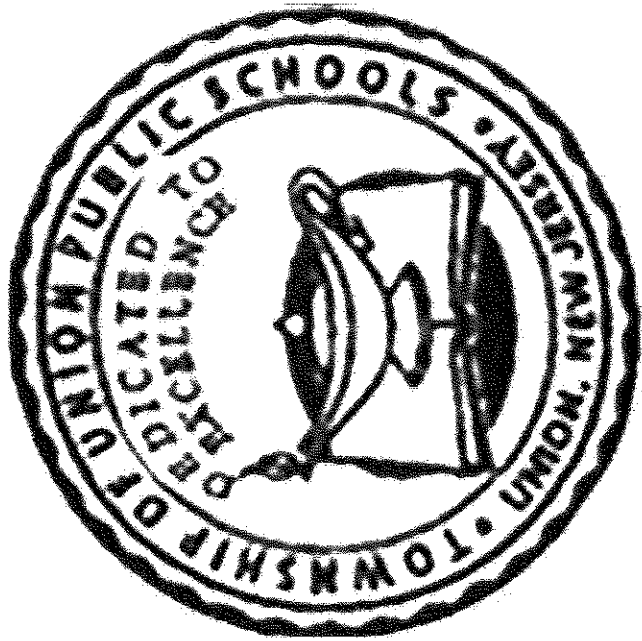


TOWNSHIP OF UNION PUBLIC SCHOOLS



**ELA Grade 1**  
**Curricular Frameworks Units 1 & 2**  
**Curriculum Guide**  
**August 2017**

## **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is the formulation of a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## **Statement of District Goals**

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

## Pacing Guide

<u>Content</u>	
Unit 1	45 Days
Unit 2	45 Days
Unit 3	45 Days
Unit 4	45 Days

Overview	Reading	Writing	Speaking and Listening	Language
<b>Unit 1</b>	Primary Focus Standards: RL.1.1    RI.1.1    RF.1.1A RL.1.3    RI.1.5    RF.1.2A,B RL.1.5    RI.1.10 RL.1.6    RF.1.4A RL.1.7 RL.1.10	Primary Focus Standards: W.1.2 W.1.3 W.1.5	Primary Focus Standards: SL.1.1A SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	Primary Focus Standards: L.1.1A,B L.1.2A,B L.1.5A L.1.6
	Text Type: <ul style="list-style-type: none"> <li>• Literary</li> <li>• Informational</li> </ul>	Writing Focus: Use the writing process to create <ul style="list-style-type: none"> <li>• Informative/explanatory writing</li> <li>• Narrative writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>• Respond to and interact with peers in small &amp; whole group discussion</li> </ul>	Skill focus: <ul style="list-style-type: none"> <li>• Demonstrate command of standard English grammar and mechanics when writing or speaking</li> </ul>
<b>Unit 2</b>	Primary Focus Standards: RL.1.1    RI.1.1    RF.1.1A RL.1.3    RI.1.3    RF.1.2A,B,C RL.1.10    RI.1.4    RF.1.3A,B,C RI.1.6    RF.1.4A,B RI.1.7 RI.1.10	Primary Focus Standards: W.1.2 W.1.3 W.1.5	Primary Focus Standards: SL.1.1A,B SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	Primary Focus Standards: L.1.1A,B,C,D,E L.2.A,B,C,D L.1.5A,B L.1.6

Overview	Reading	Writing	Speaking and Listening	Language
	<p>Text Type:</p> <ul style="list-style-type: none"> <li>Literary</li> <li>Informational</li> </ul>	<p>Writing Focus: Use the writing process to create</p> <ul style="list-style-type: none"> <li>Informative/explanatory writing</li> <li>Narrative writing</li> </ul>	<p>Task type:</p> <ul style="list-style-type: none"> <li>Respond to and interact with peers in small &amp; whole group discussion</li> </ul>	<p>Skill focus:</p> <ul style="list-style-type: none"> <li>Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking</li> </ul>
<b>Unit 3</b>	<p>Primary Focus Standards:</p> <p>RL.1.1 RI.1.1 RF.1.1A</p> <p>RL.1.2 RI.1.2 RF.1.2A,B,C,D</p> <p>RF.1.3A,B,C,D,E</p> <p>RL.1.4 RI.1.3 RF.1.4A,B,C</p> <p>RL.1.7 RI.1.4</p> <p>RL.1.9 RI.1.7</p> <p>RL.1.10 RI.1.9</p> <p>RI.1.10</p>	<p>Primary Focus Standards:</p> <p>W.1.1</p> <p>W.1.2</p> <p>W.1.5</p> <p>W.1.6</p> <p>W.1.7</p> <p>W.1.8</p>	<p>Primary Focus Standards:</p> <p>SL.1.1A,B,C</p> <p>SL.1.2</p> <p>SL.1.3</p> <p>SL.1.4</p> <p>SL.1.5</p> <p>SL.1.6</p>	<p>Primary Focus Standards:</p> <p>L.1.1C,D,E,F,G,H</p> <p>L.1.2A,B,C,D,E</p> <p>L.1.4A,B,C</p> <p>L.1.5A,B,C</p> <p>L.1.6</p>
	<p>Text Type:</p> <ul style="list-style-type: none"> <li>Literary</li> <li>Informational</li> </ul>	<p>Writing Focus: Use the writing process to create</p> <ul style="list-style-type: none"> <li>Opinion writing</li> <li>Informative/explanatory writing</li> <li>Shared research writing</li> <li>Routine writing</li> </ul>	<p>Task type:</p> <ul style="list-style-type: none"> <li>Respond to and interact with peers in small &amp; whole group discussion</li> </ul>	<p>Skill focus:</p> <ul style="list-style-type: none"> <li>Demonstrate command of standard English grammar and mechanics when writing or speaking</li> </ul>
<b>Unit 4</b>	<p>Primary Focus Standards:</p> <p>RL.1.1 RI.1.1 RF.1.1A</p> <p>RL.1.2 RI.1.2 RF.1.2A,B,C,D</p> <p>RL.1.4 RI.1.3 RF.1.3A,B,C,D,E</p> <p>RL.1.7 RI.1.4</p>	<p>Primary Focus Standards:</p> <p>W.1.1</p> <p>W.1.3</p>	<p>Primary Focus Standards:</p> <p>SL.1.1A,B,C</p> <p>SL.1.2</p>	<p>Primary Focus Standards:</p> <p>L.1.1D,E,F,G,H,I,J</p> <p>L.1.2A,B,C,D,E</p>

Overview	Reading	Writing	Speaking and Listening	Language
	RL.1.9 RL.1.10 RI.1.7 RI.1.8 RI.1.9 RI.1.10 RF.1.4A,B,C	W.1.5 W.1.6 W.1.7 W.1.8	SL.1.3 SL.1.4 SL.1.5 SL.1.6	L.1.4A,B,C L.1.5C,D L.1.6
	Text Type: <ul style="list-style-type: none"> <li>Literary</li> <li>Informational</li> </ul>	Writing Focus: Use the writing process to create <ul style="list-style-type: none"> <li>Opinion writing</li> <li>Narrative writing</li> <li>Routine writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>Respond to and interact with peers in small &amp; whole group discussion</li> </ul>	Skill focus: <ul style="list-style-type: none"> <li>Demonstrate command of standard English grammar and mechanics when writing or speaking</li> </ul>
<b>Suggested Open Educational Resources</b>	<b>Reading</b> <ul style="list-style-type: none"> <li><a href="http://readingandwritingproject.org/www.jenniferserravallo.com/blog">http://readingandwritingproject.org/www.jenniferserravallo.com/blog</a></li> <li><a href="http://www.wegivebooks.org/books">http://www.wegivebooks.org/books</a></li> <li><a href="http://www.nwp.org/cs/public/print/r esource_topic/teaching_reading">http://www.nwp.org/cs/public/print/r esource_topic/teaching_reading</a></li> <li><a href="http://www.sightwords.com/">http://www.sightwords.com/</a></li> <li><a href="http://www.lindahoyt.com/tips.html">http://www.lindahoyt.com/tips.html</a></li> <li><a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></li> <li><a href="http://www.lesterlaminack.com/blog.htm">http://www.lesterlaminack.com/blog.htm</a></li> <li><a href="http://www.seymoursimon.com/index.php/blog">www.seymoursimon.com/index.php/blog</a></li> <li><a href="https://www.teacherspayteachers.com/Product/Guided-Reading-Prompt-Cards-123684">https://www.teacherspayteachers.com/Product/Guided-Reading-Prompt-Cards-123684</a></li> </ul>	<b>Writing &amp; Language</b> <ul style="list-style-type: none"> <li><a href="http://readingandwritingproject.org/">http://readingandwritingproject.org/</a></li> <li><a href="http://www.schrockguide.net/">http://www.schrockguide.net/</a> - (technology resource)</li> <li><a href="http://twowritingteachers.wordpress.com">http://twowritingteachers.wordpress.com</a></li> <li><a href="http://www.lindahoyt.com/tips.html">www.lindahoyt.com/tips.html</a></li> <li><a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></li> <li><a href="http://www.nwp.org/cs/public/print/r esource_topic/teaching_writing">http://www.nwp.org/cs/public/print/r esource_topic/teaching_writing</a></li> </ul>	<b>Speaking &amp; Listening</b> <ul style="list-style-type: none"> <li><a href="http://readingandwritingproject.org/">http://readingandwritingproject.org/</a></li> <li><a href="http://www.lindahoyt.com/tips.html">www.lindahoyt.com/tips.html</a></li> </ul>	<b>Critical Thinking</b> <ul style="list-style-type: none"> <li><a href="http://readingandwritingproject.org/">http://readingandwritingproject.org/</a></li> <li><a href="http://www.lindahoyt.com/tips.html">www.lindahoyt.com/tips.html</a></li> <li><a href="http://www.seymoursimon.com/index.php/blog">www.seymoursimon.com/index.php/blog</a></li> </ul>

Unit 1 Grade 1

Unit 1 Reading Standards	Unit 1 Reading Critical Knowledge and Skills
<p>RL.1.1. Ask and answer questions about key details in a text.</p>	<p>RL.1.1. Ask and answer questions about key details in a text.</p> <ul style="list-style-type: none"> <li>• Understand what key details in the text are</li> <li>• Determine what key details are in a text</li> <li>• Recall key details of texts</li> <li>• Ask and answer questions about key details</li> <li>• Ask and prompt who, what where, when, why and how regarding details of a text</li> <li>• Answer when prompted and use key details from the text</li> <li>• Ask and answer questions about key details, with support</li> </ul>
<p>RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.</p>	<ul style="list-style-type: none"> <li>• Identify key story details</li> <li>• Provide a description of characters in a story using key details</li> <li>• Provide a description of the setting of a story using key details</li> <li>• Provide a description of the major events in a story using key details</li> </ul>
<p>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.</p>	<p>RL.1.5:</p> <ul style="list-style-type: none"> <li>• Read a variety of narrative and informational texts</li> <li>• Identify the traits of narrative texts and informational texts</li> <li>• Compare and contrast narrative and informational text, focusing on how they are different</li> <li>• Explain the differences between narrative and informational texts</li> </ul>
<p>RL.1.6. Identify who is telling the story at various points in a text.</p>	<p>RL.1.5:</p> <ul style="list-style-type: none"> <li>• Determine what text features help locate important information</li> <li>• Use headings to help understand text</li> <li>• Identify and use various text features and the type of information each provides (e.g., table of contents, glossaries, etc)</li> <li>• Explain the function of a narrator</li> <li>• Determine the narrator who is telling a story</li> <li>• Identify when the narrator changes</li> </ul>
<p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p>	<ul style="list-style-type: none"> <li>• Interpret illustrations to develop a better understanding of the story</li> <li>• Identify an illustration that helps to describe the character, setting, or events</li> <li>• Explain how illustrations describe important story elements</li> <li>• Identify story details that describe story elements</li> <li>• Describe elements of the story using story details</li> </ul>
<p>RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above.</p>	<p>RL.1.10. With prompting and support, read informational texts at grade level complexity or above.</p> <ul style="list-style-type: none"> <li>• Participate in reading activities, either in a group or independently</li> <li>• Articulate the purpose of the reading activities</li> <li>• Model and develop engaging reading habits that lead to reading increasingly complex texts independently</li> </ul>



<p>RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<ul style="list-style-type: none"> <li>• Understand how a sentence is organized</li> <li>• Identify the first word of a sentence</li> <li>• Identify the capitalization used to begin the sentence</li> <li>• Identify the various types of end punctuation</li> </ul>
<p>RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	<ul style="list-style-type: none"> <li>• Identify the long and short vowel sounds in words</li> <li>• Explain the difference between the long and short vowel sounds</li> <li>• Produce the sound for each letter and blend to make a word</li> <li>• Discern letter sounds at the beginning, middle, and end of words</li> <li>• Take apart a word by sounds</li> </ul>
<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4.A. Read grade-level text with purpose and understanding.</p>	<ul style="list-style-type: none"> <li>• Understand grade-level text when reading</li> <li>• Read grade-level text aloud, making minimal errors</li> <li>• Reread text to better understand what was read, when necessary</li> </ul>
<p><b>Unit 1 Writing Standards</b></p>	
<p>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.</p>	<p><b>Unit 1 Writing Critical Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Discern facts from opinion</li> <li>• Introduce a topic that is well known</li> <li>• Include some facts about a topic</li> <li>• Write a closing statement</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>• Tell events in a sequence</li> <li>• Describe events using details</li> <li>• Use sequence words to show order of events (e.g., now, when, then)</li> <li>• End with a closing sentence</li> </ul>
<p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p>	<ul style="list-style-type: none"> <li>• Explain what was written when questions are asked by adults and peers</li> <li>• Reflect on writing and make changes</li> <li>• Add descriptive words and details</li> <li>• Attempt to recognize and correct spelling, grammar and punctuation errors</li> </ul>
<p><b>Unit 1 Speaking and Listening Standards</b></p>	
<p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1</i></p>	<ul style="list-style-type: none"> <li>• Participate in variety of rich structured conversations about grade appropriate topics and texts</li> </ul>

<p><i>topics and texts with peers and adults in small and larger groups.</i></p> <p>SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<ul style="list-style-type: none"> <li>• Follow agreed upon rules for listening to others and taking turns speaking about topics and texts</li> <li>• Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker)</li> </ul>
<p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> <li>• Ask and answer questions about a text read aloud or information through other media to better student understanding</li> <li>• Practice asking questions for clarification of key details</li> <li>• Actively listen to presented information to answer questions</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>• Use strategies for asking questions that are on a topic</li> <li>• Use strategies for understanding and answering questions asked of them</li> </ul>
<p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<ul style="list-style-type: none"> <li>• Describe familiar people</li> <li>• Tell about familiar places</li> <li>• Describe memorable events</li> <li>• Explain familiar events</li> <li>• Report facts and details about experiences feelings and emotions</li> </ul>
<p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<ul style="list-style-type: none"> <li>• Add visuals in order to present detailed information to others</li> <li>• Construct drawings or gather other visual media when describing</li> <li>• Present information to others using appropriate visual displays to clearly express ideas</li> </ul>
<p>SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</p>	<ul style="list-style-type: none"> <li>• Express thoughts and feelings and ideas in complete sentences</li> <li>• Speak audibly to naturally express ideas</li> </ul>
<p><b>Unit 1 Language Standards</b></p>	
<p><b>Unit 1 Language Critical Knowledge and Skills</b></p>	
<p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1.A. Print all upper- and lowercase letters.</p> <p>L.1.1.B. Use common, proper, and possessive nouns.</p>	<ul style="list-style-type: none"> <li>• Form all upper and lowercase letters with appropriate sizing and spacing</li> <li>• Identify common and proper nouns and provide examples of each</li> <li>• Identify possessive nouns and provide examples (as demonstrated in interactive writing and reading)</li> </ul>
<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.A. Capitalize dates and names of people.</p>	<ul style="list-style-type: none"> <li>• Recognize the names of people, days of the week, and months of the year</li> <li>• Capitalize the appropriate words in the date and the names of people</li> <li>• Identify different types of end punctuation</li> <li>• Apply appropriate end punctuation to writing</li> </ul>

<p>L.1.2.B. Use end punctuation for sentences.</p>	
<p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<ul style="list-style-type: none"> <li>• Group words into categories that logically fit together</li> <li>• Explain why the words belong in a group</li> </ul>
<p>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., because).</p>	<ul style="list-style-type: none"> <li>• Use vocabulary accurately in speaking and writing</li> <li>• Demonstrate using conjunctions in speaking and writing</li> <li>• Listen, share and read a variety of texts</li> <li>• Use new words and phrases when writing, reading and responding to texts</li> </ul>

**Unit 1 Grade 1 What This May Look Like**

**District/School Formative Assessment Plan**

- Spelling Tests
- Dictation Tests (Words and Sentences)
- Weekly Assessments
- Quizzes
- Exit Slips
- Workbook Pages
- Worksheets
- Reading Level Assessments (Assess Now, DRA, etc.)
- Observations (Anecdotal Notes)
- Class/Group Discussions (Questions)
- Tiered Activities
- Self-Evaluation

**District/School Summative Assessment Plan**

- iReady Diagnostics
- Unit Assessments
- Performance Tasks

**District/School Texts**

**Big Books for Shared Reading**

- Animal Alphabet
- That Big Cat!
- From Head to Toe
- Growing Up
- Along Came Toto
- Teamwork

**District/School Supplementary Resources**

- iReady Tools for Instruction (Resources Tab)
- First Grade Writing Guide
- Free ELA Resources on Teachers Pay Teachers
- Core Standards
- Achieve the Core
- Brain Pop, Jr.
- Into the Book
- Storyline Online
- Turtle Diary

### Selections

- *Pam and Sam*
- *I Can, Too!*
- *How You Grew*
- *Flip*
- *Soccer*

### Authentic Literature for Read Alouds

*Responding to Text, Making Connections, Identifying and Describing Character/Setting, Retelling, Text Features, Story Elements, etc.*

- Stand Tall, Molly Lou Melon by Patty Lovell and David Catrow
- Chicka, Chicka, Boom Boom by Bill Martin, Jr.
- The Dot by Peter H. Reynolds
- Chrysanthemum by Kevin Henkes
- The Recess Queen by Alexis O'neil and Laura Huliska-Beith
- Lilly's Purple Plastic Purse by Kevin Henkes
- Martha Speaks by Susan Meddaugh
- I Was So Mad by Mercer Mayer
- Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
- How do Apples Grow? by Betsy Maestro
- The Art Lesson by Tomie dePaola
- Clark the Shark by Bruce Hale and Guy Francis
- Bat Loves the Night by Nicola Davies
- Pumpkin Jack by Will Hubbell
- Otis by Loren Long
- Knuffle Bunny by Mo Willems
- Stellaluna by Janel Cannon

- ABCya
- Epic!
- ReadWorks
- Kiddle
- Pebble Go
- Flocabulary
- Starfall
- Quizlet
- Dolch Sight Word List and Resources
- Fry Sight Word List and Resources
- Spelling City
- Funbrain
- Reading A to Z
- Literary Elements (Busy Teacher's Cafe)
- ELA Lessons and Activities from Florida Center for Reading Research
- ELA Lessons and Activities from Engage NY
- Jessica Meacham's Classroom Snapshots
- The Measured Mom
- Brown Bag Teacher Mentor Texts
- Learning at the Primary Pond
- TeachersFirst Classroom Resources
- Teach-nology

- [Leonardo the Terrible Monster](#) by Mo Willems
- [Creepy Carrots](#) by Aaron Reynolds and Peter Brown
- [Reading Comprehension Skills Book List](#)
- [List of Mentor Texts for Reading, Organized by Skill](#) (*Scroll down to the bottom to click on Mentor Text Lists for Reading*)

**Leveled Books from Classroom Library and Book Room**

**Mentor Texts for Writing Mini Lessons**

- [Bigmama's](#) by Donald Crews
- [Shortcut](#) by Donald Crews
- [Joshua's Night Whispers](#) by Angelica Johnson
- [Snowy Day](#) by Ezra Jack Keats
- [Shortcut](#) by Donald Crews
- [Red Rubber Boot Day](#) by Mary Lyn Ray
- [List of Mentor Texts for Reading, Organized by Skill](#) (*Scroll down to the bottom to click on Mentor Text Lists for Writing*)

**District/School Writing Tasks**

**Primary Focus**

Writing Workshop Lessons (Writing Guide)

Narrative Writing

- Exploring Narrative Stories
- Generating a Topic
- Small Moments
- Using the Story Hand to Plan and Organize Writing
- Stretching a Story Over Pages
- Using the Writing Process: Prewrite, Draft, Revise,

**Secondary Focus**

Writing Prompts: Responding to Text (Writing Guide)

Paragraph Writing (Writing Guide)

**Routine Writing**

[Interactive Notebooks](#)

Journal Writing

[Printing Practice \(Letter Formation\)](#)

Shared and Interactive Writing

- Sentence Structure
- Spelling
- Grammar
- Punctuation

<p>Edit, Publish</p> <ul style="list-style-type: none"> <li>• Suggested Prompts: best vacation ever, special party, earliest memory, favorite thing to do, first day of school, getting a good grade, going out to dinner, a time you were surprised, a trip your family took, your favorite place in the word, the best weekend ever, the first time you rode a bicycle</li> </ul> <p>Informative/Explanatory Writing</p> <ul style="list-style-type: none"> <li>• Explore Information Stories</li> <li>• Generate Ideas</li> <li>• Tell 5 Things about Your Topic</li> <li>• Use the Writing Process: Prewrite, Draft, Revise, Edit, Publish</li> <li>• Suggested Topics: People, Animals, Things, Sports, Places</li> <li>• People</li> <li>• Animals—Tell About an Interesting animal</li> <li>• Places—What People Do When They Visit (place)</li> <li>• My Favorite _____. (Tell About a Favorite Topic)</li> <li>• Use Science/Social Studies Curriculums—Seasons, Weather, Neighborhoods, Planets.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence Words</li> <li>• Descriptive Words and Details</li> <li>• Main Idea Sentences</li> <li>• Closing Sentences</li> </ul> <p>Fact v. Opinion Sorts</p>
<p><b>Instructional Best Practices and Exemplars</b></p>	
<ul style="list-style-type: none"> <li>• <b>Brief, targeted (intentional) whole group mini lessons</b>  <i>Suggested Professional Books:</i> <u>The Reading Strategies Book</u> by Jennifer Serravallo, <u>Strategies that Work</u> by Stephanie Harvey and Anne Goudvis, <u>Reading with Meaning: Teaching Comprehension in the Primary Grades</u> by Debbie Miller, <u>Mosaic of Thought: The Power of Comprehension Strategy Instruction</u> by Ellin Oliver Keene and Susan Zimmerman, <u>The Café Book: Engaging All Students in Daily Literacy Assessment &amp; Instruction</u> by Gail Boushey and Joan Moser, <u>Disrupting Thinking: Why How We Read Matters</u> by Kyleene Beers and Robert Probst</li> <li>• <b>Differentiated Small Group Instruction</b>  <i>Suggested Professional Books:</i> <u>Making the Most of Small Groups: Differentiation for All</u> by Debbie Diller, <u>The Next Step Forward in Guided Reading</u> by Jan Richardson,</li> </ul>	

• **Individualized Daily Reading (IDR) and Student Conferences**

*Suggested Professional Books:* The Daily 5 by Gail Boushey & Joan Moser, The Book Whisperer: Awakening the Inner Reader in Every Child by Donalyn Miller,

• **Hands-On Workstation/Center Activities**

*Suggested Professional Books:* Literacy Centers in Photographs by Nikki Camp-Stallone, Literacy Work Stations by Debbie Diller

• **Writing Workshop (Brief mini lesson, writing time/conferences, share time)**

*Suggested Professional Books:* Marvelous Minilessons for Teaching Beginning Writing, K-3 by Lori Jamison Rog, Craft Lessons: Teaching Writing K-8 by Ralph Fletcher and Joann Portalupi, The Writing Strategies Book by Jennifer Serravallo, Writing Pathways: Performance Assessments and Learning Progressions by Lucy Calkins, No More "I'm Done!" by Jennifer Jacobson, Daily Guided Writing by Carol Simpson, 6+1 Traits of Writing by Ruth Culham

• **Project Based Learning**

Unit 2 Grade 1	
Unit 2 Reading Standards	Unit 2 Reading Critical Knowledge and Skills
RL.1.1. Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>• Understand what key details are</li> <li>• Determine what key details are in a text</li> <li>• Recall key details of texts</li> <li>• Ask and answer questions about key details</li> <li>• Ask and prompt who, what where, when, why and how regarding details of a text</li> <li>• Answer when prompted and use key details from the text</li> <li>• Ask and answer questions about key details, with support</li> </ul>
RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.	RL.1.3: <ul style="list-style-type: none"> <li>• Identify key story details</li> <li>• Provide a description of characters in a story using key details</li> <li>• Provide a description of the setting of a story using key details</li> <li>• Provide a description of the major events in a story using key details</li> </ul>
	RL.1.3: <ul style="list-style-type: none"> <li>• Identify the key people, events, ideas, or information in a text</li> <li>• Explain how two individuals, events, ideas or pieces of information are linked</li> </ul>



Unit 2 Grade 1

	<p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<ul style="list-style-type: none"> <li>• Identify words in text where the meaning is unclear or unknown</li> <li>• Ask and answer questions to help understand what words and phrases mean in the text</li> <li>• Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content</li> <li>• Use strategies when faced with an unknown word</li> </ul>
	<p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<ul style="list-style-type: none"> <li>• Determine the difference between information gained by examining pictures and information gained from the words in the text</li> <li>• Identify the difference between what pictures show and what the words in the text say</li> </ul>
	<p>RI.1.7. Use illustrations and details in a text to describe its key details.</p>	<ul style="list-style-type: none"> <li>• Interpret illustrations to develop a better understanding of the text</li> <li>• Identify an illustration that helps describe the key details</li> <li>• Explain how illustrations describe important key details</li> <li>• Describe a text using the details</li> </ul>
<p>RI.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above.</p>	<p>RI.1.10. With prompting and support, read informational texts at grade level complexity or above.</p>	<ul style="list-style-type: none"> <li>• Participate in reading activities, either in a group or independently</li> <li>• Articulate the purpose of the reading activities</li> <li>• Model and develop engaging reading habits that lead to reading increasingly complex texts independently</li> </ul>
<p>RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>		<ul style="list-style-type: none"> <li>• Understand how a sentence is organized</li> <li>• Identify the first word of a sentence</li> <li>• Identify the capitalization used to begin the sentence</li> <li>• Identify the various types of end punctuation</li> </ul>
<p>RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>		<ul style="list-style-type: none"> <li>• Identify long and short vowel sounds in single syllable words</li> <li>• Produce the sound for each letter and blend to make a word</li> <li>• Take apart a word by sounds</li> <li>• Discern letter sounds at the beginning, middle, and end of words</li> <li>• Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words</li> </ul>
	<p>RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds</p> <p>RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds</p>	

**Unit 2 Grade 1**

(phonemes) in spoken single-syllable words.

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs.

RF.1.3.B. Decode regularly spelled one-syllable words.

RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

RF.1.4.A. Read grade-level text with purpose and understanding.

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

- Identify digraphs in orally produced words
- Produce the letters that make the sounds in words with digraphs
- Use specific strategies to decode words with digraphs
- Produce the letter sounds to make a one-syllable word
- Identify irregularly spelled words when reading
- Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding

- Understand grade-level text when reading
- Read grade-level text aloud, making minimal errors
- Use an appropriate rate when reading aloud
- Use appropriate expression and inflection when reading text aloud
- Reread text to better understand what was read, when necessary

**Unit 2 Writing Standards**

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.1.3. 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 self-reflection, and add details to strengthen writing and ideas as needed.

**Unit 2 Writing Critical Knowledge and Skills**

- Discern facts from opinion
- Introduce a topic that is well known
- Include some facts about a topic
- Write a closing statement
- Tell events in a sequence
- Describe events using details
- Use sequence words to show order of events (e.g., now, when, then)
- End with a closing sentence

- Explain what was written when questions are asked by adults and peers
- Reflect on writing and make changes
- Add descriptive words and details
- Attempt to recognize and correct spelling, grammar and punctuation errors

**Unit 2 Speaking and Listening Standards**

**Unit 2 Speaking and Listening Critical Knowledge and Skills**

**Unit 2 Grade 1**

<p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<ul style="list-style-type: none"> <li>• Participate in variety of rich structured conversations about grade appropriate topics and texts</li> <li>• Follow agreed upon rules for listening to others and taking turns speaking about topics and texts</li> <li>• Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker)</li> <li>• Use strategies to respond to the comments of others to build the conversation</li> </ul>
<p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> <li>• Ask and answer questions about a text read aloud or information through other media to better student understanding</li> <li>• Practice asking questions for clarification of key details</li> <li>• Actively listen to presented information to answer questions</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>• Use strategies for asking questions that are on a topic</li> <li>• Use strategies for understanding and answering questions asked of them</li> </ul>
<p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<ul style="list-style-type: none"> <li>• Describe familiar people</li> <li>• Tell about familiar places</li> <li>• Describe memorable events</li> <li>• Explain familiar events</li> <li>• Report facts and details about experiences feelings and emotions</li> </ul>
<p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<ul style="list-style-type: none"> <li>• Add visuals in order to present detailed information to others</li> <li>• Construct drawings or gather other visual media when describing</li> <li>• Present information to others using appropriate visual displays to clearly express ideas</li> </ul>
<p>SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</p>	<ul style="list-style-type: none"> <li>• Express thoughts and feelings and ideas in complete sentences</li> <li>• Speak audibly to naturally express ideas</li> </ul>
<p><b>Unit 2 Language Standards</b></p>	
<p><b>Unit 2 Language Critical Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Formation of upper and lowercase letters</li> <li>• Understand the difference between common, proper, and possessive nouns (as demonstrated in interactive writing and reading)</li> <li>• Demonstrates knowledge of singular and plural nouns with matching verbs when writing or speaking</li> </ul>	

Unit 2 Grade 1

<p>L.1.1.B. Use common, proper, and possessive nouns.</p> <p>L.1.1.C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything).</p> <p>L.1.1.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).</p>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking</li> <li>• Identify different tenses of verbs in reading</li> <li>• Explain how verbs can express past, present, and future</li> <li>• Use verb tense to express past, present, and future in writing</li> </ul>
<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.A. Capitalize dates and names of people.</p> <p>L.1.2.B. Use end punctuation for sentences.</p> <p>L.1.2.C. Use commas in dates and to separate single words in a series.</p> <p>L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<ul style="list-style-type: none"> <li>• Recognize the names of people, days of the week, and months of the year</li> <li>• Capitalize the appropriate words in the date and the names of people</li> <li>• Identify different types of end punctuation</li> <li>• Apply appropriate end punctuation to writing</li> <li>• Recognize the comma</li> <li>• Explain the purpose and function of a comma</li> <li>• Apply rules for using commas in writing to dates and to single word series</li> <li>• Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation</li> <li>• Apply knowledge of phonemic awareness and spelling conventions to spell untaught words</li> <li>• Apply knowledge of phonemic awareness and spelling conventions to spell untaught words (inventive spelling)</li> </ul>
<p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>L.1.5.B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p>	<ul style="list-style-type: none"> <li>• Group words into categories that logically fit together</li> <li>• Explain why the words belong in a group</li> <li>• Identify attributes of words put into categories</li> <li>• Use the attribute to extend the definition of categorized words</li> </ul>
<p>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions</p>	<ul style="list-style-type: none"> <li>• Use vocabulary accurately in speaking and writing</li> <li>• Demonstrate using conjunctions in speaking and writing</li> <li>• Listen, share and read a variety of texts</li> </ul>

**Unit 2 Grade 1**

to signal simple relationships (e.g., because).

- Use new words and phrases when writing, reading and responding to texts

**Unit 2 Grade 1 What This May Look Like**

**District/School Formative Assessment Plan**

- Exit slips
- Weekly Assessments
- Quizzes
- Observations (Anecdotal Notes)
- Class/Group Discussions (Questions)
- Tiered Activities
- Self - Evaluation
- Dictation Test (Words and Sentences)
- Spelling tests
- Workbook pages
- Reading Level Assessments (Assess Now, DRA, etc.)
- Worksheets

**District/School Summative Assessment Plan**

- i-Ready Diagnostics
- Unit Assessments
- Performance Tasks

**District/School Texts**

**Big Books for Shared Reading**

- Hello, Hello!
- Mama's Coming Home
- Me on the Map
- The Three Little Pigs
- Rap a Tap Tap

**District/School Supplementary Resources**

- First Grade Writing Guide
- I-Ready Tools for Instruction (Resources tab)
- Brain Pop
- Spelling City
- Starfall
- Reading A to Z

## Unit 2 Grade 1

- If You Take a Mouse to School
- The Stray Dog
- Elephants Can Paint, Too
- **Selections**
  - *Animalc Moms and Dads*
  - *Little Red Hen*
  - *On the Map*
  - *The Pigs, the Wolf, and the Mud*
  - *Beth and the Band*
  - *On My Way to School*
  - *Smile, Mike!*
  - *Masks! Masks! Masks!*
- \*Free Teachers Pay Teachers Mentor Texts
- Zoodles
- Turtle Diary
- Dolce Sight Word Lists and Resources
- Fry Sight Word Lists and Resources
- ABCya
- Brown Bag Teacher Mentor Texts
- Learning at the Primary Pond
- Core Standards
- Achieve the Core
- Flocabulary
- Story Online

### Websites for Center Ideas:

- Reading Foundational Skills
- Reading Literature Activities
- Reading for Information
- **Authentic Literature for Read Alouds**  
*Responding to Text, Identifying and Describing Characters/Setting, Making Connections, Making and Confirming Predictions, Retelling, Context Clues, etc.*
  - The Relatives Came by Cynthia Rylant
  - Scaredy Squirrel by Melanie Watt
  - Turkey Trouble by Wendi Silvano
  - Wemberly Worried by Kevin Henkes
  - Bear Shores On by Karma Wilson
  - The Gingerbread Man by Jim Aylesworth
  - Peter's Chair by Ezra Jack Keats
  - The Gingerbread Girl by Lisa Campbell Ernst
  - White Owl, Barn Owl by Nicola Davies and Michael Foreman

Unit 2 Grade 1

- Scarecrow by Cynthia Rylant
- A Turkey for Thanksgiving by Eve Bunting and Diane de Groat
- In November by Cynthia Rylant and Jill Kastner
- Snow is Falling by Franklyn M. Branley and Holly Keller
- Earrings by Judith Viorst
- Gingerbread Baby by Jan Brett
- Ordinary Mary by Emily Pearson and Fumi Kosaka

Leveled Books from Classroom Library and Book Room

Mentor Texts for Writing Mini Lessons (Informational)

- All About Sharks by Jim Arnosky
- What is Weather? by Ellen Lawrence
- Awesome Walruses by Eric Charlesworth
- Arctic Foxes by Emily Rose Townsend

Mentor Texts for Various Reading/Language Skills

- Mentor Texts

District/School Writing Tasks

Primary Focus

Writing Workshop Lessons (Writing Guide)

Narrative Writing

- Exploring Narrative Stories
- Generating a Topic

Secondary Focus

Paragraph Writing (Writing Guide)

Writing Prompts: Responding to Text (Writing Guide)

Routine Writing

Journal

Daily Writing

Letter Formation

Shared and Interactive Writing

Unit 2 Grade 1

- Small Moments
- Using the Story Hand to Plan and Organize Writing
- Stretching a Story Over Pages
- Using the Writing Process: Prewrite, Draft, Revise, Edit, Publish
- Suggested Prompts: best vacation ever, special party, earliest memory, favorite thing to do, first day of school, getting a good grade, going out to dinner, a time you were surprised, a trip your family took, your favorite place in the world, the best weekend ever, the first time you rode a bicycle

Informative/Explanatory Writing

- Explore Information Stories
- Generate Ideas
- Tell 5 Things about Your Topic
- Use the Writing Process: Prewrite, Draft, Revise, Edit, Publish
- Suggested Topics: People, Animals, Things, Sports, Places  
People  
Animals—Tell About an Interesting animal  
Places—What People Do When They Visit (place)  
My Favorite \_\_\_\_\_. (Tell About a Favorite Topic)  
Use Science/Social Studies Curriculums—  
Seasons, Weather, Neighborhoods, Planets.

- Sentence Structure
- Spelling
- Grammar
- Punctuation
- Sequence Words
- Descriptive Words and Details
- Main Idea Sentences
- Closing Sentences

Fact v. Opinion Sorts



**Unit 2 Grade 1**

*See Unit 1 for Suggested Professional Reading*

- **Brief, targeted (intentional) whole group mini lessons**
- **Differentiated Small Group Instruction**
- **Individualized Daily Reading (IDR) and Student Conferences**
- **Hands-On Workstation/Center Activities**
- **Writing Workshop (Brief mini lesson, writing time/conferences, share time)**
- **Project Based Learning**
- **Student Based Learning Projects**