**1st Grade ELA Unit 1**

**20 Days - August**

|  |  |
| --- | --- |
| **Shared Reading** | Hooray for Snail  What is That?  Biscuit |
| **ELA** | Max’s Words  Stand Tall, Molly Lou Melon  The Art Lesson |
| **Standards**  **(Essential Standards are Highlighted)** | **RL.1.1:**  Ask and answer questions about key details in a text.  **RF.1.2**  Demonstrate understanding of spoken words, syllables, and sounds  \*\*\*\*See matrix for a-d examples\*\*\*\*\*\*\*\* |
| **Language**  **/Writing** |  |
| **Nonessential** | **L1a Prints all upper and lowercase letters**  **L 1b Use common, proper and possessive nouns**  **L1c USe singular and plural nouns with matching verbs and basic sentences: Ex He hops or we hop.**  **L1d Use personal possessive and definite pronouns**  **W 1.7 Participates in shared research and writing projects**  **SL 5 Add drawings to descriptions to clarify ideas, thoughts, and feelings**  **RF 1a Recognize the distinguishing feature of a sentence (first word, capitalization, ending punctuation)** |

**1st Grade ELA Unit 2**

**19 Days - September**

|  |  |
| --- | --- |
| **Shared Reading** | Biscuit Finds a Friend  Biscuit Goes to School  Little Critter Sleeps Over |
| **ELA** | Thunder Cake  The Dog Who Cried Wolf  City Dog, Country Frog |
| **Standards**  **(Essential Standards are Highlighted)** | **RL.1.1:**  Ask and answer questions about key details in a text.  **RL.1.3:**  Describe characters,settings, and major events in a story,  using key details  **RF.1.2**  Demonstrate understanding of spoken words, syllables, and sounds |
| **Language**  **/Writing** |  |
| **Nonessential** | **RI 1.9 Identifies similarities and differences between two texts**  **RI1..1: Ask and answers questions about key details in a text**  **L1a Prints all upper and lowercase letters**  **L 1b Use common, proper and possessive nouns**  **L1c USe singular and plural nouns with matching verbs and basic sentences: Ex He hops or we hop.**  **L 1d Use personal, possessive and indefinite pronouns (EX I, me, my they, them, etc…**  **L2a Capitilize dates and names of people**  **L4 Determines meaning of unknown and multiple words, phrases in reading and content**  **\*\*\*\*\*Be sure to go back to the matrix for activities with this standard\*\*\*\*\***  **SL 5 Add drawings to descriptions to clarify ideas, thoughts, and feelings** |

**1st Grade ELA Unit 3**

**21 Days - October**

|  |  |
| --- | --- |
| **Shared Reading** | Danny and the Dinosaur  Danny and the Dinosaur go to Camp  The Horse in Harry’s Room |
| **ELA** | Owl Moon  \*\*Fall Book\*\*  Possum’s Harvest Moon |
| **Standards**  **(Essential Standards are Highlighted)** | **RL.1.2:**Retell stories, including key details, and demonstrate  understanding of their central message or lesson.  RL 1.3 Describe characters, settings and major events in a story using key details  RI 1.1 Ask and answer questions about details in a text  RI 1.2 Identify the main topic and retell key details of a text.  **RF.1.1a**. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| **Language**  **/Writing** | **W 1 Write opinion pieces on topic/states opinion/ provides closure** |
| **Nonessential** | **RL 1.4 Identifies words or phrases in stories or poems that suggest feelings**  **L 1b Use common, proper and possessive nouns**  **L1c USe singular and plural nouns with matching verbs and basic sentences: Ex He hops or we hop.**  **L5 Demonstrates understanding of relationships and intensity of word meanings-**  **L2c Use commas in dates and to separate single words in a series**  **L 1d Use personal, possessive and indefinite pronouns (EX I, me, my they, them, etc.**  **\*\*\*\*\*Be sure to go back to the matrix for activities with this standard\*\*\*\*\***  **RI4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text** |

**1st Grade ELA Unit 4**

**30 Days - November/December**

|  |  |
| --- | --- |
| **Shared Reading** | Oliver  Morris the Moose  Morris Goes to School |
| **ELA** | In November \*\*Thanksgiving Book\*\*  A Chair for My Mother  Do I Need it? Or Do I want it? |
| **Standards**  **(Essential Standards are Highlighted)** | **RF. 1.4c.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  RL 9 Compare and contrast the adventures and experiences of characters in stories  **RL 1.5 Explains differences between books that tell stories or give information** |
| **Language**  **/Writing** | **W 1 Write opinion pieces on topic/states opinion/ provides closure** |
| **Nonessential** | **RI3 Describe the connection between two individuals, events, ideas, or pieces of information in a text**  **RL 1.6 Identifies who is telling the story**  **RL 1.7 Uses illustrations and details to describe and explain text**  **L 1e Use verbs to convey a sense of past, present and furture** |

**1st Grade ELA Unit 5**

**18 Days - January**

|  |  |
| --- | --- |
| **Shared Reading** | Little Bear’s Friend  Father Bear Comes Home  Little Bear’s Visit  Little Bear |
| **ELA** | Alexander and the Terrible, Horrible, No Good Very Bad Day  The Bald Eagle |
| **Standards**  **(Essential Standards are Highlighted)** | **RF. 1.3**  Knows and appy grade level phonics and word analysis skills in decoding  **RF 1.4a**. Read on-level text with purpose and understanding |
| **Language**  **/Writing** | **W.1.3**  Write narratives in which they recount two or more appropriately sequenced events, include some details regarding  what happened, use temporal words to signal event order, and provide some sense of closure.  W 1.5 With guidance and support follows the writing process |
| **Nonessential** | **L1F Use frequently occurring adjectives** |

**1st Grade ELA Unit 6**

**18 Days - February**

|  |  |
| --- | --- |
| **Shared Reading** | The Fire Cat  Frog and Toad are Friends  Frog and Toad (Extra) |
| **ELA** | President’s Day  Abraham Lincoln and Me  Now & Ben |
| **Standards**  **(Essential Standards are Highlighted)** | **RF 1.4a**. Read on-level text with purpose and understanding  **RF 1.4b**. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings  **RF 1.4c**. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| **Language**  **/Writing** | **W.1.3**  Write narratives in which they recount two or more appropriately sequenced events, include some details regarding  what happened, use temporal words to signal event order, and provide some sense of closure. |
| **Nonessential** | **L1g Use frequently occurring conjunctions** |

**1st Grade ELA Unit 7**

**22 Days - March**

|  |  |
| --- | --- |
| **Shared Reading** | Young Cam Jansen & the Library  Young Cam Jansen & the Pizza Shop Mystery |
| **ELA** | Tops & Bottoms  From Seed to Plant  George Washington Carver |
| **Standards**  **(Essential Standards are Highlighted)** | **RF 1.4a**. Read on-level text with purpose and understanding  **RF 1.4b**. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings  **RF 1.4c**. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  **L 1b Use common, proper and possessive nouns**  **L 1e Use verbs to convey a sense of past, present and furture** |
| **Language**  **/Writing** | **W 2 Write informative/ explanatory text with topics, facts and closure** |
| **Nonessential** | **L1h Use determiners, articles and demonstratives**  **RI5 Know and use various text features (Heading, Table on Contents, Electronic Menus, Icons to locate key facts or information in a text**  **RI6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.**  **RI7 Use illustrations and details in a text to describe its key ideas**  **RI8 Identify the reasons an author gives to support points in a text** |

**1st Grade ELA Unit 8**

**22 Days - April**

|  |  |
| --- | --- |
| **Shared Reading** | The Chalk Box Kid  The Paint Brush Kid |
| **ELA** | Stone Soup  Strega Nona  The Relatives Came |
| **Standards**  **(Essential Standards are Highlighted)** | **RF 1.4a**. Read on-level text with purpose and understanding  **RF 1.4b**. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings  **RF 1.4c**. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  **RF 1a Recognize the distinguishing feature of a sentence (first word, capitalization, ending punctuation)** |
| **Language**  **/Writing** | **W 2 Write informative/ explanatory text with topics, facts and closure** |
| **Nonessential** | **L1i Use frequently occurring prepositions** |

**L 1j Produce and expand complete, simple and compound sentences in response to questions and prompts ( comparative, declatvie, interrogatory and exclamatory. .**

**L 1.1k**. Prints with appropriate spacing between words and sentences.

**L. 1.2:b**Use end punctuation for sentences.

**L 1.2d**. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular

words.

**L1.2 e**. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

RL 1.10

RI 1.10

With support read a variety of text appropriate for grade one

**RF 1.1** Demonstrate understanding of the organization and basic features of print.

RF 1.3 Knows and applies grade level phonics and word analysis skills in decoding words.

\*\*\*\*See matrix a-f for skills covered in box\*\*\*\*\*\*\*\*\*\*

**RF 1.4a**. Read on-level text with purpose and understanding.

**RF 1.4b**. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings

**RF 1.4c**. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**RF 1.4d**. Read grade-appropriate irregularly spelled words.

Speaking and Listening

SL1 Participates in collaborative discussions using complete sentences.