Bird Riddle #2 (10 minutes) Work Time Reading Aloud to Research and Take Notes: Beaks and Feathers Class Notes (15 minutes) Launching Expert Bird Scientific Drawing Cards: Austin's Butterfly (10 minutes) Generating Criteria: Expert Bird Scientific Drawing Cards (20 minutes) Closing and Assessment	During Work Time A, circulate to listen in on student conversations to gather a baseline for speaking and listening skills to build on during discussions throughout the lesson. (SL.1.1c, SL.1.3)	

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				<p>Sit, Kneel, Stand Protocol: Scientific Drawing Criteria (5 minutes)</p>	
Lesson 3: Reading and Writing: Expert Birds, Day 1	60 min	<p>I can research information about my expert bird using the beaks and feathers class notes. (RI.1.6, RI.1.7, W.1.7, W.1.8)</p> <p>I can draw a sketch of my expert bird that shows my understanding of shape and size. (W.1.7)</p>	<p>Opening</p> <p>Riddle Discussion Protocol: Mystery Bird Riddle #3 (10 minutes)</p> <p>Work Time</p> <p>Reading Independently to Research and Take Notes: Beaks and Feathers Class Notes (20 minutes)</p> <p>Making Observations: Scientific Drawing, Shape, and Size (20 minutes)</p> <p>Closing and Assessment</p> <p>Peer Feedback: Expert Bird Drawing, Draft 1 (10 minutes)</p>	<p>During the Opening, continue to observe students as they discuss and ask questions about the Mystery Riddles and to gather data on their progress toward SL.1.1a and SL.1.1c.</p> <p>During the reading independently to research and take notes in Work Time A, use the Reading Informational Text Checklist to track students' progress toward RI.1.6, RI.1.7, W.1.7, and W.1.8 (see Assessment Checklists).</p>	
Lesson 4: Reading and Writing: Modeling Research with Little Kids First Big Book of Birds	60 min	<p>I can research information about the cardinal using the text Little Kids First Big Book of Birds. (RI.1.6, RI.1.7, W.1.7, W.1.8)</p> <p>I can draw a sketch of my expert bird that shows my understanding of placement and details. (W.1.7)</p>	<p>Opening</p> <p>Riddle Discussion Protocol: Mystery Bird Riddle #4 (10 minutes)</p> <p>Work Time</p> <p>Reading Aloud to Research and Take Notes: Little Kids First Big Book of Birds (20 minutes)</p> <p>Making Observations: Scientific Drawing, Placement, and Details (20 minutes)</p> <p>Closing and Assessment</p> <p>Peer Feedback: Expert Bird Drawing, Draft 2 (10 minutes)</p>	<p>During the Opening, continue to observe students as they discuss and ask questions about the Mystery Riddles and gather data on their progress toward SL.1.1a and SL.1.1c.</p> <p>During Work Time A, continue to use the Reading Informational Text Checklist during the reading aloud to research expert birds in Work Time A to track students' progress toward RI.1.5, RI.1.6, RI.1.7, W.1.7, and W.1.8 (see Assessment Checklists).</p>	
Lesson 5: Reading and Writing:	60 min	<p>I can research information about my expert bird using the text Little Kids First Big Book of Birds. (RI.1.6, RI.1.7, W.1.7,</p>	<p>Opening</p> <p>Riddle Discussion Protocol: Mystery Bird Riddle #5 (10 minutes)</p>	<p>During the Opening, continue to observe students as they discuss and ask questions about the Mystery Riddles and gather</p>	

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	<p>Expert Birds, Day 2</p>		<p>W.1.8) I can draw an accurate scientific drawing of my expert bird. (W.1.7)</p>	<p>Work Time Reading Independently to Research and Take Notes and Creating Scientific Drawings: Little Kids First Big Book of Birds, Group A (20 minutes) Reading Independently to Research and Take Notes and Creating Scientific Drawings: Little Kids First Big Book of Birds, Group B (20 minutes) Closing and Assessment Reflecting on Learning (10 minutes)</p>	<p>data on their progress toward SL.1.1a and SL.1.1c. During Work Time A, continue to use the Reading Informational Text Checklist during the reading independently to research expert birds in Work Time A to track students' progress toward RI.1.5, RI.1.6, RI.1.7, W.1.7, and W.1.8 (see Assessment Checklists).</p>	
<p>Lesson 6: Reading and Writing:</p> <p>Expert Birds, Day 3</p>	<p>60 min</p>	<p>I can research information about my expert bird using the text Little Kids First Big Book of Birds. (RI.1.6, RI.1.7, W.1.7, W.1.8) I can draw an accurate drawing of my expert bird on my Expert Bird Scientific Drawing card. (W.1.7)</p>	<p>Opening Building Vocabulary: Interactive Word Wall (10 minutes) Work Time Reading Independently to Research and Take Notes: Little Kids First Big Book of Birds (15 minutes) Peer Feedback: Expert Bird Drawing, Draft 3 (10 minutes) Making Observations: Expert Bird Scientific Drawing Card (15 minutes) Closing and Assessment Reflecting on Learning (10 minutes)</p>	<p>During the Opening, monitor students' ability to participate in the Interactive Word Wall protocol and as they work to connect bird-related words. (SL.1.4, L.1.1f) Continue to use the Reading Informational Text Checklist during the reading independently to research expert birds in Work Time A to track students' progress toward RI.1.5, RI.1.6, RI.1.7, W.1.7, and W.1.8 (see Assessment Checklists).</p>		
<p>Lesson 7: Reading and Writing:</p> <p>Expert Birds, Day 4</p>	<p>60 min</p>	<p>I can research information about my expert bird using the text "Did You Know?" (RI.1.6, RI.1.7, W.1.7, W.1.8) I can prepare and plan for a Science Talk using my expert bird research. (W.1.7)</p>	<p>Opening Building Vocabulary: Interactive Word Wall (10 minutes) Work Time</p>	<p>During the Opening, continue to monitor students' ability to participate in the Interactive Word Wall protocol and as they work to connect bird-related words. (SL.1.4, L.1.1f) During Work Time A, continue to</p>		

Module 3 Unit 3

				<p>Reading Independently to Research and Take Notes: "Did You Know?" (20 minutes)</p> <p>Preparing for a Science Talk (20 minutes)</p> <p>Closing and Assessment</p> <p>Reflecting on Learning (10 minutes)</p>	<p>use the Reading Informational Text Checklist during the reading independently to research expert birds in Work Time A to track students' progress toward RI.1.5, RI.1.6, RI.1.7, W.1.7, and W.1.8 (see Assessment Checklists).</p>	
Lesson 8: Unit 3 Assessment : How Do Specific Birds Use Their Body Parts to Survive?	60 min	I can participate in a Science Talk about how my bird uses its body to survive. (SL.1.1c, SL.1.5)	<p>Opening</p> <p>Building Vocabulary: Interactive Word Wall (10 minutes)</p> <p>Work Time</p> <p>Engaging the Learner: Introducing the Unit 3 Assessment and Expert Bird Puppets (5 minutes)</p> <p>Unit 3 Assessment with Group A: Science Talk (20 minutes)</p> <p>Unit 3 Assessment with Group B: Science Talk (20 minutes)</p> <p>Closing and Assessment</p> <p>Reflecting on Learning (5 minutes)</p>	<p>During Work Times B and C, use the Speaking and Listening Checklist to assess students' progress toward SL.1.1c and SL.1.5 (see Assessment Checklists).</p>	<p>Materials for making puppets: sticks to tape puppets onto, colored tissue or construction paper, colored feathers, glue, markers or colored pencils.</p>	
Lesson 9: Lesson Independent Writing: Expert Bird Riddle	60 min	I can write a riddle about my expert bird that teaches the reader how the bird uses its body parts to survive. (W.1.7, L.1.1f, L.1.1g, L.1.2b, L.1.2d, L.1.2e)	<p>Opening</p> <p>Song and Movement: "Amazing Birds" (10 minutes)</p> <p>Work Time</p> <p>Shared Writing: Model Riddle (15 minutes)</p> <p>Independent Writing: Expert Bird Riddle (30 minutes)</p> <p>Closing and Assessment</p>	N/A		

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				Back-to-Back and Face-to-Face Protocol: Reflecting on Learning (5 minutes)	
Lesson 10: Using Feedback to Revise: Expert Bird Riddles	60 min	<p>I can give kind, specific, and helpful feedback to help my classmates to strengthen their writing. (SL.1.1a)</p> <p>I can use feedback from my teacher and classmates to strengthen my own writing. (W.1.5, L.1.1f)</p>	<p>Opening</p> <p>Song and Movement: "Amazing Birds" (10 minutes)</p> <p>Work Time</p> <p>Peer Feedback: Expert Bird Riddles (15 minutes)</p> <p>Independent Writing: Using Feedback to Edit and Revise Expert Bird Riddles (30 minutes)</p> <p>Closing and Assessment</p> <p>Reflecting on Learning (5 minutes)</p>	<p>During Work Time A, listen as students give feedback to their peers and use the Speaking and Listening Checklist to track their progress toward SL.1.1a (see Assessment Checklists).</p> <p>During Work Time B, use the Informational Writing Checklist to track students' ability to use feedback to revise their Expert Bird Riddles (see Assessment Checklists).</p>	
Lesson 11: Speaking and Listening: Preparing for the End of Module Celebration	60 min	<p>I can share my Expert Bird Riddle card using a loud and clear voice. (SL.1.4)</p> <p>I can answer questions about my Expert Bird Riddle card using complete sentences. (SL.1.6)</p>	<p>Opening</p> <p>Song and Movement: "Amazing Birds" (5 minutes)</p> <p>Work Time</p> <p>Speaking and Listening: Preparing to Share Our Work (15 minutes)</p> <p>Speaking and Listening: Reflecting on Our Learning as Researchers (15 minutes)</p> <p>Developing Language: Playing the Riddle Matching Game (15 minutes)</p> <p>Closing and Assessment</p> <p>Musical Mingle Protocol: Reflecting on Learning (10 minutes)</p>	<p>During Work Times A, B, and C, circulate and observe students as they practice sharing what they have learned and use the Speaking and Listening Checklist to track their progress toward SL.1.4 and SL.1.6 (see Assessment Checklists).</p>	
Lesson 12: Speaking and	60 min	<p>I can share my Expert Bird Riddle card using a loud and clear voice. (SL.1.4)</p>	<p>Opening</p> <p>Song and Movement: "Amazing Birds" (10 minutes)</p>	<p>During Work Times A and B, observe as students present their work and engage with the classroom visitors. Use the</p>	

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	<p>Listening: Sharing and Celebrating Our Work</p>		<p>I can answer questions about my Expert Bird Riddle card using complete sentences. (SL 1.6)</p>	<p>Work Time Celebrating Our Learning: Sharing Our Work (20 minutes) Celebrating Our Learning: Playing the Riddle Matching Game (15 minutes) Closing and Assessment End of Module Reflection (15 minutes)</p>	<p>Speaking and Listening Checklist to track their progress toward SL.1.4 and SL.1.6 (see Assessment Checklists).</p>	
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