

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

ENGLISH LANGUAGE ARTS

GRADE 1

Date of Board Approval: July 20, 2017

CARLISLE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION COVER PAGE

TITLE OF COURSE:	English Language Arts (Reading/Writing)	SUBJECT:	ELA	GRADE LEVEL:	1
COURSE LENGTH:	Year Long	DURATION:	150 Minutes	FREQUENCY:	Daily
PREREQUISITES:	N/A	CREDIT:	N/A	LEVEL:	N/A

Course Description/Objectives: The district shall provide for attainment of the academic standards per Chapter 4, Section 4.12. Each student shall demonstrate proficiency in the following areas: reading independently including: purposes for reading, word recognition skills, vocabulary development, comprehension and interpretation, and fluency; reading, analyzing and interpreting text including: text organization, fact and opinion, essential and non-essential information, inferences, text analysis and evaluation; reading, analyzing and interpreting text in fiction and non-fiction including: literacy genres, literacy elements and literary devices; types of writing including: narrative, information and persuasive; quality of writing including: focus, content, organization, style, editing and conventions; speaking and listening including: listening skills and discussion and speaking skills and presentation; characteristics and functions of the English language including: formal and informal language; and research including: inquiry-based processes, location of information and citing of sources, and organization and production of a final product.

Resources:

Fiction and Non-Fiction Texts	Tumblebooks	Newsela
Handwriting Without Tears	A-Z readers	Time for Kids
Grammar, Usage and Mechanics (Gr 2-5)	RAZ Kids	Discovery
		Readworks

Curriculum Writing Committee:

Miranda Aaron	Megan Bieber	Tracie Brennan	Alex Cashman
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COURSE TIMELINE

Unit 1: Reading- Consonant Review, Closed Syllable (CVC)/ Metacognitive Thinking Strategies

24 Days

- Speaking and Listening (ongoing)
- Language (ongoing)
- Phonemic Awareness/Phonics (ongoing)
- Dolch Sight Words (ongoing)
- Fluency (ongoing)
- Comprehension (ongoing)

Unit 1: Writing- Introduction to Writing – Concepts of Print

- Handwriting (ongoing)
- Conventions/Grammar
- Writing

Unit 2: Reading- Digraphs, Double Final Consonants, Contractions/ Elements of Fiction

24 Days

- Phonemic Awareness/Phonics
- Dolch Sight Words
- Comprehension

Unit 2: Writing- Types of Sentences/ Narrative Writing

- Handwriting
- Conventions/Grammar
- Writing

Unit 3: Reading- Consonant Blends/ Main Idea and Supporting Details

24 Days

- Phonemic Awareness/Phonics
- Dolch Sight Words
- Comprehension

Unit 3: Nouns/ Informational Writing

- Handwriting
- Conventions/Grammar
- Writing

Unit 4: Reading- Vowel-Consonant-Silent e Syllable (CVCe), Open Syllable (CV)/ Compare and Contrast

24 Days

- Phonemic Awareness/Phonics
- Dolch Sight Words
- Comprehension

Unit 4: Writing- Nouns and Verbs/ Opinion Writing

- Conventions/Grammar
- Writing

Unit 5: Reading- Sounds for c/g, Ending Clusters, Vowel Team Syllable (ai/ay)/ Elements of Fiction (with Poetry)

24 Days

- Phonemic Awareness/Phonics
- Dolch Sight Words
- Comprehension

Unit 5: Writing- Pronouns and Verbs/ Narrative Writing

- Conventions/Grammar
- Writing

**Unit 6: Reading- Vowel Team Syllable (ee/ea, ie/igh, oa/ow, oo/ou/ew/ue)/ Main Idea and Supporting Details/
Research**

24 Days

- Phonemic Awareness/Phonics
- Dolch Sight Words
- Comprehension

Unit 6: Writing- Pronouns and Adjectives/ Informational Writing/ Writing About Research

- Conventions/Grammar
- Writing

Unit 7: Reading- Vowel Team Syllable (variant – ou/ow, oi/oy, oo like book), Bossy R/ Compare and Contrast

24 Days

- Phonemic Awareness/Phonics
- Dolch Sight Words
- Comprehension

Unit 7: Writing- Prepositions and Demonstratives/ Opinion Writing

- Conventions/Grammar
- Writing

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	24 days
UNIT #1	Consonant Review, Closed Syllable (CVC)/ Metacognitive Thinking Strategies	GRADE:	1

STANDARDS:	
Type of Standard: Common Core Standards	
RF.1.1	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).
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1.3	Know and apply grade level phonics and word analysis skills in decoding words. b. Decode regularly spelled one-syllable words. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. g. Recognize and read grade-appropriate, irregularly spelled words.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read grade-level text with purpose and understanding. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RL 1.1	Ask and answer questions about key details in a text.
RL1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL 1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RL.1.10	With prompting and support, read prose and poetry of an appropriate complexity for grade 1.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words or phrases in a text.
RI.1.7	Use the illustrations and details in a text to describe key ideas.

RI.1.10	With prompting and support, read informational text appropriately complex for grade 1.
SL 1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.4	Describe people, places, things, and events with relevant details expressing ideas and feelings clearly.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation.
L.1.4	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grade 1 reading content</i> , choosing flexibly from an array of strategies. <ul style="list-style-type: none"> a. Use sentence level context as a clue to the meaning of a word or phrase.
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	24 days
UNIT #1	Consonant Review, Closed Syllable (CVC)/ Metacognitive Thinking Strategies	GRADE:	1

UNDERSTANDINGS

Proficient readers use metacognitive strategies to comprehend text.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Through a common assessment, students demonstrate their use of metacognitive thinking strategies to fluently decode and comprehend grade level text.

KNOW

Phonemic Awareness/ Phonics

** Foundational skills used throughout entire first grade curriculum*

- Print goes left to right on a page.
- Sentence starts with a capital and ends with punctuation.
- A word is made up of syllables and sounds.
- Sounds blend together to make a word.
- Sound and letter correspondence for all consonants.
- Sound and letter correspondence for all short vowels.
- Every syllable has a vowel sound.
- Individual sounds in words can be manipulated to make new words.
- Closed syllables follow a CVC pattern and have a short vowel sound (a, e, i, o, u).

DO

Phonemic Awareness/ Phonics

** Foundational skills used throughout entire first grade curriculum*

- Read and write text left to write.
- Identify the distinguishing features of a sentence. (e.g., first word, capitalization, ending punctuation).
- Pause at punctuation marks when reading.
- Verbally break apart words into syllables.
- Verbally produce single syllable words by blending sounds.
- Isolate beginning, middle, and ending sounds in a word (e.g.: phoneme segmentation).
- Verbally break apart words into phonemes.
- Recognize and produce words with specific beginning sounds.
- Recognize and produce rhyming words with specific word families.

Sight Words

** Foundational skills used throughout entire first grade curriculum*

- Sight words are non-decodable words that need to be recognized on sight.

Fluency

** Foundational skills used throughout entire first grade curriculum*

- Proficient readers read with appropriate rate and expression.
- Proficient readers understand what they have read.
- Context clues are hints that an author gives to determine the meaning of a word.

Speaking and Listening

** Foundational skills used throughout entire first grade curriculum*

- Discussions are collaborative conversations with rules and assigned roles.
- Good speakers ask and answer questions to gather additional information or clarify something that is not understood.
- Good speakers explain ideas and feelings clearly using relevant details.
- Good speakers speak in complete sentences.
- Drawings or other visual displays help clarify ideas, thoughts, and feelings.

- Verbally manipulate beginning, middle, and ending sounds of a word to create new words.
- Recognize, decode, and encode closed syllable (CVC) words.
- Identify the vowel sound in closed syllable (CVC) words.

Sight Words

** Foundational skills used throughout entire first grade curriculum*

- Read the Dolch Pre-Primer Sight Word List with automaticity.
- Read the Dolch Pre-Primer Sight Words in connected text.

Fluency

** Foundational skills used throughout entire first grade curriculum*

- Set personal goals for the growth of fluency, accuracy, and retell skills.
- Read grade-level text with sufficient accuracy and fluency to support comprehension.
- Read grade 1 text with purpose and understanding.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening

** Foundational skills used throughout entire first grade curriculum*

- Engage in collaborative discussions.
- Follow agreed upon rules and roles for discussions.
- Build on others' conversations by responding to comments made by others.
- Verbally ask and answer questions in complete sentences about key details in text presented in read-aloud or through other media form.
- Express ideas and feelings clearly.
- Produce complete sentences when appropriate to task.
- Verbally describe people, places, and things with relevant details.

Language

**Foundational skills used throughout entire first grade curriculum*

- Words can be sorted into categories.
- Words have attributes.
- Real-life connections between words, uses, and their meanings.

Comprehension

** Foundational skills used throughout entire first grade curriculum*

- Context clues are hints that an author gives to help define a difficult or unusual word in the text.
- Fiction texts tells a story and describes made-up or imaginary people, places, or events.
- Nonfiction text gives information and is based on real facts, people, or events.
- Metacognition is the process of thinking about my thinking.
- The metacognitive thinking strategies: Making connections, visualizing, making an inference, monitoring understanding, summarizing, questioning, and synthesizing
- Making connections is the ability to relate a text to something in your life, another text or the world (news story, a well-known person or event, etc.)
- Visualizing is the ability to create a picture or movie in your head while reading text.
- Inferencing is the ability to use what you already know (prior knowledge) and text clues to comprehend the text.
- Monitoring understanding is the process of using decoding strategies to read fluently and accurately, while consistently checking for meaning of the text.
- Summarizing is the ability to retell the most important information from the text in logical sequence (using transition words).

- Add drawings to clarify thoughts and feelings.

Language

**Foundational skills used throughout entire first grade curriculum*

- Sort words into categories.
- Define words by category and by one or more key attributes.
- Identify real-life connections between words and their use.

Comprehension

** Foundational skills used throughout entire first grade curriculum*

- After decoding, use context clues to confirm or self-correct word recognition and understanding, rereading as necessary.
- While listening to or reading a story, use pictures and text to make connections to self, to other text, and to the world (making connections).
- Describe, illustrate, and write about the pictures formed in students' minds while reading or listening to reading (visualizing).
- While listening to or reading a story, use prior knowledge, clues within a text, and personal experiences to construct and inference (inferencing).
- While listening to or reading a story, stop and think or talk about what is happening in the text (monitoring understanding).
- While listening to or reading a story, verbally retell stories using Elements of Fiction and key details (summarizing).
- While listening to or reading a story, verbally ask and answer questions about key details in a text (questioning).
- While listening to or reading a story, identify and use all metacognitive thinking strategies to support understanding of text (synthesizing).
- Identify author's purpose (inform, persuade, or entertain).
- Use graphic organizers appropriate to metacognitive skills.
- Identify text as fiction or nonfiction.

- Questioning is the ability to ask and answer a variety of questions before, during, and after reading a fiction and nonfiction text.
- Synthesizing is the ability to combine thinking strategies and flexibly use them to devise meaning from the text.
- Identifying author's purpose is the ability to identify why the author wrote the text. (inform, persuade, or entertain)
- A retell includes key details from a text in sequence.
- Proficient readers retell what they have read.
- Proficient readers ask and answer questions to clarify meaning.
- Illustrations help clarify the meaning of a story.
- Poetry is a type of writing that makes a reader feel or imagine.
- Many poems have rhyming words at the end of lines.
- Words and phrases can suggest different feelings to a reader.
- Details from the text help construct written responses.

- Verbally retell using key details of the text.
- Verbally ask and answer questions to clarify the meaning of words or phrases.
- Use the illustrations and details to describe key ideas.
- Read text appropriate for grade 1.
- Read poetry appropriate for grade 1.
- KidWrite in response to an open-ended question about a read aloud.

KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	24 days
UNIT #1	Introduction to Writing – Concepts of Print	GRADE:	1

STANDARDS: Type of Standard: Common Core Standards	
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print all upper- and lowercase letters.
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use end punctuation for all sentences d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling convention.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	24 days
UNIT #1	Introduction to Writing – Concepts of Print	GRADE:	1

UNDERSTANDINGS

Proficient writers write to tell a story. Proficient writers use concepts of print when writing.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate and use concepts of print when writing.

KNOW	DO
<p>Handwriting</p> <p><i>* Foundational skills used throughout entire first grade curriculum</i></p> <ul style="list-style-type: none"> • Correct pencil grip. • Best posture for writing. • Formation of all uppercase letters. • Formation of lowercase letters: c, o, s, v, w • Formation of digits: 0-9 • Letter formation is top to bottom. <p>Grammar</p> <p><i>* Foundational skills used throughout entire first grade curriculum</i></p> <ul style="list-style-type: none"> • Print goes left to right on a page. • Appropriate spacing between letters and words. • Conventional spelling for words with common spelling patterns and sight words. • Letter to sound correspondence. 	<p>Handwriting</p> <p><i>* Foundational skills used throughout entire first grade curriculum</i></p> <ul style="list-style-type: none"> • Practice fine motor skills such as pencil pick ups. • Sit appropriately when writing. • Demonstrate correct formation of capital letters. • Demonstrate correct formation of: c, o, s, v, w • Demonstrate correct formation of digits: 0-9 <p>Grammar</p> <p><i>* Foundational skills used throughout entire first grade curriculum</i></p> <ul style="list-style-type: none"> • Write from left to write on a page. • Use appropriate spacing between letters and words. • Phonetically encode words with common spelling patterns, sight words, and untaught words. • KidWrite two complete sentences.

- Complete sentences express one idea, have a noun (subject) and verb (predicate), have punctuation, and begin with a capital letter.
- Punctuation marks are a period, question mark, and exclamation mark and get used in different types of sentences.

Writing

** Foundational skills used throughout entire first grade curriculum*

- Stories should stay on topic.
- Illustrations match the details in a piece of writing.
- Asking questions, accepting suggestions, and adding details can strengthen writing.

- Encode closed syllable words.
- Discriminate between a sentence, word, or group of words.
- Use a capital letter to begin a sentence.
- Use a punctuation mark to end a sentence.

Writing

** Foundational skills used throughout entire first grade curriculum*

- KidWrite 2 or more related sentences with a matching illustration.
- Ask questions, accept suggestions, and add details to strengthen writing.

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	24 days
UNIT #2:	Digraphs, Double Consonants, Contractions/ Elements of Fiction	GRADE:	1

STANDARDS:	
Type of Standard: Common Core Standards	
RF.1.3	Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. g. Recognize and read grade-appropriate, irregularly spelled words.
RL1.2	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.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.6	Identify who is telling the story at various points in a text.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	24 days
UNIT #2:	Digraphs, Double Consonants, Contractions/ Elements of Fiction	GRADE:	1

UNDERSTANDINGS

Proficient readers use story elements to understand works of fiction.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Through a common assessment, students demonstrate their use of story elements to fluently decode and comprehend grade level text.

KNOW

Phonemic Awareness/ Phonics

- Closed syllables follow a CVC pattern and have a short vowel sound.
- Sound and letter correspondence for digraphs: th, sh, ch, wh, tch
- Sound, letter correspondence, and placement for ck.
- Sound and letter correspondence for silent letters: kn, wr, gn
- Sound and letter correspondence for double final consonants: ss, ll, ff, zz
- Contractions are words made up of two smaller words separated by an apostrophe.

Sight Words

- Sight words are non-decodable words that need to be recognized on sight.

DO

Phonemic Awareness/ Phonics

- Recognize, decode, and encode closed, one syllable words.
- Recognize, decode, and encode words with digraphs.
- Recognize, decode, and encode words with ck.
- Recognize, decode, and encode words with silent letters.
- Recognize, decode, and encode words with double final consonants.
- Recognize and decode contractions with not (n't), is ('s), and will ('ll).
- Segment all sounds in a given word.

Sight Words

- Read the Dolch Pre-Primer Sight Word List with automaticity.
- Read the Dolch Pre-Primer Sight Words in connected text.

Comprehension

**Graphic organizers bring together information to aid comprehension*

- Fiction text describes made-up or imaginary people, places, or events.
- A fiction text has characters, setting, problem, solution, and a narrator.
- Characters are the people, animals, or objects that say something or do something in a story.
- The setting is where and when a story takes place.
- A fiction text has a beginning, middle, and end.
- Words and phrases can suggest different feelings to a reader.
- The problem is what is going wrong in the story.
- The solution is what happens to fix or remove the problem.
- A retell includes elements of fiction and key events from a text in sequence.
- An author has a purpose for writing text (persuade, inform, entertain).
- A fiction text can be told by either an author or a character.
- Details from the text help us construct written responses.

Comprehension

**Use graphic organizer appropriate to skill*

- Identify a text as fiction.
- Describe characters, settings, and major events including problem and solution in a story, using details and illustrations.
- Identify words and phrases that suggest feelings or appeal to the senses.
- Verbally retell text using elements of fiction and key details.
- Identify the narrator of the story at various points (author or a character).
- Identify authors' purpose (persuade, inform, entertain).
- KidWrite in response to an open-ended question about text.

KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	24 days
UNIT #2	Narrative Writing	GRADE:	1

STANDARDS:	
Type of Standard: Common Core Standards	
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use end punctuation for sentences.
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 from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	24 days
UNIT #2	Narrative Writing	GRADE:	1

UNDERSTANDINGS

Proficient writers write to tell a story.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students will use elements of a narrative when composing an independent narrative writing piece.

KNOW

Handwriting

- Formation of lowercase letters: t, a, d, g, u, i, e, l, k, y, j

Grammar

- Every sentence ends with punctuation.
- A declarative sentence tells information and ends with a period.
- An imperative sentence gives a command and ends with a period.
- An interrogative sentence asks a question and ends with a question mark.
- An exclamatory sentence shows strong feeling and ends with an exclamation point.
- There are a variety of different types of sentences (e.g., simple and compound).

DO

Handwriting

- Demonstrate correct formation of lowercase letters: t, a, d, g, u, i, e, l, k, y, j

Grammar

- Use periods, question marks, and exclamation points when writing.
- Identify each type of sentence.
- Write each type of sentence.

Writing

- Narrative writing tells a story.
- A narrative has characters and a setting.
- A story has a beginning, middle and end, in sequence.
- Transition words show the order events happen in a story (e.g., first, next, then).
- The process of turning on and logging into the computer.
- The steps to follow in order to open a program of teacher discretion.

Writing

- Write narratives that include two or more appropriately sequenced events including transition words (e.g.: first, then, finally).
- Illustrate writing appropriately.
- Write with focus to a single topic.
- Respond to questions and suggestions about writing.
- Add details to strengthen writing as needed.
- With support, use digital tools to produce and publish writing.

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	24 days
UNIT #3:	Consonant Blends/ Main Idea and Details	GRADE:	1

STANDARDS:	
Type of Standard: Common Core Standards	
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1.3	Know and apply grade level phonics and word analysis skills in decoding words. b. Decode regularly spelled one-syllable words. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. g. Recognize and read grade-appropriate, irregularly spelled words.
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words or phrases in a text.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7	Use the illustrations and details in a text to describe key ideas.
RI.1.8	Identify the reasons an author gives to support points in a text.
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	24 days
UNIT #3:	Consonant Blends/ Main Idea and Supporting Details	GRADE:	1

UNDERSTANDINGS

Proficient readers use main idea and details to comprehend nonfiction text.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Though a common assessment, students demonstrate the use of main idea and details to fluently decode and comprehend grade level text.

KNOW

Phonemic Awareness/ Phonics

- Closed syllables follow a VC pattern and have a short vowel sound.
- Sound and letter correspondence for l blends: bl, cl, fl, gl, pl, sl
- Sound and letter correspondence for r blends: pr, tr, cr, dr, br, gr, br
- Sound and letter correspondence for s blends: sc, sk, sm, sn, sp, st, sw
- Sound and letter correspondence for triple s blends: scr, str, spl

Sight Words

- Sight words are non-decodable words that need to be recognized on sight.

DO

Phonemic Awareness/ Phonics

- Recognize, decode, and encode closed syllable words.
- Recognize, decode, and encode words with consonant groups.

Sight Words

- Read the Dolch Pre-Primer and ½ Primer Sight Word Lists with automaticity.
- Read the Dolch Pre-Primer and ½ Primer Sight Words in connected text.

Comprehension

**Graphic organizers bring together information to aid comprehension*

- Nonfiction text gives information and is based on real facts, people, or events.
- The main idea or topic is what the text is mostly about.
- Details give more information about the main idea.
- Nonfiction text may have text features (e.g., headings, table of contents, electronic menus, icons, captions).
- Text features are special styles of print, pictures, or pages in a text that help a reader locate key facts or information in a text.
- Both pictures and text provide supporting details.
- A retell includes key details from a text in sequence.
- Details from the text help us construct written responses.

Comprehension

**Use graphic organizer appropriate to skill*

- Identify text as nonfiction.
- Identify main topic and key details in a nonfiction text.
- Use text features (e.g., headings, tables of contents, electronic menus, icons, captions) to locate key facts or information in a text.
- Use the illustrations and details to describe key ideas.
- Distinguish between information provided by pictures and information provided by text.
- Verbally retell text in sequence using key details.
- KidWrite in response to an open-ended question about text.

KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	24 days
UNIT #3	Informational Writing	GRADE:	1

STANDARDS:	
Type of Standard: Common Core Standards	
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g. He hops, We hop). h. Use determiners (e.g., articles, demonstratives).
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people.
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	24 days
UNIT #3	Informational Writing	GRADE:	1

UNDERSTANDINGS

Proficient writers write to give information.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students will use elements of informational writing when composing an independent writing piece.

KNOW	DO
<p>Handwriting</p> <ul style="list-style-type: none"> • Formation of lowercase letters: p, r, n, m, h, b, f, q, x, z <p>Conventions/Grammar</p> <ul style="list-style-type: none"> • Nouns are people, places, or things. • Articles are used before common nouns. • “A” comes before nouns that begin with a consonant, “an” comes before nouns that begin with a vowel. • Common nouns name a general person, place, or thing and begin with a lowercase letter. • Proper nouns are nouns that give the special name of a person, place, or thing and begin with a capital letter. • Days of the week, months of the year, and I begin with capital letters. • A singular noun signifies one. • A plural noun signifies more than one. 	<p>Handwriting</p> <ul style="list-style-type: none"> • Demonstrate correct formation of lowercase letters: p, r, n, m, h, b, f, q, x, z * <p>Conventions/Grammar</p> <ul style="list-style-type: none"> • Define a noun. • Use correct articles with nouns (e.g., a, an, the). • Identify nouns as common or proper. • Capitalize proper nouns (e.g., I, days of the week, and months of the year). • Identify nouns as singular or plural. • Write singular and plural nouns using the –s or –es endings. • Identify possessive nouns.

- Nouns can be singular and name one thing, or plural and name more than one thing.
- Some plural nouns have spelling changes (-es, -ies).
- A possessive noun shows ownership.

Writing

- Informational writing gives facts about a topic.
- Informational text should focus on a single topic.
- A fact is information that you can look up and check to be true.

Writing

- Write informative/explanatory text in which they name a topic, supply facts about the topic, and provide some sense of closure.
- Illustrate writing appropriately.
- Write with focus to a single topic.
- Respond to questions and suggestions about writing.
- Add details to strengthen writing as needed.
- With support, use digital tools to produce and publish writing.

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	24 days
UNIT #4:	Vowel-Consonant-Silent e Syllable (CVCe), Open Syllable (CV)/ Compare and Contrast	GRADE:	1

STANDARDS:	
Type of Standard: Common Core Standards	
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1.3	Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> b. Decode regularly spelled one-syllable words. c. Know final e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. g. Recognize and read grade-appropriate, irregularly spelled words.
RL1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.7	Use the illustrations and details in a text to describe key ideas.
RI.1.9	Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	24 days
UNIT #4:	Vowel-Consonant-Silent e Syllable (CVCe), Open Syllable (CV)/ Compare and Contrast	GRADE:	1

UNDERSTANDINGS

Proficient readers use compare and contrast to comprehend grade level text.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their understanding of how to compare and contrast texts to gain deeper comprehension.

KNOW

Phonemic Awareness/ Phonics

- VCe syllables follow a VCe pattern and have a long vowel sound.
- Sound and letter correspondence for VCe Long Vowels: a-e, e-e, i-e, o-e, u-e
- Open syllables have a long vowel sound (CV).
- Words can have more than one syllable.

Sight Words

- Sight words are non-decodable words that need to be recognized on sight.

DO

Phonemic Awareness/ Phonics

- Recognize, decode, and encode words with VCe pattern.
- Recognize, decode, and encode words with open syllables.
- Recognize, decode, and encode two-syllable words following basic patterns by breaking the words into syllables.

Sight Words

- Read the Dolch Pre-Primer and Primer Sight Word Lists with automaticity.
- Read the Dolch Pre-Primer and Primer Sight Words in connected text.

Comprehension

**Graphic organizers bring together information to aid comprehension*

- Fiction texts tells a story and describes made-up or imaginary people, places, or events.
- Nonfiction text gives information and is based on real facts, people, or events.
- Similarities are things that are the same.
- Differences are things that vary, or are not the same.
- When readers compare two things, they examine the similarities and differences between the two.
- A retell includes key details from a text in sequence.
- Details from the text help us construct written responses.

Comprehension

**Use graphic organizer appropriate to skill*

- Identify text as fiction or nonfiction.
- Compare two items.
- Describe the connection between two individuals, events, ideas, or pieces of information within a text.
- Compare and contrast the adventures and experiences of characters in stories.
- Identify basic similarities and differences between two texts on the same topic. (e.g., fiction to fiction, fiction to nonfiction)
- Verbally retell a text using key details.
- KidWrite in response to an open-ended question about text.

KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	24 days
UNIT #4	Opinion Writing	GRADE:	1

STANDARDS:	
Type of Standard: Common Core Standards	
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). g. Use frequently occurring conjunctions (e.g., and, but, so, or, because).
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	24 days
UNIT #4	Opinion Writing	GRADE:	1

UNDERSTANDINGS

Proficient writers write to tell their opinion.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students will use elements of opinion writing when composing an independent writing piece.

KNOW	DO
<p>Handwriting</p> <ul style="list-style-type: none"> • Correct formation of upper and lowercase letters. <p>Conventions/Grammar</p> <ul style="list-style-type: none"> • Verbs are action words. • Verbs can demonstrate different shades of meaning. • Simple subject/verb agreement. • Conjunctions are words used to connect to phrases or ideas (e.g., and, but, so, because). 	<p>Handwriting</p> <ul style="list-style-type: none"> • Demonstrate correct formation of upper and lowercase letters. <p>Conventions/Grammar</p> <ul style="list-style-type: none"> • Define a verb. • Define, choose, or act out different meanings of verbs. • Use singular and plural nouns with matching verbs. • Use frequently occurring conjunctions to connect ideas in conversations and in response to text (e.g., and, but, so, because).

Writing

- An opinion is what you think about a topic.
- Authors can write to give their opinion.
- Opinion writing includes reasons to support the author's opinion.

Writing

- Write opinion pieces in which they introduce the topic they are talking about, state an opinion, supply a reason for the opinion and provide some sense of closure.
- Illustrate writing appropriately.
- Write with focus to a single topic.
- Respond to questions and suggestions about writing.
- Add details to strengthen writing as needed.
- With support, use digital tools to produce and publish writing.

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	24 days
UNIT #5:	Sounds for c/g, Ending Clusters, Vowel Team Syllable (ai/ay)/ Elements of Fiction (with Poetry)	GRADE:	1

STANDARDS:	
Type of Standard: Common Core Standards	
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single syllable words. <ul style="list-style-type: none"> b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1.3	Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> b. Decode regularly spelled one-syllable words. c. Know final e and common vowel team conventions for representing long vowel sounds. f. Read words with inflectional endings. g. Recognize and read grade-appropriate, irregularly spelled words.
RL.1.1	Ask and answer questions about key details in a text.
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.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.6	Identify who is telling the story at various points in a text.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. <ul style="list-style-type: none"> c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	24 days
UNIT #5:	Sounds for c/g, Ending Clusters, Vowel Team Syllable (ai/ay)/ Elements of Fiction (with Poetry)	GRADE:	1

UNDERSTANDINGS

Proficient readers use elements of fiction to comprehend grade level text.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their use of metacognitive thinking strategies to fluently decode and comprehend grade level text.

KNOW

Phonemic Awareness/ Phonics

- Verbs change to reflect tense (past, present, and future).
- Root words and inflectional endings (-s, -ed, -ing).
- Sound and letter correspondence for inflectional endings (-s, -ed, -ing).
- The spelling of verbs may change when inflectional endings are added.
- Vowel team syllables have two vowels making one sound together.
- Sound and letter correspondence for soft/hard c and g.
- Sound and letter correspondence for ending clusters: ft, lk, nt, ng, nk, nd
- Closed syllables follow a VC pattern and have a short vowel sound.
- Sound and letter correspondence for long /a/ vowel teams: ai/ay

DO

Phonemic Awareness/ Phonics

- Recognize, decode, and encode frequently occurring root words and their inflectional forms.
- Recognize, decode, and encode one and two syllable words with inflectional endings.
- Change a verb's spelling to reflect tense when adding an inflectional ending.
- Recognize, decode, and encode words with hard and soft c and g.
- Recognize, decode, and encode words with ending clusters.
- Recognize, decode, and encode words with long /a/ vowel teams ai/ay.

Sight Words

- Sight words are non-decodable words that need to be recognized on sight.

Comprehension

**Graphic organizers bring together information to aid comprehension*

- A fiction text has characters, setting, events, problem, solution, and narrator.
- A retell includes key events from a text in sequence.
- A paragraph is a group of 3-5 related sentences about a topic.
- An author has a purpose for writing text (persuade, inform, entertain).
- Poetry is a type of writing that makes a reader feel or imagine.
- Many poems have rhyming words at the end of lines.
- Stories and poems have narrators.
- Words or phrases and suggest different feelings to a reader.
- Details from the text help us construct written responses.

Sight Words

- Read the Dolch Pre-Primer, Primer, and ½ First Grade Sight Word Lists with automaticity.
 - Read the Dolch Pre-Primer, Primer, and ½ First Grade Sight Words in connected text.

Comprehension

**Use graphic organizers appropriate to skill*

- Describe characters, settings, and major events in a text.
- Verbally retell text using elements of fiction and key details.
- Use a graphic organizer to write a summary of fiction text.
- Identify authors' purpose (persuade, inform, entertain).
- Read poetry appropriate to grade one.
- Identify the narrator of the story or poem at various points (author or a character).
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Write in response to an open-ended question about text.

KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	24 days
UNIT #5	Narrative Writing	GRADE:	1

STANDARDS:	
Type of Standard: Common Core Standards	
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
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 from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	24 days
UNIT #5	Narrative Writing	GRADE:	1

UNDERSTANDINGS

Proficient writers write to tell a story.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students will use elements of a narrative when composing an independent writing piece.

KNOW	DO
<p>Handwriting</p> <ul style="list-style-type: none"> • Correct formation of upper and lowercase letters. <p>Conventions/Grammar</p> <ul style="list-style-type: none"> • Root words and their inflectional endings (-s, -ed, -ing) • Sentences need a subject (noun) and a predicate (verb). • Is/are/was/were must agree with their subjects (nouns). • Pronouns are short words that take the place of nouns. • Pronouns can be singular (I, he, she) or plural (they, them). <p>Writing</p> <ul style="list-style-type: none"> • Narrative writing tells a story. • A narrative has characters and a setting. 	<p>Handwriting</p> <ul style="list-style-type: none"> • Demonstrate correct formation of upper and lowercase letters. <p>Conventions/Grammar</p> <ul style="list-style-type: none"> • Recognize, decode, and encode frequently occurring root words and their inflectional forms. • Identify the subject and predicate of a sentence. • Use is/are and was/were with correct subjects. • Define a pronoun. • Use correct personal pronouns in writing. <p>Writing</p> <ul style="list-style-type: none"> • Write narratives in which they recount three or more appropriately sequenced events including appropriate details and transition words (ex: first, then, finally).

- Details in a story are told in sequence.

- Write with focus to a single topic.
- Respond to questions and suggestions about writing.
- Add details to strengthen writing as needed.
- With support, use digital tools to produce and publish writing.

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	24 days
UNIT #6:	Vowel Team Syllable (ee/ea, ie/igh, oa/ow, oo/ou/ew/ue)/ Main Idea and Supporting Details/ Research	GRADE:	1

STANDARDS:	
Type of Standard: Common Core Standards	
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1.3	Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> b. Decode regularly spelled one-syllable words. c. Know final e and common vowel team conventions for representing long vowel sounds. g. Recognize and read grade-appropriate, irregularly spelled words.
RI.1.1	Ask and answer questions about key details in a text.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.7	Use the illustrations and details in a text to describe key ideas.
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	24 days
UNIT #6:	Vowel Team Syllable (ee/ea, ie/igh, oa/ow, oo/ou/ew/ue)/ Main Idea and Supporting Details/ Research	GRADE:	1

UNDERSTANDINGS

Proficient readers use main idea and details to comprehend nonfiction text.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Through a common assessment, students demonstrate their use of main idea and details to fluently decode and comprehend grade level text.

KNOW

Phonemic Awareness/ Phonics

- Vowel team syllables have two vowels making one sound together.
- Sound and letter correspondence for long e vowel teams: ee/ea
- Sound and letter correspondence for long i vowel teams: ie/igh
- Sound and letter correspondence for long o vowel teams: oa/ow
- Sound and letter correspondence for long u vowel teams: ou/ew/ue/oo

Sight Words

- Sight words are non-decodable words that need to be recognized on sight.

DO

Phonemic Awareness/ Phonics

- Recognize, decode, and encode words with vowel teams.

Sight Words

- Read the Dolch Pre-Primer, Primer, and First Grade Sight Word Lists with automaticity.
- Read the Dolch Pre-Primer, Primer, and First Grade Sight Words in connected text.

Comprehension

**Graphic organizers bring together information to aid comprehension*

- Nonfiction text is organized by main idea and detail.
- A retell includes key details from a text in sequence.
- A paragraph is a group of 3-5 related sentences about a topic.
- Details from the text help us construct written responses.
- Research is finding information about a topic.
- Nonfiction texts and the internet are sources of information.
- A fact is information that you can look up and check to be true.
- Nonfiction text may have text features (e.g., headings, table of contents, electronic menus, icons, captions).
- Text features are special styles of print, pictures, or pages in a text that help a reader locate key facts or information in a text.

Comprehension

**Use graphic organizers appropriate to skill*

- Identify main idea and key details in a text.
- Retell using important details of the text in writing.
- Using their own graphic organizer, students will write a paragraph summary of nonfiction text.
- Write in response to an open-ended question about text.
- Select appropriate topic for research with an adult.
- Participate in shared research about a given topic using print and digital resources.
- Use text features to locate information in nonfiction text.
- Using a graphic organizer, write a paragraph based on research.

KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	24 days
UNIT #6	Informational Writing/ Writing About Research	GRADE:	1

STANDARDS:	
Type of Standard: Common Core Standards	
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use common, proper, and possessive nouns. d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). f. Use frequently occurring adjectives.
L.1.5	Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. c. Distinguish between shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.4	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how to” books on a given topic and use them to write a sequence of instruction).
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	24 days
UNIT #6	Informational Writing/ Writing About Research	GRADE:	1

UNDERSTANDINGS

Proficient writers write to share information.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students will use elements of informational writing when composing an independent writing piece.

KNOW	DO
<p>Handwriting</p> <ul style="list-style-type: none"> • Correct formation of upper and lowercase letters. <p>Conventions/Grammar</p> <ul style="list-style-type: none"> • Indefinite pronouns name a large number of things (anyone, anything). • 's can be added to nouns to show ownership. • Possessive pronouns can be used to show ownership (his, her, theirs). • An adjective describes a noun. • Adjectives can describe how things look, how many, and intensity. <p>Writing- Informational</p> <ul style="list-style-type: none"> • Informational writing gives facts about a topic. • Informational text does not need research (e.g., favorite season, animal). 	<p>Handwriting</p> <ul style="list-style-type: none"> • Demonstrate correct formation of upper and lowercase letters. <p>Conventions/Grammar</p> <ul style="list-style-type: none"> • Use indefinite pronouns in writing. • Use possessive nouns and pronouns. • Define adjectives. • Use adjectives in writing. • Use adjectives to describe how things look, how many, and intensity (e.g., big vs. enormous; some vs. many). <p>Writing- Informational</p> <ul style="list-style-type: none"> • Write informative/explanatory text in which they name a topic, supply 3 or more facts about the topic, and provide some sense of closure. • Write with focus to a single topic.

Writing- Research

- Nonfiction text and the internet are sources of information.
- Research is finding information about a topic.
- A fact is information that you can look up and check to be true.

- Add details to strengthen writing as needed.
- With support, use digital tools to produce and publish writing.

Writing- Research

- With an adult, select an appropriate topic for research.
- Participate in shared research about a given topic using print and digital resources.
- Using a graphic organizer write a paragraph based on research.

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	24 days
UNIT #7:	Vowel Team Syllable (variant - ou/ow, oi/oy, oo like book), Bossy R/ Compare and Contrast	GRADE:	1

STANDARDS:	
Type of Standard: Common Core Standards	
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1.3	Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> b. Decode regularly spelled one-syllable words. c. Know final e and common vowel team conventions for representing long vowel sounds. g. Recognize and read grade-appropriate, irregularly spelled words.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.5	Know and use various text features (e.g.,
RI.1.9	Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibility from an array of strategies. <ul style="list-style-type: none"> b. Use frequently occurring affixes as a clue to the meaning of a word.
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	24 days
UNIT #7:	Vowel Team Syllable (variant - ou/ow, oi/oy, oo like book), Bossy R/ Compare and Contrast	GRADE:	1

UNDERSTANDINGS

Proficient readers use compare and contrast to comprehend text.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Through a common assessment, students demonstrate their knowledge of how to use compare and contrast to comprehend grade level text.

KNOW

Phonemic Awareness/ Phonics

- Variant vowel teams make an alternative vowel sound.
- Sound and letter correspondence for variant vowel teams: ou/ow (trout, plow), oo (book)
- Sound and letter correspondence for the diphthong: oi/oy
- When paired with a vowel, the letter R takes control and changes the vowel's sound.
- R-Controlled Vowel Sounds: ar, er, ir, or, ur

Dolch Sight Words

- Sight words are non-decodable words that need to be recognized on sight.

DO

Phonemic Awareness/ Phonics

- Recognize, decode, and encode words with variant vowel teams.
- Recognize, decode, and encode words with diphthong oi/oy.
- Recognize, decode, and encode words with R-controlled vowel sounds.

Dolch Sight Words

- Review the Dolch Pre-Primer, Primer, and First Grade Sight Word Lists with automaticity.
- Read the Dolch Pre-Primer, Primer, and First Grade Sight Words in connected text.

Comprehension

**Graphic organizers bring together information to aid comprehension*

- Similarities are things that are the same.
- Differences are things that vary, or are not the same.
- When readers compare two things, they examine the similarities and differences between the two.
- Affixes (pre-, re-, un-, -ful, -less) can be used as clues to determine the meaning of a word.
- A paragraph is a group of 3-5 related sentences about a topic.
- Details from the text help us construct written responses.

Comprehension

**Use graphic organizers appropriate to skill*

- Compare and contrast a topic within a text.
- Use a frequently occurring affixes as a clue to the meaning of a word.
- Compare and contrast a topic between two texts.
- Compare and contrast a topic between two genres (e.g., fiction/poetry, fiction/nonfiction).
- Write a paragraph comparing and contrasting a topic.

KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	24 days
UNIT #7	Opinion Writing	GRADE:	1

STANDARDS:	
Type of Standard: Common Core Standards	
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Use frequently occurring adjectives. h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Use commas in dates and to separate single words in a series.
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	24 days
UNIT #7	Opinion Writing	GRADE:	1

UNDERSTANDINGS

Proficient writers write to give their opinion.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students will use elements of opinion writing when composing an independent writing piece.

KNOW	DO
<p>Handwriting</p> <ul style="list-style-type: none"> • Correct formation of upper and lowercase letters. <p>Conventions/Grammar</p> <ul style="list-style-type: none"> • Adjectives can demonstrate different shades of meaning. • Commas are used when writing dates and when listing items in a series. • Preposition words describe location (e.g., above, under, next to). • Demonstratives are used to answer the question “which one?” 	<p>Handwriting</p> <ul style="list-style-type: none"> • Demonstrate correct formation of upper and lowercase letters. <p>Conventions/Grammar</p> <ul style="list-style-type: none"> • Define, choose, or act out different meanings of adjectives. • Use commas when writing dates. • Use commas when listing items in a sequence. • Use prepositions to describe location. • Use demonstratives to answer the question “which one?”

Writing

- An opinion is what you think about a topic.
- Opinion writing is writing that gives the author's thoughts about a given topic.
- Opinion writing has reasons to support the author's opinion.

Writing

- Write opinion pieces in which they introduce the topic they are talking about, state an opinion, supply a reason for the opinion and provide some sense of closure.
- Respond to questions and suggestions about writing.
- Add details to strengthen writing as needed.
- With support, use digital tools to produce and publish writing.

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)