



BLUE VALLEY DISTRICT CURRICULUM
 ELA | Grade 1



ORGANIZING THEME/TOPIC	FOCUS STANDARDS & SKILLS
Placement Week Suggest Time Frame: 1 week	Placement Assessment Reading Progress Assessment
UNIT 1: IDENTITY - FRIENDS AND FAMILY Students examine the ways in which friends and family form a part of our identity Inquiry Investigation Handwriting Instruction Suggested Time Frame: 4 weeks Writing Unit – Launching Writer’s Workshop Suggested Time Frame: 4 weeks Target Skill <ul style="list-style-type: none"> • Compare and Contrast’ • Identify Text Structure Comprehension Strategy <ul style="list-style-type: none"> • Determine Important Information • Make Inferences Writing <ul style="list-style-type: none"> • Write and focus on a topic • Introduce writing process • Use Complete Sentences • Attention to structure of sentences (naming part/action part) 	<p>READING FOR LITERATURE</p> <ul style="list-style-type: none"> • RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of text types. • RL.1.9 Compare and contrast the adventures and experiences of characters in stories. <p>READING FOR INFORMATION</p> <ul style="list-style-type: none"> • RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of 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.1.8 Identify the reasons an author gives to support points in a text. • RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <p>WRITING</p> <ul style="list-style-type: none"> • W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add detail to strengthen writing as needed. <p>READING FUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • RF.1.1 Demonstrate understanding of the organization and basic features of print. • RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • RF.1.2.d Segment spoken words, syllables, and sounds (phonemes). • RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. • RF.1.3.b Decode regularly spelled one syllable words.

- Use statements correctly
- Use questions correctly
- Use exclamation sentences correctly

21st Century Skills

- Listening
- Present Information
- Communication

Word Work

Phonological Awareness

- Word Awareness,
- Segmenting and Blending
- Rhyme Recognition and Production

Phonemic Awareness

- Segmenting and blending

Phonics

- /s/ s; /m/ m; /a/ a; /t/ t; /h/ h
- /p/ p; /i/ i; /n/ n; /l/ l, ll
- /d/ d, /o/ o; /b/ b; /k/ c

High Frequency Words

- and, I, makes, has
- he, his
- will, for
- here, find, with, ask, no

Vocabulary Strategy

- Use Context Clues
- Use Picture Clues
- Classify Words

- RF.1.3f Reading words with inflectional endings.
- RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4a Read on level text with purpose and understanding.
- RF.1.4.b Read on-level text orally with accuracy, appropriate rate and expression on successive readings.
- RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SPEAKING AND LISTENING

- SL.1.1 Participate in collaboration conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.1.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).
- SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- 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.1.6 Produce complete sentences when appropriate to a task and situation. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE

- L.1.1a Print all upper- and lowercase letters.
- L.1.1.b Use Common, proper, and possessive nouns.
- L.1.1.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.
- L.1.2.a Capitalize dates and names of people.
- L.1.2.b Use end punctuation for sentences.
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibility from an array of strategies.
- L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- L.1.5.a Sort words into categories (e.g. colors, clothing to gain a sense of the concepts the categories represented).
- L.1.6 Use words and phrases acquired through conversations, reading and being read to, and

	<p>responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>
<p>UNIT 2 – EVERYDAY SCIENCE - ON THE MOVE – Students learn about movement, states of matter, and how nature affects living things.</p> <p>Inquiry Investigation</p> <p>Handwriting Instruction</p> <p>Suggested Time Frame: 4 weeks</p> <p>Writing Unit – Journal Writing</p> <p>Suggested Time Frame: 8 weeks</p> <p>Target Skill</p> <ul style="list-style-type: none"> • Sequence Events • Identify Details and Facts <p>Comprehension Strategy</p> <ul style="list-style-type: none"> • Make Predictions • Summarize <p>Writing</p> <ul style="list-style-type: none"> • Write and focus on a topic in Journal Writing using important details • Draft and edit a journal entry • Revise for word choice, adjectives • Use Complete Sentences • Use nouns correctly • Use “special nouns” that name people, places, animals and things correctly • Use capital letters and periods correctly with special titles • Use capital letters with days, months, and holidays correctly • Vary sentences using personal pronouns 	<p>READING FOR LITERATURE</p> <ul style="list-style-type: none"> • RL.1.3 Describe characters, setting, 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 tellin 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. • RL.1.9 Compae and contrast the adventures and experiences of characters in stories. <p>READING FOR INFORMATION</p> <ul style="list-style-type: none"> • RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of 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.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <p>WRITING</p> <ul style="list-style-type: none"> • 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 detail to strengthen writing as needed, Develop and strengthen writing as needed by planning, revising, editing, and rewriting. • W.1.7 Participate in shared research and writing projects. • W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <p>READING FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words • RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. • RF.1.3a Know the spelling-sound correspondences for common consonant digraphs. • RF.1.3.b Decode regularly spelled one syllable words. • RF.1.3f Read words with inflectional endings. • RF.1.3.g Recognize and read grade-appropriate irregularly spelled words. • RF.1.4 Read with sufficient accuracy and fluency to support comprehension. • RF.1.4a Read on level text with purpose and understanding. • RF.1.4.b Read on-level text orally with accuracy, appropriate rate and expression on successive readings. • RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

21st Century Skills

- Collaboration
- Present Information
- Use Voice Effectively

Word Work

Phonological Awareness –

- Syllable Blending and Segmenting

Phonemic Awareness

- Matching and Categorization: Initial Sounds
- Isolation: Initial Sounds

Phonics –

- /k/ k, ck; /r/ r; /u/ u; /g/ g
- /j/ j, dge; /f/ f; or/ or
- /e/ e; /d/, /t/ ed; /f/ ff; /ks/ x; /z/ z, zz, s; /e/ ea

High Frequency Words

- like, that
- get, do, new, want, help, one, who
- from, into, of, others, made, this, her
- have, my, says, what

Vocabulary Strategy

- Use Context Clues
- Use Dictionaries and other Sources
- Use Descriptive Language

SPEAKING AND LISTENING

- SL.1.1 Participate in collaboration conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.1.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).
- SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- 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.1.6 Produce complete sentences when appropriate to a task and situation. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE

- L.1.1a Print all upper- and lowercase letters.
- L.1.1.b Use Common, proper, and possessive nouns.
- L.1.1.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.
- L.1.2.a Capitalize dates and names of people.
- L.1.2.b Use end punctuation for sentences.
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibility from an array of strategies.
- L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- L.1.5.a Sort words into categories (e.g. colors, clothing to gain a sense of the concepts the categories represented).
- 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*).

Benchmark Week

Time Frame: 1 week

Administer:

Quarterly Benchmark Assessment 1
Reading Progress Assessment

UNIT 3: GEOGRAPHY AND ECONOMICS – IN MY NEIGHBORHOOD

Students explore the concept of *neighborhood* as a place where people interact socially and contribute economically.

Inquiry Investigation

Handwriting Instruction

Suggested Time Frame: 4 weeks

Writing Unit – Journal Writing Continued

Target Skill

- Distinguish Fact and Opinion
- Recall and Retell

Comprehension Strategy

- Ask and Answer Questions
- Monitor Comprehension

Writing

(See Unit 2)

21st Century Skills

- Listening Skills
- Present Information
- Gestures & Body Language

Word Work

Phonological Awareness

- Onset and Rime Blending
- Final and Medial Sounds
- Phonemic Awareness
- Matching and Isolation: Final Sounds
- Matching and Isolation; Initial Sounds

Phonics

- /sh/ sh, /th/ th, -es ending, schwa

READING FOR LITERATURE

- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.7 Use Illustrations and details in a story to describe its characters, setting, or events.

READING FOR INFORMATION

- 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 illustrations and details in a story to describe its characters, setting, or events.
- RI.1.9 Compare and contrast the experiences and adventures of characters in a story.

WRITING

- W.1.5 With guidance and support from adults, focus on a topic respond to questions and suggestions from peers, and add detail to strengthen writing as needed. Develop and strengthen writing as needed by planning, revising, editing, and rewriting. W.1.7 Participate in shared research and writing projects.
- W.1.7 Participate in shared research and writing projects.
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

READING FOUNDATIONAL SKILLS

- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (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 (two letters that represent one sound).
- RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.
- RF.1.3f Read words with inflectional ending.
- RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.
- RF1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF 1.4a Read on level text with purpose and understanding.
- RF.1.4.b Read on-level text orally with accuracy, appropriate rate and expression on successive reading.
- RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- /ch/ ch, tch; /ar/ ar; /m/ mb
- /w/ w; /hw/ wh; /ur/ er, ir, ur

High Frequency Words

- sea, you, think, yes, see
- went, called, how, after, I'll, long, ball, said, need
- me, caused
- be, she, good, more, things, too, right, go, warm

Vocabulary Strategies

- Use Picture Clues
- Use Dictionaries
- Use Synonyms

SPEAKING AND LISTENING

- SL.1.1 Participate in collaboration conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.1.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).
- SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1c 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 a task and situation. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE

- L.1.1.Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a Print all upper- and lowercase letters.
- L.1.1.b Use common, proper, and possessive nouns.
- L.1.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- L.1.2.a Capitalize dates and names of people.
- L.1.1e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- L.1.4c Identify frequently occurring root words (e.g., *look*) and inflectional forms (e.g., *looks, looked, looking*).
- L.1.5 With Guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- 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*).

UNIT 4: EARTH SCIENCES – EARTH’S TREASURE

Students learn about natural resources and the importance of conservation.

Inquiry Investigation

Handwriting Instruction

Suggested Time Frame: 4 weeks

Writing Unit: Personal Narrative

Suggested Time Frame: 8 weeks

Target Skill

- Identify Cause and Effect
- Draw Conclusions

Comprehension Strategy

- Make Connections
- Visualize

Writing

- Write and focus on a topic
- Prewrite, draft and edit a Personal Narrative
- Use verbs for past/present correctly
- Add –ed to verbs
- Use verbs is/are correctly
- Use verbs was/were correctly

READING FOR LITERATURE

- 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.
- RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

READING FOR INFORMATION

- RI.1.3 Describe the connections between two individuals, events, ideas, or pieces of information 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.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

WRITING

- 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.1.3 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 detail to strengthen writing as needed. Develop and strengthen writing as needed by planning, revising, editing, and rewriting (CCR5)
- W.1.7 Participate in shared research and writing projects
- W.1.8 With guidance and support from adults, recall information from experiences or gather information provided sources to answer a question

- Introduce Informational Writing - Unit of Study
- Participate in Shared research and writing projects
- Prewrite, draft and edit Informational writing

21st Century Skills

- Understand Reference Materials
- Present Information
- Organize Information

Word Work

Phonemic Awareness

- Phoneme Blending
- Phoneme Segmenting and Blending

Phonics –

- /l/ le, el; /nk/ nk; /ng/ ng
- /y/ y; /kw/ qu; /a/ a, a_e
- /s/ ce, ci; /i/ i, i_e

High Frequency Words

- could, over, way, out, put
- small, around, saw, all, river
- don't, two
- watched, high

Vocabulary Strategy

- Recognize Homophones
- Use Antonyms
- Use Picture Clues

READING FOUNDATIONAL SKILLS

- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.
- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- RF.1.2 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.
- RF.1.3c Know final –e and common vowel team conventions for representing long vowel sounds.
- RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.
- RF.1.3f Read words with inflectional ending.
- RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.
- RF1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF 1.4a Read on level text with purpose and understanding.
- RF.1.4.b Read on-level text orally with accuracy, appropriate rate and expression on successive reading.

SPEAKING AND LISTENING

- SL.1.1 Participate in collaboration conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.1.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).
- SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- 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.
- SL1.6 Produce complete sentences when appropriate to a task and situation. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE

- L.1.1.Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a Print all upper- and lowercase letters.

	<ul style="list-style-type: none"> • L.1.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). • L.1.2.a Capitalize dates and names of people. • L.1.2b Use end punctuation for sentences. • L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. • L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. • L.1.4c Identify frequently occurring root words (e.g., <i>look</i>) and inflectional forms (e.g., <i>looks, looked, looking</i>). • L.1.5 With Guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings • L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). • 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>).
<p>Benchmark Week Time Frame: 1 week</p>	<p>Administer: Quarterly Benchmark Assessment 2 Reading Progress Assessment</p>
<p>UNIT 5 – HISTORY AND CULTURE-STORIES OF OUR PAST Students learn about the historical events that molded our communities and our nation.</p> <p>Inquiry Investigation</p> <p>Handwriting Instruction</p> <p>Suggested Time Frame: 4 weeks</p> <p>Writing Unit – Personal Narrative Continued</p> <p>Target Skill</p> <ul style="list-style-type: none"> • Identify Main Idea and Details • Determine Author’s Purpose <p>Comprehension Strategy</p> <ul style="list-style-type: none"> • Summarize • Monitor Comprehension 	<p>READING FOR LITERATURE</p> <ul style="list-style-type: none"> • 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.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of text types. • 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. • RL.1.9 Compare and contrast the adventures and experiences of characters in stories. <p>READING FOR INFORMATION</p> <ul style="list-style-type: none"> • RI.1.2 Identify the main topic and retell key details of a text • RI.1.3 Describe the connections between two individuals, events, ideas, or pieces of information 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 illustrations and details in a story to describe its characters, setting, or events. • RI.1.8 Identify the reasons an author gives to support points in a text. • RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

- Make Predictions
- Determine Important Information

Writing
(See Unit 4 above)

21st Century Skills

- Understand Technology
- Present Information
- Collaboration

Word Work

Phonemic Awareness

- Deletion of Initial Sounds
- Deleting Final Sounds
- Addition of Initial Sounds
- Deletion, Addition: Initial and Final Sounds

Phonics –

- /o/ o, o_e; /v/ v; /u/ u, u_e
- /j/ ge, gi; /e/ e, e_e
- /e/ ee, ea, y, ie

High Frequency Words

- once, plays, does, pulls
- done, read, where
- gone, every
- listens, school, people

Vocabulary Strategy

- Use Multiple-Meaning Words
- Recognize homophones
- Use Synonyms

WRITING

- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.5 With guidance and support from adults, focus on a topic respond to questions and suggestions from peers, and add detail to strengthen writing as needed. Develop and strengthen writing as needed by planning, revising, editing, and rewriting (CCR5)
- 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
- W.1.7. Participate in shared research and writing projects.

READING FOR FOUNDATIONAL SKILLS

- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.1.3c Know final –e and common vowel team conventions for representing long vowel sounds.
- RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.
- RF.1.3f Read words with inflectional ending.
- RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.
- RF1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF 1.4a Read on level text with purpose and understanding.
- RF.1.4.b Read on-level text orally with accuracy, appropriate rate and expression on successive reading.

SPEAKING AND LISTENING

- SL.1.1 Participate in collaboration conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.1.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.
- SL.1.1b Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1c 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,

	<p>thoughts and feelings.</p> <ul style="list-style-type: none"> • SL1.6 Produce complete sentences when appropriate to a task and situation. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. <p>LANGUAGE</p> <ul style="list-style-type: none"> • L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.1.1a Print all upper- and lowercase letters. • L.1.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). • L.1.2.a Capitalize dates and names of people. • L.1.2b Use end punctuation for sentences. • L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. • L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. • L.1.5 With Guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings • L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). • 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>UNIT 6 – LIFE SCIENCES A PERFECT PLACE TO LIVE Students examine what makes habitats good homes for different living things.</p> <p>Suggested Time Frame: 4 weeks</p> <p>Writing Unit – Informational Reports</p> <p>Suggested Time Frame – 8 weeks</p>	<p>READING FOR LANGUAGE</p> <ul style="list-style-type: none"> • RL1.1 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. • RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. • RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of text types. • 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.

Target Skill

- Categorize and Classify
- Identify Fantasy and Realism
- Identify Details and Facts

Comprehension Strategy

- Make Inferences
- Summarize
- Make Connections
- Ask and Answer Questions

Writing

- Participate in Shared research and writing projects
- Prewrite, draft and edit Informational Writing
- Evaluate resources
- Cite sources properly
- Use contractions - I'm, she's and he's correctly
- Use contractions - we're, you're, they're correctly
- Use pronoun that show ownership correctly
- Understand how to form compound words

21st Century Skills

- Use Information Responsibly
- Present Information
- Use Quotations Correctly

Word Work**Phonemic Awareness**

- Addition of Final Sounds
- Substituting Initial Sounds
- Phoneme Manipulation

Phonics –

- /a/ ai, ay; /i/ igh
- /i/ ie, y; /o/ oe, oa, ow
- /u/ ew, ue; /oo/ oo, ue, u_e, ew, u

READING FOR INFORMATION

- RI.1.1 Ask and answer questions about key details in a text.
- 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., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

WRITING

- W.1.2 Write information/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 detail to strengthen writing as needed. Develop and strengthen writing as needed by planning, revising, editing, and rewriting (CCR5)
- W.1.7 Participate in shared research and writing projects
- W.1.8 With guidance and support from adults, recall information from experience or gather information from provided sources to answer a question.

READING FOR FOUNDATIONAL SKILLS

- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.1.3c Know final –e and common vowel team conventions for representing long vowel sounds.
- RF.1.3f Read words with inflectional ending.
- RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4a Read on level text with purpose and understanding.
- RF.1.4.b Read on-level text orally with accuracy, appropriate rate and expression on successive reading

SPEAKING AND LISTENING

- SL.1.1 Participate in collaboration conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.1.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.
- SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1c 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

<p>High Frequency Words</p> <ul style="list-style-type: none"> • something, dog, again • there, walk • another, almost, today • only, should, would <p>Vocabulary Strategy</p> <ul style="list-style-type: none"> • Use Descriptive Language • Use Antonyms • Classify Words 	<p>information or clarify something that is not understood.</p> <ul style="list-style-type: none"> • 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 a task and situation. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. <p>LANGUAGE</p> <ul style="list-style-type: none"> • L.1.1.Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.1.1a Print all upper- and lowercase letters. • L.1.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop) • L.1.2b Use end punctuation for sentences. • L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. • L.1.4 Read With sufficient accuracy and fluency to support comprehension. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies • L.1.5 With Guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings • L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
<p>Benchmark Week Time Frame: 1 week</p>	<p>Administer: Quarterly Benchmark Assessment 3 Reading Progress Assessment</p>
<p>UNIT 7: GOVERNMENT AND CITIZENSHIP – GOOD CITIZES Students discover what makes a good citizen.</p> <p>Inquiry Investigation</p> <p>Handwriting Instruction</p> <p>Writing Workshop – Informational Reports Continued</p>	<p>READING FOR LITERATURE</p> <ul style="list-style-type: none"> • RL.1.3 Describe characters, settings, and major events in a story. • RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. • RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of text types. • 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. • RL.1.9 Compare and contrast the adventures and experiences of characters in stories

Target Skill

- Identify Details and Facts
- Identify Main Ideas and Details
- Compare and Contrast
- Determine Author's Purpose

Comprehension Strategy

- Visualize
- Determine Important Information
- Monitor Comprehension
- Ask and Answer Questions

Writing

(See above Unit 6)

21st Century Skills

- Evaluate Resources
- Present Information
- Cite Sources Properly
-

Word Work

Phonemic Awareness

- Substituting Final Sounds
- Substituting Medial Sounds

Phonics

- /oo/ oo; /ou/ ow, ou
- /o/ au, aw; /n/ kn
- /oi/ oi, oy; /r/ wr; /ur/ or, ar; /f/ ph
- High Frequency Words
- friend, heard, were, give, laugh
- some door
- lived, colors, wrong
- before, would, thought, could

Vocabulary Strategy

- Use Similes
- Use Metaphors
- Determine Word Relationships

READING FOR INFORMATION

- 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.1.3 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., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RI.1.8 Identify the reasons an author gives to support points in a text.

WRITING

- W. 1.2 Write information/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 detail to strengthen writing as needed. Develop and strengthen writing as needed by planning, revising, editing, and rewriting.
- W.1.7 Participate in shared research and writing projects.
- W.1.8 With guidance and support from adults, recall information from experience or gather information from provided sources to answer a question.

READING FOR FOUNDATIONAL SKILLS

- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.
- RF.1.3.f Read with inflectional endings.
- RF.1.3g Recognize and read grade-appropriate spelled words.
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- Rf.1.4a Read on-level text with purpose and understanding.
- RF.1.4.b Read on-level text orally with accuracy, appropriate rate and expression on successive readings.
- RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SPEAKING AND LISTENING

- SL.1.1 Participate in collaboration conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.1.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.
- SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information

	<p>presented orally or through other media.</p> <ul style="list-style-type: none"> • 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.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings. • SL1.6 Produce complete sentences when appropriate to a task and situation. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
	<p>LANGUAGE</p> <ul style="list-style-type: none"> • L.1.1.Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.1.1a Print all upper- and lowercase letters. • L.1.2.a Capitalize dates and names of people. • L.1.2b Use end punctuation for sentences. • L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. • L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. • L.1.5 With Guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. • L.1.5b 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). • L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). • L.1.5.d Distinguish 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 • 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>UNIT 8: CHALLENGES – GETTING ALONG Students understand that getting along with others is a worthwhile challenge.</p> <p>Suggested Time Frame: 4 weeks</p> <p>Writing Unit – Book Review</p>	<p>READING FOR LITERATURE</p> <ul style="list-style-type: none"> • 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. • 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.1.7 Use Illustrations and details in a story to describe its characters, setting, or events.

Suggest Time Frame: 4-5 weeks

Target Skill

- Categorize and Classify
- Draw Conclusions
- Recall and Retell
- Identify Text Structure

Comprehension Strategy

- Make Predictions
- Make Inferences
- Make Connections
- Visualize

Writing

- Focus on Topic, state an opinion offering reasons
- Sense of closure
- Plan, revise, edit and rewrite
- Use correct conventions of standard English in writing
- Produce and expand simple and compound sentences

21st Century Skills

- Appreciate Diversity
- Present Information
- Responsibility and Leadership

Word Work

Phonemic Awareness

- Substituting Initial Sounds
- Substituting Final Sounds
- Substituting Medial Sounds

Phonics

- /o/ augh, ough; /ur/ ear
- /e/ ey, /shun/ -tion, /yun/ -ion

High Frequency Words

- money, along, water
- near, air

READING FOR INFORMATION

- 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., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

WRITING

- 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 detail to strengthen writing as needed. Develop and strengthen writing as needed by planning, revising, editing, and rewriting (CCR5)
- W.1.7 Participate in shared research and writing projects
- W.1.8 With guidance and support from adults, recall information from experience or gather information from provided sources to answer a question.

READING FOUNDATIONAL SKILLS

- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.
- RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- Rf.1.4a Read on-level text with purpose and understanding.
- RF.1.4b Read on-level text orally with accuracy, appropriate rate and expression on successive readings.
- RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SPEAKING AND LISTENING

- SL.1.1 Participate in collaboration conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.1.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.
- SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- 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.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

Vocabulary Strategy

- Use Similes
- Determine Word Relationships
- Use Context Clues
- Visualize

- SL1.6 Produce complete sentences when appropriate to a task and situation. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a Print all upper- and lowercase letters.
- L.1.1g Use frequently occurring conjunctions (e.g., *and, but, or, so because.*)
- L.1.2.a Capitalize dates and names of people.
- L.1.2b Use end punctuation for sentences.
- L.1.2c Use comma in dates and to separate single words in a series.
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.
- L.1.5 With Guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- L.1.5.d Distinguish 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
- 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*).

Benchmark Week
Time: 1 week

Administer Benchmark Quarterly Assessment 4