**1st Grade ELA Pacing Guide**

|  |  |  |
| --- | --- | --- |
| **Reading Comprehension Standards *(to be taught in read-aloud lessons and reinforced through guided reading)*** | | |
| **Unit 1 Focus: How a Story is Built**  *September 11th-September 29th (3 weeks)= Unit Assessment Date 10/2/17* | | |
| **Standard** | **Daily Objectives**  **\*Note: many objectives may be combined and taught during one lesson.** | **Text Suggestions** |
| **RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.** | **Retell**  STORY! (Setting, Talking Characters, Oops There's a Problem, Attempts to Resolve- multiple, Yes! A Solution, !-Lesson):   * SWBAT retell the story in chunks   + Beginning: setting, characters, main character’s motivation   + Middle: problem, attempts to resolve the problem   + End: solution, lesson * SWBAT define setting as “where and when the story takes place” * SWBAT determine the setting of a story using evidence from picture clues and text. * SWBAT define characters as “people, animals or objects talking in the story” * SWBAT identify the characters in a story * SWBAT distinguish between main and secondary characters in a story * SWBAT define problem as “what the character wants or needs, but cannot have.” * SWBAT identify the problem in a story * SWBAT define attempts to resolve as “trying to fix the problem” * SWBAT identify multiple attempts to resolve throughout the story * SWBAT define solution as “how a problem is fixed or solved*.”* * SWBAT identify the character’s solution to the problem * SWBAT identify how a character changed from the beginning of the story to the end   **Message/ Lesson**   * At the end of the story, SWBAT identify the lesson or message that the author is trying to teach us in the text and explain how the story demonstrates that lesson. | * *The Night Before First Grade* by Natasha Wing * *Froggy Goes to School* by Jonathan London * *Lilly’s Purple Plastic Purse* by Kevin Henkes * *Henny Penny* by Harriet Ziefert * *Ira Sleeps Over* by Bernard Waber * *Caps for Sale* by Esphyr Slobodkina * *The Little Red Hen* by Margot Zemach * *Tops and Bottoms* by Janet Stevens * *Sylvester and the Magic Pebble* by William Steig * *I Went Walking* by Sue Williams * *The Little Red Hen Makes a Pizza* by Philomen Sturges |
| **RL.1.1 Ask and answer questions about key details in a text.** | **Asking Questions**   * SWBAT ask questions about a fictional text while reading * SWBAT identify questions that lead to a deeper understanding of the text * SWBAT understand when to ask questions: to understand what is happening or what the author is trying to teach us, to predict what could happen next, to think of the story elements and to find an answer in the text, and to clarify meaning of an unknown word or phrase   **Answering Questions**   * SWBAT identify when the questions about a text have been answered * SWBAT answer factual questions about what happened in a story * SWBAT answer inferential questions about what happened in a text * After answering a question, SWBAT respond to the following prompts: Why do you think that? What in the story made you think that? Why is that important?   **Making Predictions**   * SWBAT define prediction as “a good guess about what will happen in the story” * SWBAT make a prediction then provide evidence to support that prediction * SWBAT describe the character’s actions and feelings and make a prediction based on that evidence * SWBAT make a prediction about character actions * SWBAT make a prediction about events in the story |

|  |  |  |
| --- | --- | --- |
| **Unit 2 Focus: Digging Deeper Into Stories and Characters**  *October 2nd- November 3rd (5 weeks)= Unit Assessment 11/6/17* | | |
| **Standard** | **Daily Objectives** | **Text Suggestions** |
| **RL.1.3 Describe characters, settings, and major events in a story using key details** | **Describing Characters**  Character Feelings:   * SWBAT identify how a character feels using evidence from their actions and dialogue   Character Actions:   * SWBAT define character actions as “what the character is doing” * SWBAT identify character actions throughout the story   Character Thoughts/Mental State:   * SWBAT define mental state as “what the character is thinking inside their head” * SWBAT identify the character’s mental state using evidence from actions and feelings   Physical Descriptions:   * SWBAT identify how an author describes a character using illustrations and descriptive language   Character Change:   * SWBAT identify how a character changed from the beginning of the story to the end (i.e. feelings, relationship, perspective).   **Setting**   * SWBAT define setting as “where and when the story takes place” * SWBAT determine the setting of a story using evidence from picture clues and text. * SWBAT identify when the setting changes throughout the story * SWBAT identify how setting impacts characters or plot   **Major Events**   * SWBAT define problem as “what the character wants or needs, but cannot have.” * SWBAT identify the problem in a story * SWBAT explain the impact of a problem within the story (i.e. *why* is that a problem?) * SWBAT define attempts to resolve as “trying to fix the problem” * SWBAT identify multiple attempts to resolve throughout the story * SWBAT define solution as “how a problem is fixed or solved*.”* * SWBAT identify the character’s solution to the problem * SWBAT retell the plot of the story (Problem, Attempts to Resolve, Solution, Lesson) | * *Leo the Late Bloomer* by Robert Kraus * *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst * *A Bad Case of Stripes* by David Shannon * *Animals Should Definitely Not Wear Clothing* by Judi and Ron Barrett * *NO, David!* by David Shannon * *Never Take a Shark to the Dentist (And Other Things Not to Do)* by Judi Barrett * *Penny the Rude Penguin* (Reading A-Z) * *There Was An Old Lady Who Swallowed a Fly* by Pam Adams * *Mr. Brown Can Moo, Can You?* by Dr. Seuss * *Muncha, Muncha, Muncha* by Candace Fleming * *Finn Throws a Fit* by David Elliott * *Room on the Broom* by Julia Donaldson |
| **RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.** | * SWBAT determine the setting of a story using evidence from picture clues and text.   **Inferencing**  Text evidence:   * SWBAT use text evidence in a story to describe the characters, settings, or events * SWBAT respond to the prompts, why do you think that? What in the story made you think that (evidence)? Why is that important (how does that affect the story/why does that matter)?   Schema:   * SWBAT define schema as “what you already know” or “personal experience and background knowledge” * SWBAT use schema to make logical predictions about a text * SWBAT use schema to make a logical conclusion, in order to comprehend a text |
| **RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.** | **Visualizing**  SWBAT define visualizing as “making a picture in your mind”  SWBAT visualize the setting or event  SWBAT visualize a character based on an author’s description  **Hyperbole**  SWBAT define hyperbole as “making something seem more than what it really is”  SWBAT identify and describe hyperboles in a text  SWBAT identify what the character said and then describe what the character actually meant  **Onomatopoeia**  SWBAT define onomatopoeia as “words that make the sound”  SWBAT identify examples of onomatopoeia in texts  SWBAT recognize how onomatopoeia adds to the writer’s message  **Rhyme**  SWBAT define rhyming words as “words that sound the same at the end”  SWBAT identify examples of rhyming words in a text  SWBAT produce rhyming words  SWBAT make a prediction about a missing word in a text based on rhyme  SWBAT explain why an author used rhyme |

|  |  |  |
| --- | --- | --- |
| **Unit 3 Focus: Diving Into Nonfiction**  *November 6th- December 20th (6.5 weeks)* | | |
| **Standard** | **Daily Objectives** | **Text Suggestions** |
| **RI.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.** | **Genre**  Fiction vs. Nonfiction   * SWBAT define fiction as “not real” * SWBAT non-fiction as “something that can happen in real life” * SWBAT explain the difference between fiction and nonfiction texts * SWBAT identify if a text is fiction or nonfiction and explain how they know * SWBAT complete a Venn diagram to determine what is the same and what is different between two texts on the same topic (one fiction and one nonfiction) | * It is recommended that teachers integrate the texts they use in this unit with topics they are studying in Science or Social Studies class.   And some other text ideas:   * *How Do Dinosaurs Eat Their Food?* (fiction) and *Dinosaurs* (nonfiction; Reading A-Z) * *Five Seconds to Blastoff* (Reading A-Z) * *On the Moon* (Reading A-z) * *Rocks and Minerals* (National Geographic Readers) * *From Seed to Plant* by Gail Gibbons * *Apples and How They Grow* by Laura Driscoll * *From Seed to Pumpkin* by Wendy Pfeffer |
| **RI.1.1 Ask and answer questions about key details in a text.** | **Prior Knowledge**   * SWBAT define schema as “what you already know” or “personal experience and background knowledge” * SWBAT use schema to create a logical conclusion, in order to comprehend a text   **Asking Questions**   * SWBAT ask questions about an informational text while reading * SWBAT identify questions that lead to a deeper understanding of the topic * SWBAT understand when to ask questions   **Answering Questions**   * SWBAT identify when the questions about a text have been answered * SWBAT identify new facts learned from a nonfiction text * SWBAT answer inferential questions about a topic * After answering a question, SWBAT respond to the following prompts: Why do you think that? What in the text made you think that? Why is that important? |
| **RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.** | **Context clues**   * SWBAT use context clues to determine the meaning of an unknown word or phrase in a text |
| **RI.1.2 Identify the main topic and retell key details of a text.** | **Main Idea**   * SWBAT define main idea as “what the text is mostly about” * SWBAT identify and describe what a book is mostly about (main idea) using the title, text, and text features   **Topic vs. Main Idea**   * SWBAT differentiate between the main idea of a text and the topic of a text (ex: The topic of this text is butterflies. The main idea of the text is that there are many different types of butterflies in North America.)   **Key Details**   * SWBAT find key details/facts in a non-fiction text that help support the main idea * SWBAT summarize key details related to a central theme |
| **RI.1.5 Know and use various text features to locate key facts or information in a text.** | **Text Features**  SWBAT define and identify the following text features in a non-fiction text   * Headings: Helps the reader understand what the section is about * Table of Contents: Helps the reader understand where and what is in the book * Glossary: Helps the reader understand what tricky words mean * Captions: Helps the reader understand the photograph (usually a sentence rather than just a word or two) * Labels: Helps the reader understand part of the photograph (usually just a word or two rather than a sentence) * Diagrams: Helps the reader understand a process or event in the text * Bold Faced Words * Chart * Table * Map * Illustration/Photograph: Helps the reader understand what something looks like   **Purpose of Text Features**   * SWBAT identify that text features in a nonfiction text help the reader to better understand the text * SWBAT use the text features to better understand the text * SWBAT select and use an appropriate text feature to answer a text-dependent question. |
| **RI.1.8 Identify the reasons an author gives to support points in a text.** | **Author’s Purpose**   * SWBAT determine the author’s purpose in writing the text * SWBAT identify a claim made by an author and list the reasons the author uses to support that claim (opinion writing) |

|  |  |  |
| --- | --- | --- |
| **Unit 4 Focus: Chapter Book Study**  *January 4th- February 9th (4.5 weeks)* | | |
| **Standard** | **Daily Objectives** | **Text Suggestions** |
| **RL.1.3 Describe characters, settings, and major events in a story using key details.** | **Describing Characters**  Character Dialogue:   * SWBAT identify what a character said in the text * SWBAT track dialogue when the speaker isn’t labeled * SWBAT identify how dialogue helps us to better understand a character or how a character is feeling   Character Traits:   * SWBAT define character trait as “what the character is like on the inside” * SWBAT explain the difference between a character feeling and a character trait * SWBAT identify the character trait of the character by describing what the character does and says. * SWBAT identify the character trait of the character by describing the characters actions, feelings and mental state   Character Relationships:   * SWBAT identify the relationship between two characters * SWBAT identify how a relationship between characters helps us to better understand a story   Character Change:   * SWBAT identify how a character changed from the beginning of the story to the end. * SWBAT describe the motivation involved within character change from beginning to the end of the story.   Character Motivations:   * SWBAT define character motivation as “the reason a character does or says something” * SWBAT identify the character’s motivation * SWBAT identify the differing motivations of multiple characters within a fictional story | The goal of this unit would be to return to the fiction standards learned during trimester 1 and go deeper to explore themes across a longer text (chapter book or novel, such as a *Junie B. Jones, Henry and Mudge, Ramona,* or *Cam Jansen* book done as a read aloud).  Ideally, teachers should supplement this chapter book study by reading short stories with similar character struggles or themes as the novel. |
| **RL.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.** | **Cause and Effect**   * SWBAT identify cause as the reason something happened * SWBAT identify effect as the result that happened * SWBAT independently determine cause and effect relationships within a given fiction text.   **Summary (of chapters within a chapter book)**   * While reading a chapter book, SWBAT retell a summary of what happened in a particular chapter * SWBAT give the main idea of a particular chapter (what the chapter was mostly about) |
| **RL.6 Identify who is telling a story at various points in a text.** | **Character Perspective**   * SWBAT determine which character is speaking or telling the story * SWBAT define narrator as “the person telling the story” * SWBAT identify how a character thinks or feels about something and determine how that affects the story * SWBAT identify how a character is feeling * SWBAT identify how one character feels about another character * SWBAT determine how those feelings change the perspective of the story |
| **RL.9 Compare and contrast the adventures and experiences of characters in stories.** | **Character Contrast**   * SWBAT compare and contrast the actions and experiences of two different characters in the same story * SWBAT compare and contrast two characters using evidence from the text * SWBAT compare and contrast the actions and experiences of two characters from different stories   **Comparing Themes**   * SWBAT determine the theme of a story * SWBAT compare themes between two stories to determine how the stories are the same or different |  |

|  |  |  |
| --- | --- | --- |
| **Unit 5 Focus: Nonfiction Text Structures**  *February 12th- March 9th (4 weeks)* | | |
| **Standard** | **Daily Objectives** | **Text Suggestions** |
| **RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.** | SWBAT sequence the events of a nonfiction text. | Again, it is recommended that teachers integrate the texts they use in this unit with topics they are studying in Science or Social Studies  Or, some other text ideas:   * *Lions* (National Geographic Reader) * *Storms* (National Geographic Reader) * *From Caterpillar to Butterfly* by Deborah Heiligman * *Clouds* (Let’s Read and Find Out Science series) by Anne Rockwell * *Night Animals* (Reading A-Z) |
| **RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.** | SWBAT distinguish between information provided by pictures and information provided by the text |
| **RI. 7 Use the illustrations and details in a text to describe its key ideas.** | **Text Structures**  Problem and Solution   * SWBAT define and determine the problem and the solution in a nonfiction text   Compare and Contrast   * SWBAT compare and contrast two details from a nonfiction text   Sequence   * SWBAT sequence the events of a nonfiction text   Description   * SWBAT use descriptions in a nonfiction text to better understand the topic   Cause and Effect   * SWBAT identify cause as the reason something happened * SWBAT identify effect as the result that happened * SWBAT identify the cause and the effect of an event in a nonfiction text |

|  |  |  |
| --- | --- | --- |
| **Unit 6 Focus: Figurative Language in Poetry and Fiction**  *March 13- March 29th (3 weeks)* | | |
| **Standard** | **Daily Objectives** | **Text Suggestions** |
| **RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.** | **Figurative Language**  Similes:   * SWBAT define simile as “comparing two things using the words like or as” * SWBAT identify similes in a text * SWBAT identify what the author meant when he used the simile   Metaphors:   * SWBAT define metaphor as “comparing two things using the words is or are” * SWBAT identify metaphors in a text * SWBAT identify what the author meant when he used the metaphor   Alliteration:   * SWBAT define alliteration as “repeated sounds at the beginning of words” * SWBAT identify examples of alliteration in texts * SWBAT determine why an author used an alliteration   Rhythm   * SWBAT read phrases within a story using rhythm * SWBAT determine why an author might want you to read with rhythm | * *Shout! Little Poems that Roar* by Brod Bagert * *Where the Sidewalk Ends* by Shel Silverstein * *Crazy LIke a Fox: A Simile Story* by Loreen Leedy * *You’re Toast! And Other Metaphors We Adore* by Nancy Loewen * “The Metaphor Family” poem |
| **RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.** | **Retell**   * SWBAT retell or summarize what happens in a poem in their own words   **Theme**   * SWBAT determine the theme or lesson of a poem by using key details |
| **RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.** | * SWBAT read grade level appropriate poetry |

|  |  |  |
| --- | --- | --- |
| **Unit 7 Focus: Comparing and Contrasting Texts**  *April 9th- May 4th (4 weeks)* | | |
| **Standard** | **Daily Objectives** | **Text Suggestions** |
| **RL 1. 1-10, especially: 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.** | ***Spiraled literature standards from units 1, 2, and 4.*** | In this unit, teachers should give students a chance to compare nonfiction texts with fictional stories about the same topic. The idea here is to continue studying nonfiction (text features, text structures, etc) while also comparing and contrasting across texts. This also is a good time to teach any text structures you did not get to in the last nonfiction unit. It is OK for this unit to be more fiction-heavy than nonfiction.  Again, it is ideal to integrate the texts in this unit with what is being studied in Science and Social Studies; technical texts and biographies will be beneficial to study here, as represented in the examples below.  Sample texts:   * *Dolphins* (National Geographic Reader) * *From Peanut to Peanut Butter* (Start to Finish series) * *From Flower to Honey* (Start to Finish series) * *Maya Angelou* (My Itty-Bitty Bio series) by Emma Haldy * *Frog and Toad* fiction series excerpts |
| **RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.** | **Text Structure Type: Cause and Effect, Problem and Solution (esp. Biography genre), Sequence (Historical, Procedural), Compare/Contrast (ex: “Alligators & Crocodiles”)**  **Connection between Individuals & Ideas**   * SWBAT describe the connection between two individuals in a nonfiction text by comparing/contrasting those individuals’ experiences, accomplishments, characteristics, etc. * SWBAT describe the connection between two ideas or pieces of information in a text by comparing/contrasting.   **Sequence of Events**   * SWBAT define sequencing as “putting events in order from the beginning to the middle to the end” * SWBAT sequence the events in a nonfiction next * SWBAT determine a procedure of how to do something based on the events in a non-fiction text   **Relationship of Events**   * SWBAT make a connection between two events in a nonfiction text * SWBAT interpret a timeline to understand the sequence of events in a nonfiction text * SWBAT determine the significance of two separate events in a nonfiction text |
| **RI. 1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).** | **Text Structure Type: Use same topic with two different text structures**  **Text Similarities**   * SWBAT determine multiple similarities between two nonfiction texts   **Text Differences**   * SWBAT determine multiple differences between two nonfiction texts   **Text Comparison**   * SWBAT compare and contrast two non-fiction texts using a Venn diagram or some other form of comparison chart |
| **RI. 1.10 With prompting and support, read informational texts appropriately complex for grade 1.** | SWBAT read grade level appropriate informational texts |

|  |  |
| --- | --- |
| **Unit 8 Focus: Language (Vocabulary Focus)**  *May 7th- May 18th (2 weeks)* | |
| **Standard** | **Daily Objectives** |
| **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 a wide array of strategies.**   * **A. Use sentence-level context as a clue to the meaning of a word or phrase.** * **B. Use frequently occurring affixes as a clue to the meaning of a word.** * **C. Identify frequently occurring root words and their inflectional forms.** | **Context clues**   * SWBAT use context clues to determine the meaning of an unknown word or phrase in a text   **Affixes**   * SWBAT determine a frequently occurring prefix or suffix within a word to determine the meaning of the word   **Root Words**   * SWBAT determine a root word within a word to determine the meaning of the word |
| **L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.**   * **A. Sort words into categories to gain a sense of the concepts the categories represent.** * **B. Define words by category and by one or more key attributes.** * **C. Identify real-life connections between words and their use.** * **D. Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.** | **Sorting/Categories**   * SWBAT sort a group of words into categories * SWBAT use the words from a given category to better understand what the category represents * SWBAT find a common attribute between various words and state why those words belong in the same category * When given a category, SWBAT find words that fit into the category   **Connections**   * SWBAT identify connections between words and their use   **Shades of Meaning**   * SWBAT determine words that relate or belong in the same category * SWBAT determine which word is more “intense” between two verbs within the same category (ex: run, sprint) * SWBAT order adjectives from “least intense” to “most intense” (ex: good, great, wonderful, fantastic) * SWBAT determine shades of meaning by defining, choosing or acting out |

|  |
| --- |
| **Unit 9: Flex Unit**  *May 21st- June 8th (2 weeks)* |
| **Reteach standards as needed, finish projects, end-of-year routines** |

|  |  |
| --- | --- |
| **Writing and Language Standards** | |
| **Unit 1: Narrative Writing *(approx. 6 weeks)*** | |
| **Writing Standards** | **Language Standards** |
| [W.1.3](http://www.corestandards.org/ELA-Literacy/W/1/3/) Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | [L.1.2.A](http://www.corestandards.org/ELA-Literacy/L/1/2/a/) Capitalize dates and names of people.   * + Beginning of sentence   + “lonely I”   + Names   + Days of the week   + Months   + Holidays   [L.1.2.B](http://www.corestandards.org/ELA-Literacy/L/1/2/b/) Use end punctuation for sentences.   * + Telling   + Asking   + Conveying Emotion   [L.1.1.A](http://www.corestandards.org/ELA-Literacy/L/1/1/a/) Print all upper- and lowercase letters.   * Focus: aA, dD, cC, eE, fF |

|  |  |
| --- | --- |
| **Unit 2: Informational Writing *(approx. 5 weeks)*** | |
| **Writing Standards** | **Language Standards** |
| [W.1.2](http://www.corestandards.org/ELA-Literacy/W/1/2/) Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  [W.1.8](http://www.corestandards.org/ELA-Literacy/W/1/8/) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question | L.1.1.Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   * [L.1.1.B](http://www.corestandards.org/ELA-Literacy/L/1/1/b/) Use common, proper, and possessive nouns. * [L.1.1.F](http://www.corestandards.org/ELA-Literacy/L/1/1/f/) Use frequently occurring adjectives. * [L.1.1.G](http://www.corestandards.org/ELA-Literacy/L/1/1/g/) Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).   [L.1.1.A](http://www.corestandards.org/ELA-Literacy/L/1/1/a/) Print all upper- and lowercase letters.   * Focus: gG, jJ, qQ, uU, sS, bB, pP   *(spiral these 2 for all remaining units)*  [L.1.2.D](http://www.corestandards.org/ELA-Literacy/L/1/2/d/) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  [L.1.2.E](http://www.corestandards.org/ELA-Literacy/L/1/2/e/) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. |

|  |  |
| --- | --- |
| **Unit 3: Narrative Writing *(approx. 4 weeks)*** | |
| **Writing Standards** | **Language Standards** |
| [W.1.3](http://www.corestandards.org/ELA-Literacy/W/1/3/) Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | [L.1.1.J](http://www.corestandards.org/ELA-Literacy/L/1/1/j/) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.   * In this unit, focus mainly on complete subject and complete predicate.   [L.1.1.A](http://www.corestandards.org/ELA-Literacy/L/1/1/a/) Print all upper- and lowercase letters.   * Focus: rR, nN, mM, hH, vV, yY, wW |

|  |  |
| --- | --- |
| **Unit 4: Opinion Writing *(approx. 5 weeks)*** | |
| **Writing Standards** | **Language Standards** |
| [W.1.1](http://www.corestandards.org/ELA-Literacy/W/1/1/) Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | [L.1.1.E](http://www.corestandards.org/ELA-Literacy/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).   * To Be Verbs   [L.1.1.J](http://www.corestandards.org/ELA-Literacy/L/1/1/j/) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.   * In this unit, focus on compound sentences.   [L.1.1.A](http://www.corestandards.org/ELA-Literacy/L/1/1/a/) Print all upper- and lowercase letters.   * Focus: xX, kK, zZ |

|  |  |
| --- | --- |
| **Unit 5: Narrative Writing *(approx. 5 weeks)*** | |
| **Writing Standards** | **Language Standards** |
| [W.1.3](http://www.corestandards.org/ELA-Literacy/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.   * Focus on plot development:   + Attempts to resolve problem   + Solution and lesson   W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | [L.1.1.C](http://www.corestandards.org/ELA-Literacy/L/1/1/c/) Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).   * + Singular/ plural nouns with matching verbs (subject verb agreement) |

|  |  |
| --- | --- |
| **Unit 6: Mini-Unit: Friendly Letters *(approx. 2 weeks)*** | |
| **Writing Standards** | **Language Standards** |
| [W.1.1](http://www.corestandards.org/ELA-Literacy/W/1/1/) Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | [L.1.2.C](http://www.corestandards.org/ELA-Literacy/L/1/2/c/) Use commas in dates and to separate single words in a series.   * + Commas     - Full date     - Cities, States |

|  |  |
| --- | --- |
| **Unit 7: Mini-Unit: Informational/ How-To Writing *(approx. 2 weeks)*** | |
| **Writing Standards** | **Language Standards** |
| [W.1.2](http://www.corestandards.org/ELA-Literacy/W/1/2/) Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  [W.1.7](http://www.corestandards.org/ELA-Literacy/W/1/7/) Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). | [L.1.1.D](http://www.corestandards.org/ELA-Literacy/L/1/1/d/) Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).  [L.1.1.H](http://www.corestandards.org/ELA-Literacy/L/1/1/h/) Use determiners (e.g., articles, demonstratives). |

|  |  |
| --- | --- |
| **Unit 8: Flex Unit/ Return to Narrative Writing/ Fantasy Genre? *(remaining of school year)*** | |
| **Writing Standards** | **Language Standards** |
| *spiraled as needed* | * Quotation Marks   + Capitalization   + Punctuation   + Exact dialogue |