**1st Grade ELA Unit 1**

**20 Days - August**

|  |  |
| --- | --- |
| **Shared Reading** | Hooray for SnailWhat is That?Biscuit  |
| **ELA** | Max’s WordsStand Tall, Molly Lou MelonThe 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 FriendBiscuit Goes to SchoolLittle Critter Sleeps Over |
| **ELA** | Thunder CakeThe Dog Who Cried WolfCity 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 DinosaurDanny and the Dinosaur go to CampThe 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 demonstrateunderstanding of their central message or lesson.RL 1.3 Describe characters, settings and major events in a story using key detailsRI 1.1 Ask and answer questions about details in a textRI 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** | OliverMorris the MooseMorris Goes to School |
| **ELA** | In November \*\*Thanksgiving Book\*\*A Chair for My MotherDo 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 FriendFather Bear Comes HomeLittle Bear’s VisitLittle Bear |
| **ELA** | Alexander and the Terrible, Horrible, No Good Very Bad DayThe 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 regardingwhat 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 CatFrog and Toad are FriendsFrog and Toad (Extra) |
| **ELA** | President’s DayAbraham Lincoln and MeNow & 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 regardingwhat 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 LibraryYoung Cam Jansen & the Pizza Shop Mystery |
| **ELA** | Tops & BottomsFrom Seed to PlantGeorge 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 KidThe Paint Brush Kid |
| **ELA** | Stone SoupStrega NonaThe 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.