



# **AUSD Grade 1 Language Arts Resource Planning Guide**

# GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 1 WEEK 1	BIG IDEA: Getting to Know Us — What makes you special?		INSTRUCTIONAL WINDOW:		
WEEKLY CONCEPT: At School		ESSENTIAL QUESTION: What do you do at your school?			
STANDARD	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.1.1 RI.1.1 RI.1.5 RI.1.7 RI.1.9 RL.1.1 RL.1.2 RL.1.7 SL.1.1a SL.1.1c	<b>LITERATURE BIG BOOK</b> <b>Title:</b> This School Year Will Be the Best!  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Visualize  <b>Concepts of Print:</b> Book Handling  <b>READ ALOUD</b> <b>Title:</b> "School Around the World" <b>Genre:</b> Nonfiction <b>Strategy:</b> Visualize	<b>SHORT TEXT</b> Jack Can  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Visualize  <b>Skill:</b> Key Details	<b>Strategy:</b> Visualize  <b>Skill:</b> Key Details  <b>MAIN SELECTION</b> <b>Title:</b> Nat and Sam  <b>Genre:</b> Realistic Fiction  <b>PAIRED SELECTION Title:</b> "Rules at School" (180)  <b>Genre:</b> Nonfiction  <b>Text Feature:</b> Photographs	<b>Strategy:</b> Visualize  <b>Skill:</b> Key Details  <b>MAIN SELECTIONS</b>  <b>Genre:</b> Realistic Fiction  <b>A:</b> A Fun Day/"We Share" (BR) <b>O:</b> We Like to Share/"Look at Signs" (60) <b>E:</b> We Like to Share/"Look at Signs" (100) <b>B:</b> Class Party/"Our Classroom Rules" (360)	<b>LITERATURE BIG BOOKS</b> Organization, Connection of Ideas
L.1.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> <b>Additional Domain Words:</b> rules, obey, safety ( <b>Additional Academic Vocabulary:</b> events, illustrations, punctuation <b>High Frequency Words:</b> <i>does, not, school, what</i> <b>Oral Vocabulary:</b> <i>learn, subjects, common, object, recognize</i>			
L.1.2d RF.1.2b RF.1.2c RF.1.2d RF.1.3b RF.1.3f RF.1.3g	<b>PHONICS/SPELLING</b>	<b>Phonological/Phonemic Awareness:</b> Identify Rhyme, Phoneme Isolation/Blending/ Segmentation <b>Phonics/Spelling Skill:</b> short a Consonants reviewed throughout Unit1 <b>Structural Analysis:</b> -s (inflectional ending)			
RF.1.4b	<b>FLUENCY</b>	Appropriate Phrasing			<b>Notes:</b>
W.1.5 W.1.6	<b>WRITING</b>	<b>Writing Trait:</b> Ideas: Focus on a Single Event <b>Writing Product:</b> Personal Narrative <b>Write About Reading:</b> Analyze Key Details			
L.1.1j L.1.2b L.1.2c	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Sentences <b>Grammar Mechanics:</b> Sentence Capitalization			
W.1.7	<b>Research</b>	<b>Weekly:</b> What kinds of activities do we do at school?			
<b>Assessments:</b>					

## ELA Grade 1, Unit 1, Week 1 Assessment Standards and Learning Targets

**RL.1.1** Ask and answer questions about key details in a text.

**Learning Target/s:**

- I can ask questions about key details in a text.
- I can answer questions about key details in a text.

**RL.1.7** Use illustrations and details in a story to describe its characters, setting, or events.

**Learning Target/s:**

- I can use illustrations and words to describe a story's characters.
- I can use illustrations and words to describe a story's settings.
- I can use illustrations and words to describe a story's plot.

**RI.1.7** Use the illustrations and details in a text to describe its key ideas.

**Learning Target/s:**

- I can use illustrations to describe key ideas.
- I can use details to describe key ideas.

**RF.1.2.b** 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.b** Decode regularly spelled one-syllable words.

**Learning Target/s:**

- I can decode one-syllable words.

**RF.1.3.f** Read words with inflectional endings.

**Learning Target/s:**

- I can read words with inflectional endings.

**RF.1.3.g** Recognize and read grade-appropriate irregularly spelled word.

**Learning Target/s:**

- I can recognize and read grade-appropriate irregularly spelled words.

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.1.2.b** Use end punctuation for sentences.

**Learning Target/s:**

- I can use common nouns, proper nouns, and possessive nouns. (L.1.1b)

**L.1.2.c** Use commas in dates and to separate single words in a series.

**Learning Target/s:**

- I can use end punctuation for sentences. (L.1.2b)

# GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 1 WEEK 2		BIG IDEA: Getting to Know Us — What makes you special?		INSTRUCTIONAL WINDOW:	
WEEKLY CONCEPT: Where I Live		ESSENTIAL QUESTION: What is it like where you live?			
STANDARD	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.1.1 RI.1.1 RI.1.5 RI.1.7 RI.1.9 RL.1.1 RL.1.2 RL.1.7 SL.1.1a SL.1.1c	<u>LITERATURE BIG BOOK</u>  Title: Alicia's Happy Day  Genre: Realistic Fiction  Strategy: Visualize  Concepts of Print: Book Handling  <u>READ ALOUD</u>  Title: "City Mouse and Country Mouse"  Genre: Fable  Strategy: Visualize	<u>SHORT TEXT</u> Six Kids (250)  Genre: Fantasy  Strategy: Visualize  Skill: Key Details	Strategy: Visualize  Skill: Key Details  MAIN SELECTION Title: Go, Pip! (30)  Genre: Fantasy  PAIRED SELECTION  Title: "I Live Here"  Genre: Nonfiction  Text Feature: Bold print	Strategy: Visualize  Skill: Key Details  MAIN SELECTIONS Genre: Fantasy  A: What Can We See?/"My Home" (BR) O: A Trip to the City/"Where I Live" (30) E: A Trip to the City/"Where I Live" (BR) B: Harvest Time/"Where We Live" (330)	<u>LITERATURE BIG BOOKS</u> Organization, Lack of Prior Knowledge
L.1.4	VOCABULARY	Vocabulary Words: Additional Domain Words: building, yard, playground Additional Academic Vocabulary: author, bold print, Sequence High Frequency Words: down, out, up, very Oral Vocabulary: city, country, bored, feast, scurried			
L.1.2d RF.1.2b RF.1.2c RF.1.2d RF.1.3b RF.1.3g	PHONICS/SPELLING	Phonemic Awareness: Alliteration, Phoneme Categorization/ Blending/Segmentation Phonics/Spelling Skill: short l Consonants reviewed throughout Unit 1 Structural Analysis: double final consonants			
RF.1.4b	FLUENCY	Intonation			Notes:
W.1.5	WRITING	Writing Trait: Ideas: Describing Details Writing Product: Descriptive Sentences About a Place Write About Reading: Analyze Key Details			
L.1.2b L.1.2c	GRAMMAR	Grammar Skill: Word Order Mechanics: Sentence Punctuation (periods)			
W.1.7	Research	Weekly: How are places in our community similar to, or different from, places in other communities?			
Assessments:					

## ELA Grade 1, Unit 1, Week 2 Assessment Standards and Learning Targets

**RL.1.3** Describe characters, settings, and major events in a story, using key details.

**Learning Target/s:**

- I can use details to describe characters from a story.
- I can use details to describe the setting of a story.
- I can use details to describe the major events of a story.

**RI.1.1** Ask and answer questions about key details in a text.

**Learning Target/s:**

- I can ask questions about key details in a text.
- I can answer questions about key details in a text.

**RI.1.2** Identify the main topic and retell key details of a text.

**Learning Target/s:**

- I can identify the main topic of a text.
- I can retell key details of a text.

**RF.1.2.b** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

**RF.1.2.c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

**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 both in isolation and in text.

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

**Learning Target/s:**

- I can match a sound to the correct consonant digraph.

**RF.1.3.b** Decode regularly spelled one-syllable words.

**Learning Target/s:**

- I can decode one-syllable words.

**RF.1.3.e** Decode two-syllable words following basic patterns by breaking the words into syllables

**Learning Target/s:**

- I can count the number of syllables in a word by realizing that each syllable has a vowel sound.

**RF.1.3.f** Read words with inflectional endings.

**Learning Target/s:**

- I can decode two-syllable words by breaking the syllables apart.

**RF.1.3.g** Recognize and read grade-appropriate irregularly spelled words.

**Learning Target/s:**

- I can read words with inflectional endings.

**SL.1.1.b** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

**L.1.1.b** Use common, proper, and possessive nouns.

**Learning Target/s:**

- I can use common nouns, proper nouns, and possessive nouns. (L.1.1b)

# GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 1 WEEK 3		BIG IDEA: Getting to Know Us — What makes you special?		INSTRUCTIONAL WINDOW:	
		WEEKLY CONCEPT: Concept: Our Pets	ESSENTIAL QUESTION: What makes a pet special?		
STANDARD	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
SL.1.1c RF.1.1 RF.1.3b RL.1.1 RL.1.2 RL.1.7 RL.1.9 RI.1.1 RI.2.5	<b>LITERATURE BIG BOOK</b> <b>Title:</b> Cool Dog, School Dog  <b>Genre:</b> Fiction  <b>Strategy:</b> Visualize  <b>Concepts of Print:</b> Track Print and Return Sweep  <b>READ ALOUD</b> <b>Title:</b> "Our Pets"  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Visualize	<b>SHORT TEXT</b> A Pig for Cliff (210)  <b>Genre:</b> Fantasy  <b>Strategy:</b> Visualize  <b>Skill:</b> Key Details	<b>Strategy:</b> Visualize  <b>Skill:</b> Key Details  <b>MAIN SELECTION</b> <b>Title:</b> Flip (30)  <b>Genre:</b> Fantasy  <b>PAIRED SELECTION</b>  <b>Title:</b> "What Pets Need" (370)  <b>Genre:</b> Nonfiction  <b>Text Feature:</b> Labels	<b>Strategy:</b> Visualize  <b>Skill:</b> Key Details  <b>MAIN SELECTIONS</b> <b>Genre:</b> Fantasy  <b>A:</b> Mouse’s Moon Party/"A Mouse in the House" (120) <b>O:</b> Pet Show/"Love That Llama!" (200) <b>E:</b> Pet Show/"Love That Llama!" (20) <b>B:</b> Polly the Circus Star/"Birds That Talk" (280)	<b>LITERATURE BIG BOOKS</b> Sentence Structure, Connection of Ideas
L.1.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> <b>Additional Domain Words:</b> living things, need, cares <b>Additional Academic Vocabulary:</b> consonant, label, publish <b>High Frequency Words:</b> <i>be, come, good, pull</i> <b>Oral Vocabulary:</b> <i>care, train, groom, companion, popular</i>			
L.1.2c L.1.2e L.1.3d RF.1.2b RF.1.2c RF.1.2d RF.1.3b RF.1.3f RF.1.3g	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Contrast Vowel Sounds, Phoneme Blending/Substitution/Segmentation <b>Phonics/Spelling Skill:</b> beginning consonant blends: l-blends Consonants reviewed throughout Unit 1 <b>Structural Analysis:</b> -s (plural nouns)			
RF.1.4b	<b>FLUENCY</b>	Appropriate Phrasing			<b>Notes:</b>
L.1.1 W.1.5 W.1.6	<b>WRITING</b>	<b>Writing Trait:</b> Ideas: Describing Details <b>Writing Product:</b> Descriptive Sentences About an Animal <b>Write About Reading:</b> Analyze Key Details			
L.1.2 L.1.2b	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Statements <b>Mechanics:</b> Capitalization and Punctuation (periods)			
W.1.7	<b>Research</b>	<b>Weekly:</b> What are the ways to care for pets?			
<b>Assessments:</b>					

## ELA Grade 1, Unit 1, Week 3 Assessment Standards and Learning Targets

**RL.1.3** Describe characters, settings, and major events in a story, using key details.

**Learning Target/s:**

- I can use details to describe characters from a story.
- I can use details to describe the setting of a story.
- I can use details to describe the major events of a story.

**RI.1.3** Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

**Learning Target/s:**

- I can describe the connection between two objects (i.e., individuals, events, ideas) or pieces of information.

**RI.1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**Learning Target/s:**

- I can tell whether I got information from pictures/illustrations or from the text.

**RF.1.2.b** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

**RF.1.2.c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

**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 both in isolation and in text.

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

**Learning Target/s:**

- I can represent long vowel sounds with final -e.

**RF.1.3.f** Read words with inflectional endings.

**Learning Target/s:**

- I can decode two-syllable words by breaking the syllables apart.

**RF.1.3.g** Recognize and read grade-appropriate irregularly spelled words.

**Learning Target/s:**

- I can read words with inflectional endings. **L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**L.1.1c** Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

**Learning Target/s:**

- I can use singular nouns with matching verbs in sentences. **(L.1.1c)**

**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).

**Learning Target/s:**

- I can use personal, possessive, and indefinite pronouns. **(L.1.1d)**

\*Refer to the Common Core State Standards Curriculum Resources Binder for more information

# GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 1 WEEK 4		BIG IDEA: Getting to Know Us — What makes you special?			INSTRUCTIONAL WINDOW:
WEEKLY CONCEPT: Let's Be Friends		ESSENTIAL QUESTION: What do friends do together?			
STANDARD	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.1.1 RI.1.1 RI.1.9 RL.1.1 RL.1.2 RL.2.4 RL.1.7 SL.1.1a SL.1.2	<b>LITERATURE BIG BOOK</b>  <b>Title:</b> Friends All Around  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Ask and Answer Questions  <b>Concepts of Print:</b> Book Handling and Labels  <b>READ ALOUD</b> <b>Title:</b> "Games Long Ago"  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Ask and Answer Questions	<b>SHORT TEXT</b> Toss! Kick! Hop! (290)  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details  <b>MAIN SELECTION</b> <b>Title:</b> Friends (60)  <b>Genre:</b> Nonfiction  <b>PAIRED SELECTION</b>  <b>Title:</b> "There Are Days and There Are Days"  <b>Genre:</b> Poetry	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details  <b>MAIN SELECTIONS</b> <b>Genre:</b> Nonfiction  <b>A:</b> Friends Are Fun/"I Like to Play" (130) <b>O:</b> Friends Are Fun/"I Like to Play" (110) <b>E:</b> Friends Are Fun/"I Like to Play" (100) <b>B:</b> Friends Are Fun/"I Like to Play" (350)	<b>LITERATURE BIG BOOKS</b> Organization, Connection of Ideas
L.1.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> <b>Additional Domain Words:</b> poem <b>Additional Academic Vocabulary:</b> evaluate, rhyme <b>High Frequency Words:</b> <i>fun, make, they, too</i> <b>Oral Vocabulary:</b> <i>cooperate, relationship, deliver, chore, collect</i>			
L.1.2d RF.1.2b RF.1.2c RF.1.2d RF.1.3b RF.1.3g	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Phoneme Categorization/Segmentation/Deletion, Rhyme, Phoneme Blending Phonics/ <b>Spelling Skill:</b> short o Consonants reviewed throughout Unit 1 <b>Structural Analysis:</b> alphabetical order (one letter)			
RF.1.4b	<b>FLUENCY</b>	Appropriate Phrasing	<b>Notes:</b>		
W.1.3 W.1.5 W.1.6	<b>WRITING</b>	<b>Writing Trait:</b> Organization: Compare and Contrast <b>Writing Product:</b> Personal Narrative <b>Write About Reading:</b> Analyze Key Details			
L.1.2b	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Questions and Exclamations <b>Grammar Mechanics:</b> Question and Exclamation Marks			
W.1.7	<b>Research</b>	<b>Weekly:</b> What can we learn about our favorite games or sports?			
<b>Assessments:</b>					



## ELA Grade 1, Unit 1, Week 4 Assessment Standards and Learning Targets

**RL.1.3** Describe characters, settings, and major events in a story, using key details.

**Learning Target/s:**

- I can use details to describe characters from a story.
- I can use details to describe the setting of a story.
- I can use details to describe the major events of a story.

**RL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**Learning Target/s:**

- I can identify words or phrases in a text that relate to senses and feelings.

**RI.1.2** Identify the main topic and retell key details of a text.

**Learning Target/s:**

- I can identify the main topic of a text.
- I can retell key details of 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.

**Learning Target/s:**

- I know and can use various text *structures* to locate key facts or information in a text.
- I know and can use various *text* features to locate key facts or information in a text.

**RF.1.3.c** Know final –e and common vowel team conventions for representing long vowel sounds.

**Learning Target/s:**

- I can represent long vowel sounds with final –e.

**RF.1.3.e** Decode two-syllable words following basic patterns by breaking words into syllables.

**Learning Target/s:**

- I can count the number of syllables in a word by realizing that each syllable has a vowel sound.

**RF.1.3.f** Read words with inflectional endings.

**Learning Target/s:**

- I can decode two-syllable words by breaking the syllables apart.

**RF.1.3.g** Recognize and read grade-appropriate irregularly spelled words.

**Learning Target/s:**

- I can read words with inflectional endings. (Task 7)

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.1.1.e** Common Core 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.)

**Learning Target/s:**

- I can use personal, possessive, and indefinite pronouns. (L.1.1d)(Task 5)

**L.1.4.a** Use sentence-level context as a clue to the meaning of a word or phrase.

**Learning Target/s:**

- I can use context clues to figure out word meanings. (L.1.4a)

**L.1.4b** Use frequently occurring affixes as a clue to the meaning of a word or phrase.

**Learning Target/s:**

- I can use prefixes and/or suffixes to figure out word meanings. (L.1.4b)

**L.1.4c** Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

**Learning Target/s:**

- I can identify root words and their endings. (L.1.4c)

**L.1.5a** Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

**Learning Target/s:**

- I can sort words into categories. (L.1.5a)

# GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 1 WEEK 5	BIG IDEA: Getting to Know Us — What makes you special?			INSTRUCTIONAL WINDOW:	
WEEKLY CONCEPT: Let’s Move			ESSENTIAL QUESTION: How does your body move?		
STANDARD	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.1.1 RI.1.1 RI.1.2 RI.1.5 RI.1.8 RI.1.9 RL.1.1 SL.1.1b	<b>LITERATURE BIG BOOK</b>  <b>Title:</b> Move!  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Ask and Answer Questions  <b>Concepts of Print:</b> Special Text Treatments  <b>READ ALOUD</b> <b>Title:</b> "Rabbit and Coyote Race"  <b>Genre:</b> Folktale  <b>Strategy:</b> Ask and Answer Questions	<b>SHORT TEXT</b> Move and Grin! (350)  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details  <b>MAIN SELECTION</b> <b>Title:</b> Move It! (60)  <b>Genre:</b> Nonfiction  <b>PAIRED SELECTION</b>  <b>Title:</b> "Using Diagrams" (440)  <b>Genre:</b> Nonfiction  <b>Text Feature:</b> Diagram	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details  <b>MAIN SELECTIONS</b>  <b>Genre:</b> Nonfiction  <b>A:</b> We Can Move/"What’s Under Your Skin?" (170) <b>O:</b> We Can Move!/"What’s Under Your Skin?" (200) <b>E:</b> We Can Move!/"What’s Under Your Skin?" (190) <b>B:</b> We Can Move!/"What’s Under Your Skin?" (390)	<b>LITERATURE BIG BOOKS</b> Purpose, Vocabulary
L.1.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> Additional Academic Vocabulary: diagram, first, last, next <b>High Frequency Words:</b> <i>jump, move, run, two</i> <b>Oral Vocabulary:</b> <i>physical, exercise, agree, exhausted, difficult</i>			
L.1.2d RF.1.2c RF.1.2d RF.1.3b RF.1.3g	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Phoneme Categorization/Segmentation/Deletion/Blending <b>Phonics/Spelling Skill:</b> Beginning consonant blends: r-blends; s-blends Consonants reviewed throughout Unit 1 <b>Structural Analysis:</b> possessives			
RF.1.4b	<b>FLUENCY</b>	Appropriate Phrasing			<b>Notes:</b>
W.1.3 W.1.5 W.1.6	<b>WRITING</b>	<b>Writing Trait:</b> Organization: Order of Events <b>Writing Product:</b> Personal Narrative <b>Write About Reading:</b> Analyze Key Details			
L.1.2b	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Writing Sentences <b>Mechanics:</b> Capitalization and Punctuation (periods, question and exclamation marks)			
W.1.7	<b>Research</b>	<b>Weekly:</b> How does the human body move? <b>Unit Level:</b> Research <b>Skill:</b> Selecting a Topic <b>Unit Project:</b> Self-select and develop from weekly research projects.			
<b>Assessments:</b>					

## ELA Grade 1, Unit 1, Week 5 Assessment Standards and Learning Targets

**RI.1.3** Describe characters, settings, and major events in a story, using key details.

**Learning Target/s:**

- I can use details to describe characters from a story.
- I can use details to describe the setting of a story.
- I can use details to describe the major events of a story.

**RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Learning Target/s:**

- I can describe the connection between two objects (i.e., individuals, events, ideas) or pieces of information.

**RI.1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**Learning Target/s:**

- I can tell whether I got information from pictures/illustrations or from the text.

**RF.1.3.c** Know final –e and common vowel team conventions for representing long vowel sounds.

**Learning Target/s:**

- I can represent long vowel sounds with final –e.

**RF.1.3.e** Decode two-syllable words following basic patterns by breaking words into syllables.

**Learning Target/s:**

- I can count the number of syllables in a word by realizing that each syllable has a vowel sound.

**RF.1.3.f** Read words with inflectional endings.

**Learning Target/s:**

- I can decode two-syllable words by breaking the syllables apart.

**RF.1.3.g** Recognize and read grade-appropriate irregularly spelled words.

**Learning Target/s:**

- I can read words with inflectional endings.

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.1.1.c** Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

**Learning Target/s:**

- I can use singular nouns with matching verbs in sentences. (L.1.1c)

**L.1.1.f** Use frequently occurring adjectives.

**Learning Target/s:**

- I can use verbs in the past, present, and future tenses. (L.1.1e)

**L.1.1.g** Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).

**Learning Target/s:**

- I can use adjectives. (L.1.1f)

**L.1.1.h** Use determiners (e.g., articles, demonstratives).

**Learning Target/s:**

- I can use conjunctions (connecting words). (L.1.1g)

**L.1.1i** Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*).

**Learning Target/s:**

- I can use determiners (identifying words). (L.1.1h)

**L.1.4c** Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

**Learning Target/s:**

- I can identify root words and their endings. (L.1.4c)

**L.1.5d** – With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

**Learning Target/s:**

- I can distinguish shades of meaning between verbs and adjectives by defining, choosing, or acting them out. (L.1.5d)

# GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE

<b>UNIT 1</b>	<b>BIG IDEA: Getting to Know Us — What makes you special?</b>		<b>INSTRUCTIONAL WINDOW:</b>	
<b>WEEK 6</b>	<b>ESSENTIAL QUESTION: How does your body move?</b>		<b>INTERIM WINDOW:</b>	
<b>STANDARD</b>	<b>UNIT WRAP-UP</b>		<b>SUMMATIVE ASSESSMENT</b> Post Assessment Instruction	
RF.1.4a RF.1.4b RF.1.4c	<b>FLUENCY</b>	Reader's Theater: Look At Me Now	Using Assessment Results Tested skills:	
RI.1.5 W.1.6	<b>COMPREHENSION</b>	<i>TIME FOR KIDS</i> /Reading Digitally: World Games	<b>RETEACH</b> Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
SL.1.5 W.1.7	<b>RESEARCH AND INQUIRY</b>	Research skill Choose Project  Science/Social Studies Connection	Instructional strategy(ies)/activity(ies):	
	<b>WRITING</b>	Presentations	<b>RETEACH</b> Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
			Instructional strategy(ies)/activity(ies):	
	<b>EXTEND LEARNING</b> Level Up			
<b>Assessments:</b>				

## Grade 1, Unit 1 ELA Learning Targets

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**RL.1.1** Ask and answer questions about key details in a text.

**Learning Target/s:**

- I can ask questions about key details in a text.
- I can answer questions about key details in a text.

**RL.1.7** Use illustrations and details in a story to describe its characters, setting, or events.

**Learning Target/s:**

- I can use illustrations and words to describe a story's characters.
- I can use illustrations and words to describe a story's settings.
- I can use illustrations and words to describe a story's plot.

**RI.1.1** Ask and answer questions about key details in a text.

**Learning Target/s:**

- I can ask questions about key details in a text.
- I can answer questions about key details in a text.

**RI.1.7** Use the illustrations and details in a text to describe its key ideas.

**Learning Target/s:**

- I can use illustrations to describe key ideas.
- I can use details to describe key ideas.

**RF.1.2.b** 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.b** Decode regularly spelled one-syllable words.

**Learning Target/s:**

- I can decode one-syllable words.

**RF.1.3.f** Read words with inflectional endings.

**Learning Target/s:**

- I can read words with inflectional endings.

**RF.1.3.g** Recognize and read grade-appropriate irregularly spelled word.

**Learning Target/s:**

- I can recognize and read grade-appropriate irregularly spelled words.

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.1.2.b** Use end punctuation for sentences.

**Learning Target/s:**

- I can use common nouns, proper nouns, and possessive nouns.

**L.1.2.c** Use commas in dates and to separate single words in a series.

**Learning Target/s:**

- I can use end punctuation for sentences.

# GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 2 WEEK 1	BIG IDEA: Our Community — What makes a community?			INSTRUCTIONAL WINDOW:	
	WEEKLY CONCEPT: Jobs Around Town		ESSENTIAL QUESTION: What jobs need to be done in a community?		
STANDARD	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
L.1.3 RF.1.1 RI.1.7 RI.1.9 RL.1.2 SL.1.1b SL.1.2	<b>LITERATURE BIG BOOK</b> <b>Title:</b> Millie Waits for the Mail  <b>Genre:</b> Fiction  <b>Strategy:</b> Make and Confirm Predictions  <b>Concepts of Print:</b> Ellipses and Dashes  <b>READ ALOUD</b> <b>Title:</b> "Jobs Around Town"  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Make and Confirm Predictions	<b>SHORT TEXT</b> Good Job, Ben! (130)  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Character, Setting, Events	<b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Character, Setting, Events  <b>MAIN SELECTION</b> <b>Title:</b> The Red Hat (BR)  <b>Genre:</b> Realistic Fiction  <b>PAIRED SELECTION Title:</b> "Firefighters at Work" (290)  <b>Genre:</b> Nonfiction  <b>Text Feature:</b> Labels	<b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Character, Setting, Events  <b>MAIN SELECTIONS</b> <b>Genre:</b> Realistic Fiction  <b>A:</b> Pick Up Day/"The Recycling Center" (70) <b>O:</b> Ben Brings the Mail/"At the Post Office" (200) <b>E:</b> Ben Brings the Mail/"At the Post Office" (70) <b>B:</b> At Work with Mom/"Tools for the School Nurse" (330)	<b>LITERATURE BIG BOOKS</b> Sentence Structure, Organization
L.1.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> <b>Additional Domain Words:</b> rules, obey, safety <b>Additional Academic Vocabulary:</b> events, illustrations, punctuation <b>High Frequency Words:</b> <i>again, help, new, there, use</i> <b>Oral Vocabulary:</b> <i>occupation, community, equipment, fortunately, astonishing</i>			
L.1.2d L.1.2e RF.1.2b RF.1.2c RF.1.3b RF.1.3f RF.1.3g	<b>PHONICS</b>	<b>Phonemic Awareness:</b> Phoneme Blending/Isolation/ Segmentation <b>Phonics/ Spelling Skill:</b> short e spelled e and ea <b>Structural Analysis:</b> inflectional ending -ed (no spelling change)			
RF.1.4b	<b>FLUENCY</b>	Intonation			<b>Notes:</b>
W.1.5 W.1.6	<b>WRITING</b>	<b>Writing Trait:</b> Organization: Focus on an Idea <b>Writing Product:</b> Story <b>Write About Reading:</b> Analyze Character, Setting, Events			
L.1.1b L.1.2c	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Nouns <b>Mechanics:</b> Commas in a Series			
W.1.7	<b>Research</b>	<b>Weekly:</b> What can we learn about jobs that help the community?			
<b>Assessments:</b>					

## ELA Grade 1, Unit 2, Week 1 Assessment Standards and Learning Targets

**RL.1.3** Describe characters, settings, and major events in a story, using key details.

**Learning Target/s:**

- a. I can use details to describe characters from a story.
- b. I can use details to describe the setting of a story.
- c. I can use details to describe the major events of a story.

**RF.1.2.b** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

**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 both in isolation and in text.

**RF.1.3.b** Decode regularly spelled one-syllable words.

**Learning Target/s:**

- I can decode one-syllable words.

**RF.1.3.f** Read words with inflectional endings.

**Learning Target/s:**

- I can read words with inflectional endings.

**RF.1.3.g** Recognize and read grade-appropriate irregularly spelled word.

**Learning Target/s:**

- I can recognize and read grade-appropriate irregularly spelled words.

**L.1.1.b** Use common, proper, and possessive nouns.

**Learning Target/s:**

- I can use common nouns, proper nouns, and possessive nouns.

**SL.1.1.b** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

# GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 2 WEEK 2	BIG IDEA: Our Community — What makes a community?			INSTRUCTIONAL WINDOW:	
	WEEKLY CONCEPT: Buildings All Around		ESSENTIAL QUESTION: What buildings do you know? What are they made of?		
STANDARD	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.1.1a RL.1.2 <b>RL.1.3</b> RL.1.9 SL.1.1a SL.1.2	<b>LITERATURE BIG BOOK</b> <b>Title:</b> The 3 Little Dassies  <b>Genre:</b> Fantasy  <b>Strategy:</b> Make and Confirm Predictions  <b>Concepts of Print:</b> Quotations  <b>READ ALOUD</b> <b>Title:</b> "The Three Little Pigs"  <b>Genre:</b> Folktale  <b>Strategy:</b> Make and Confirm Predictions	<b>SHORT TEXT</b> Cubs in a Hut (390)  <b>Genre:</b> Fantasy  <b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Character, Setting, Events	<b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Character, Setting, Events  <b>MAIN SELECTION</b> <b>Title:</b> The Pigs, the Wolf, and the Mud (320)  <b>Genre:</b> Fantasy  <b>PAIRED SELECTION</b> <b>Title:</b> "Homes Around the World" (330) <b>Genre:</b> Nonfiction  <b>Text Feature:</b> Captions	<b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Character, Setting, Events  <b>MAIN SELECTIONS</b> <b>Genre:</b> Fantasy  <b>A:</b> What a Nest!/ "Stone Castles" (170) <b>O:</b> Staying Afloat/"A Day on a Houseboat" (150) <b>E:</b> Staying Afloat/"A Day on a Houseboat" (10) <b>B:</b> City Armadillo, Country Armadillo/"City or Country?" (330)	<b>LITERATURE BIG BOOKS</b> Vocabulary
L.1.4	<b>VOCABULARY</b>	<b>Additional Domain Words:</b> homes, build, shelter <b>Additional Academic Vocabulary:</b> apostrophe, dialogue, presentation <b>High Frequency Words:</b> <i>could, live, one, then, three</i> <b>Oral Vocabulary:</b> <i>shelter, materials, collapsed, furious, refused</i>			
L.1.2d RF.1.2b RF.1.2c RF.1.2d RF.1.3b RF.1.3g	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Rhyme, Phoneme Identity/Blending/ Segmentation <b>Phonics/ Spelling Skill:</b> short u <b>Structural Analysis:</b> contractions with ‘s			
RF.1.4b	<b>FLUENCY</b>	Expression			<b>Notes:</b>
W.1.3 W.1.5 W.1.6	<b>WRITING</b>	<b>Writing Trait:</b> Organization: Beginning, Middle, End <b>Writing Product:</b> Story <b>Write About Reading:</b> Analyze Character, Setting, Events			
L.1.1b	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Singular and Plural Nouns <b>Mechanics:</b> Adding -s and -es to form plural nouns			
W.1.7	<b>Research</b>	<b>Weekly:</b> What can we learn about the buildings in our community? What are they made of?			
<b>Assessments:</b>					



## ELA Grade 1, Unit 2, Week 2 Assessment Standards and Learning Targets

**RL.1.3** Describe characters, settings, and major events in a story, using key details.

**Learning Target/s:**

- a. I can use details to describe characters from a story.
- b. I can use details to describe the setting of a story.
- c. I can use details to describe the major events of a story.

**RF.1.2.b** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

**RF.1.2.c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

**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 both in isolation and in text.

**RF.1.3.b** Decode regularly spelled one-syllable words.

**Learning Target/s:**

- I can decode one-syllable words.

**RF.1.3.g** Recognize and read grade-appropriate irregularly spelled word.

**Learning Target/s:**

- I can recognize and read grade-appropriate irregularly spelled words.

**L.1.1.b** Use common, proper, and possessive nouns.

**Learning Target/s:**

- I can use common nouns, proper nouns, and possessive nouns.



# GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 2 WEEK 3	BIG IDEA: Our Community — What makes a community?			INSTRUCTIONAL WINDOW:	
	WEEKLY CONCEPT: A Community in Nature		ESSENTIAL QUESTION: Where do animals live together?		
STANDARD	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.1.1a RF.1.4b <b>RI.1.2</b> RI.1.9 <b>RL.1.4</b> SL.1.1a SL.1.2	<b>LITERATURE BIG BOOK</b> <b>Title:</b> Babies in the Bayou  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Reread  <b>Concepts of Print:</b> Distinguish Sentences  <b>READ ALOUD</b> <b>Title:</b> "Animals in the Desert"  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Reread	<b>SHORT TEXT</b> The Best Spot (160)  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Reread  <b>Skill:</b> Main Topic and Key Details	<b>Strategy:</b> Reread  <b>Skill:</b> Main Topic and Key Details  <b>MAIN SELECTION</b> <b>Title:</b> At a Pond (190)  <b>Genre:</b> Nonfiction  <b>PAIRED SELECTION</b>  <b>Title:</b> "Way Down Deep" (NP)  <b>Genre:</b> Poetry	<b>Strategy:</b> Reread  <b>Skill:</b> Main Topic and Key Details  <b>MAIN SELECTIONS</b> <b>Genre:</b> Nonfiction  <b>A:</b> Meerkat Family/"I Live in a House!" (170) <b>O:</b> Meerkat Family/"I Live in a House!" (210) <b>E:</b> Meerkat Family/"I Live in a House!" (170) <b>B:</b> Meerkat Family/"I Live in a House!" (370)	<b>LITERATURE BIG BOOKS</b> Purpose, Organization
L.1.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> Additional Domain Word: poem <b>Additional Academic Vocabulary:</b> draft, repetition, rhythm <b>High Frequency Words:</b> <i>eat, no, of, under, who</i> <b>Oral Vocabulary:</b> <i>habitat, depend, hibernate, tranquil, tolerate</i>			
L.1.2d L.1.2e <b>RF.1.2b</b> <b>RF.1.2c</b> <b>RF.1.2d</b> <b>RF.1.3b</b> <b>RF.1.3f</b> <b>RF.1.3g</b>	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Phoneme Categorization/ Blending/ Substitution/ Segmentation <b>Phonics/ Spelling Skill:</b> ending consonant blends nd, nk, nt, st, sk, mp <b>Structural Analysis:</b> inflectional ending -ing (no spelling change); first introduction to two-syllable words			
<b>RF.1.3b</b> RF.1.4b	<b>FLUENCY</b>	Appropriate Phrasing			<b>Notes:</b>
W.1.2 W.1.5 W.1.6	<b>WRITING</b>	<b>Writing Trait:</b> Ideas: Main Idea <b>Writing Product:</b> Sentences That Explain <b>Write About Reading:</b> Analyze Main Topic and Key Details			
<b>L.1.1b</b>	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Possessive Nouns <b>Mechanics:</b> Apostrophe with Possessive Nouns			
W.1.7	<b>Research</b>	<b>Weekly:</b> What can we learn about a habitat? What kinds of creatures live there?			
<b>Assessments:</b>					

## ELA Grade 1, Unit 2, Week 3 Assessment Standards and Learning Targets

**RI.1.1** Ask and answer questions about key details in a text.

**Learning Target/s:**

- a. I can ask questions about key details in a text.
- b. I can answer questions about key details in a text.

**RI.1.2** Identify the main topic and retell key details of a text.

**Learning Target/s:**

- a. I can identify the main topic of a text.
- b. I can retell key details of a text.

**RF.1.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**RF.1.2.b** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

**RF.1.2.c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

**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 both in isolation and in text.

**RF.1.3.b** Decode regularly spelled one-syllable words.

**Learning Target/s:**

- I can decode one-syllable words.

**RF.1.3.f** Read words with inflectional endings.

**Learning Target/s:**

- I can read words with inflectional endings.

**RF.1.3.g** Recognize and read grade-appropriate irregularly spelled word.

**Learning Target/s:**

- I can recognize and read grade-appropriate irregularly spelled words.

**L.1.1.b** Use common, proper, and possessive nouns.

**Learning Target/s:**

- I can use common nouns, proper nouns, and possessive nouns.

# GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 2	BIG IDEA: Our Community — What makes a community?			INSTRUCTIONAL WINDOW:	
WEEK 4	WEEKLY CONCEPT: Let's Help		ESSENTIAL QUESTION: How do people help out in the community?		
STANDARD	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.1.1 RI.1.5 RI.1.9 RL.1.3 SL.1.1c SL.1.2	<b><u>LITERATURE BIG BOOK</u></b>  <b>Title:</b> The Story of Martin Luther King Jr.  <b>Genre:</b> Nonfiction/ Biography  <b>Strategy:</b> Reread  <b>Concepts of Print:</b> Special Text Treatments  <b><u>READ ALOUD</u></b> <b>Title:</b> "Luis's Library"  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Reread	<b><u>SHORT TEXT</u></b> Thump Thump Helps Out (510)  <b>Genre:</b> Fantasy  <b>Strategy:</b> Reread  <b>Skill:</b> Character, Setting, Events	<b>Strategy:</b> Reread  <b>Skill:</b> Character, Setting, Events  <b><u>MAIN SELECTION</u></b> <b>Title:</b> Nell's Books (200)  <b>Genre:</b> Fantasy  <b><u>PAIRED SELECTION</u></b>  <b>Title:</b> "Kids Can Help!" (350)  <b>Genre:</b> Nonfiction  <b>Text Feature:</b> List	<b>Strategy:</b> Reread  <b>Skill:</b> Character, Setting, Events  <b><u>MAIN SELECTIONS</u></b> <b>Genre:</b> Fantasy  <b>A:</b> The Sick Tree/"Beach Clean-Up" (40) <b>O:</b> Squirrels Help/"Food Drive" (200) <b>E:</b> Squirrels Help/"Food Drive" (190) <b>B:</b> Wow, Kitty!/"Sharing Skills" (390)	<b><u>LITERATURE BIG BOOKS</u></b> Genre, Prior Knowledge
L.1.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> Additional Domain Words: neighborhood, garden, recycle <b>Additional Academic Vocabulary:</b> highlight, imaginary, stress <b>High Frequency Words:</b> <i>all, call, day, her, want</i> <b>Oral Vocabulary:</b> <i>leadership, admire, enjoy, rely, connections</i>			
L.1.2b L.1.2d RF.1.2c RF.1.3a RF.1.3b RF.1.3e RF.1.3g	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Phoneme Isolation/ Categorization/ Blending/ Segmentation <b>Phonics/ Spelling Skill:</b> consonant digraphs th, sh, -ng <b>Structural Analysis:</b> closed syllables			
RF.1.4b	<b>FLUENCY</b>	Intonation			<b>Notes:</b>
W.1.3 W.1.5 W.1.6	<b>WRITING</b>	<b>Writing Trait:</b> Organization: Beginning, Middle, End <b>Writing Product:</b> Story <b>Write About Reading:</b> Analyze Character, Setting, Events			
L.1.1b	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Common and Proper Nouns <b>Mechanics:</b> Capitalize Proper Nouns (people, pets, places, and things)			
W.1.7	<b>Research</b>	<b>Weekly:</b> How can we make our classroom a better place?			
<b>Assessments:</b>					

## ELA Grade 1, Unit 2, Week 4 Assessment Standards and Learning Targets

**RL.1.1** Ask and answer questions about key details in a text.

**Learning Target/s:**

- a. I can ask questions about key details in a text.
- b. I can answer questions about key details in a text.

**RL.1.3** Describe characters, settings, and major events in a story, using key details.

**Learning Target/s:**

- a. I can use details to describe characters from a story.
- b. I can use details to describe the setting of a story.
- c. I can use details to describe the major events of a story.

**RF.1.2.b** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

**RF.1.2.c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

**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 both in isolation and in text.

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

**Learning Target/s:**

- I can match a sound to the correct consonant digraph.

**RF.1.3.b** Decode regularly spelled one-syllable words.

**Learning Target/s:**

- I can decode one-syllable words.

**RF.1.3.e** Decode two-syllable words following basic patterns by breaking the words into syllables.

**Learning Target/s:**

- I can decode two-syllable words by breaking the syllables apart.

**RF.1.3.g** Recognize and read grade-appropriate irregularly spelled word.

**Learning Target/s:**

- I can recognize and read grade-appropriate irregularly spelled words.

**L.1.1.b** Use common, proper, and possessive nouns.

**Learning Target/s:**

- I can use common nouns, proper nouns, and possessive nouns.

# GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 2 WEEK 5		BIG IDEA: Our Community — What makes a community?		INSTRUCTIONAL WINDOW:	
WEEKLY CONCEPT: Follow the Map		ESSENTIAL QUESTION: How can you find your way around?			
STANDARD	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.1.1a <b>RI.1.2</b> <b>RI.1.5</b> RI.1.8 RI.1.9 SL.1.1 SL.1.1a SL.1.2	<b><u>LITERATURE BIG BOOK</u></b>  <b>Title:</b> Me on the Map  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Reread  <b>Concepts of Print:</b> Reading Sentences across Pages  <b><u>READ ALOUD</u></b> <b>Title:</b> "Map It!"  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Reread	<b><u>SHORT TEXT</u></b> Which Way on the Map? (160)  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Reread  <b>Skill:</b> Main Topic and Key Details	<b>Strategy:</b> Reread  <b>Skill:</b> Main Topic and Key Details  <b><u>MAIN SELECTION</u></b> <b>Title:</b> Fun with Maps (NP)  <b>Genre:</b> Nonfiction  <b>Text Feature:</b> Map  <b><u>PAIRED SELECTION</u></b>  <b>Title:</b> "North, East, South, or West?" (360)  <b>Genre:</b> Nonfiction  <b>Text Feature:</b> Map	<b>Strategy:</b> Reread  <b>Skill:</b> Main Topic and Key Details  <b><u>MAIN SELECTION</u></b>  <b>Titles</b> <b>Genre:</b> Nonfiction <b>A:</b> How Maps Help/"On the Map" (130) <b>O:</b> How Maps Help/"On the Map" (230) <b>E:</b> How Maps Help/"On the Map" (60) <b>B:</b> How Maps Help/"On the Map" (420)	<b><u>LITERATURE BIG BOOKS</u></b> Purpose, Organization
L.1.4	<b>VOCABULARY</b>	<b>Additional Academic Vocabulary:</b> blog, landmark, various <b>High Frequency Words:</b> around, by, many, place, walk <b>Oral Vocabulary:</b> <i>locate, route, height, model, separate</i>			
L.1.2d <b>RF.1.2d</b> <b>RF.1.3a</b> <b>RF.1.3b</b> <b>RF.1.3f</b> <b>RF.1.3g</b>	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Phoneme Segmentation/ Addition/ Blending <b>Phonics/ Spelling Skill:</b> consonant digraphs ch, tch, wh, ph <b>Structural Analysis:</b> -es (plural nouns)			
RF.1.4b	<b>FLUENCY</b>	Appropriate Phrasing			<b>Notes:</b>
W.1.2 W.1.5 W.1.7	<b>WRITING</b>	<b>Writing Trait:</b> Ideas: Supporting Details <b>Writing Product:</b> Sentences That Explain <b>Write About Reading:</b> Analyze Main Topic and Key Details			
L.1.1d <b>L.1.2b</b>	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Irregular Plural Nouns <b>Mechanics:</b> Capital Letters and Periods (in sentences)			
W.1.7	<b>Research</b>	<b>Weekly:</b> What can we learn about maps? <b>Unit Level:</b> Research <b>Skill:</b> Collecting Information <b>Unit Project:</b> Self-select and develop from weekly research projects.			
<b>Assessments:</b>					

## ELA Grade 1, Unit 2, Week 5 Assessment Standards and Learning Targets

**RI.1.1** Ask and answer questions about key details in a text.

**Learning Target/s:**

- I can ask questions about key details in a text.
- I can answer questions about key details in a text.

**RI.1.2** Identify the main topic and retell key details of a text.

**Learning Target/s:**

- a. I can identify the main topic of a text.
- b. I can retell key details of a text.

**RF.1.2.b** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

**RF.1.2.c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

**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 both in isolation and in text.

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

**Learning Target/s:**

- I can match a sound to the correct consonant digraph.

**RF.1.3.b** Decode regularly spelled one-syllable words.

**Learning Target/s:**

- I can decode one-syllable words.

**RF.1.3.f** Read words with inflectional endings.

**Learning Target/s:**

- I can read words with inflectional endings.

**RF.1.3.g** Recognize and read grade-appropriate irregularly spelled word.

**Learning Target/s:**

- I can recognize and read grade-appropriate irregularly spelled words.

# GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE

<b>UNIT 2</b>	<b>BIG IDEA: Our Community — What makes a community?</b>		<b>INSTRUCTIONAL WINDOW:</b>	
<b>WEEK 6</b>	<b>ESSENTIAL QUESTION:</b>		<b>INTERIM WINDOW:</b>	
<b>STANDARD</b>	<b>UNIT WRAP-UP</b>		<b>SUMMATIVE ASSESSMENT</b> Post Assessment Instruction	
RF.1.4a RF.1.4b RF.1.4c	<b>FLUENCY</b>	<b>Reader's Theater:</b> I Speak, I Say, I Talk	<b>Using Assessment Results</b> Tested skills:	
RI.1.5	<b>COMPREHENSION</b>	<b>TIME FOR KIDS/Reading Digitally:</b> Help Your Community	<b>RETEACH</b> Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
W.1.7 W.1.8	<b>RESEARCH AND INQUIRY</b>	Research skill Choose Project  Science/Social Studies Connection	Instructional strategy(ies)/activity(ies):	
W.1.1	<b>WRITING</b>	<b>Presentations</b>	<b>RETEACH</b> Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
	<b>EXTEND LEARNING</b> Level Up		Instructional strategy(ies)/activity(ies):	
<b>Assessments:</b>				



## Grade 1, Unit 2 ELA Learning Targets

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**RL.1.1** Ask and answer questions about key details in a text.

**Learning Target/s:**

- I can ask questions about key details in a text.
- I can answer questions about key details in a text.

**RL.1.3** Describe characters, settings, and major events in a story, using key details.

**Learning Target/s:**

- a. I can use details to describe characters from a story.
- b. I can use details to describe the setting of a story.
- c. I can use details to describe the major events of a story.

**RI.1.1** Ask and answer questions about key details in a text.

**Learning Target/s:**

- I can ask questions about key details in a text.
- I can answer questions about key details in a text.

**RI.1.2** Identify the main topic and retell key details of a text.

**Learning Target/s:**

- a. I can identify the main topic of a text.
- b. I can retell key details of a text.

**RF.1.2.b** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

**RF.1.2.c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

**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 both in isolation and in text.

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

**Learning Target/s:**

- I can match a sound to the correct consonant digraph.

**RF.1.3.b** Decode regularly spelled one-syllable words.

**Learning Target/s:**

- I can decode one-syllable words.

**RF.1.3.e** Decode two-syllable words following basic patterns by breaking the words into syllables.

**Learning Target/s:**

- I can decode two-syllable words by breaking the syllables apart.

**RF.1.3.f** Read words with inflectional endings.

**Learning Target/s:**

- I can read words with inflectional endings.

**RF.1.3.g** Recognize and read grade-appropriate irregularly spelled word.

**Learning Target/s:**

- I can recognize and read grade-appropriate irregularly spelled words.

**L.1.1.b** Use common, proper, and possessive nouns.

**Learning Target/s:**

- I can use common nouns, proper nouns, and possessive nouns.

**SL.1.1.b** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

# GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 3 WEEK 1		BIG IDEA: Changes Over Time — What can happen over time?			INSTRUCTIONAL WINDOW:
WEEKLY CONCEPT: What Time Is It?		ESSENTIAL QUESTION: How do we measure time?			
STANDARD	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.1.1a RI.1.5 RL.1.2 RL.1.6 SL.1.1a SL.1.2	<b>LITERATURE BIG BOOK</b> <b>Title:</b> A Second Is a Hiccup <b>Genre:</b> Fiction <b>Strategy:</b> Make and Confirm Predictions <b>Concepts of Print:</b> Capitalization and Punctuation <b>READ ALOUD</b> <b>Title:</b> "Measuring Time" <b>Genre:</b> Nonfiction <b>Strategy:</b> Make and Confirm Predictions	<b>SHORT TEXT</b> <b>Title:</b> Nate the Snake Is Late (460) <b>Genre:</b> Fantasy <b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Character, Setting, Plot	<b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Character, Setting, Plot <b>Main Selection</b> <b>Title:</b> On My Way to School (330) <b>Genre:</b> Fantasy <b>PAIRED SELECTION</b> <b>Title:</b> "It's About Time" (270) <b>Genre:</b> Nonfiction <b>Text Feature:</b> Bold print	<b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Character, Setting, Plot <b>MAIN SELECTIONS</b> <b>Genre:</b> Fantasy <b>A:</b> Busy's Watch/"Make a Clock" (40) <b>O:</b> Kate Saves the Date!/"Use a Calendar" (220) <b>E:</b> Kate Saves the Date!/"Use a Calendar" (330) <b>B:</b> Uncle George Is Coming/"So Many Clocks!" (320)	<b>LITERATURE BIG BOOKS</b> Purpose, Organization
L.1.4	<b>VOCABULARY</b>	<b>Vocabulary Words: Additional Domain Words:</b> clock, sundial, shadow <b>Additional Academic Vocabulary:</b> capitalization, flare, rubric, timetable <b>High Frequency Words:</b> away, now, some, today, way, why <b>Oral Vocabulary:</b> schedule, immediately, weekend, calendar, occasion			
L.1.2d L.1.2e RF.1.2a RF.1.2b RF.1.2c RF.1.2d RF.1.3a RF.1.3b RF.1.3c	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Phoneme Identity/ Addition/ Substitution/ Blending/ Segmentation <b>Phonics/ Spelling Skill:</b> long a: a_e <b>Structural Analysis:</b> contractions with not (isn't, aren't, wasn't, weren't, hasn't, haven't, can't)			
RF.1.4b	<b>FLUENCY</b>	Intonation	<b>Notes:</b>		
W.1.5 W.1.6	<b>WRITING</b>	<b>Writing Trait:</b> Word Choice: Sensory Details <b>Writing Product:</b> Poem <b>Write About Reading:</b> Analyze Character, Setting, Plot			
L.1.2c	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Verbs <b>Mechanics:</b> Commas in Series			
RI.1.9 W.1.7	<b>Research</b>	<b>Weekly:</b> What are the different ways to measure time?			
<b>Assessments:</b>					

## ELA Grade 1, Unit 3, Week 1 Assessment Standards and Learning Targets

**RL.1.3** Describe characters, settings, and major events in a story, using key details.

**Learning Target/s:**

- a. I can use details to describe characters from a story.
- b. I can use details to describe the setting of a story.
- c. I can use details to describe the major events of a story.

**RF.1.1** Demonstrate understanding of the organization and basic features of print.

**RF.1.1.a** Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**RF.1.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**RF.1.2.a** Distinguish long from short vowel sounds in spoken single-syllable words.

**RF.1.2.b** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

**RF.1.2.c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

**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 both in isolation and in text.

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

**Learning Target/s:**

- I can represent long vowel sounds with final -e.

**RF.1.3.f** Read words with inflectional endings.

**Learning Target/s:**

- I can read words with inflectional endings.

**RF.1.3.g** Recognize and read grade-appropriate irregularly spelled word.

**Learning Target/s:**

- I can recognize and read grade-appropriate irregularly spelled words.

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

# GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 3	BIG IDEA: Changes Over Time — What can happen over time?			INSTRUCTIONAL WINDOW:	
WEEK 2	WEEKLY CONCEPT: Watch It Grow!		ESSENTIAL QUESTION: How do plants change as they grow?		
STANDARD	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.1.1a RI.1.5 RL.1.2 RL.1.3 RL.1.6 SL.1.1b SL.1.2	<b>LITERATURE BIG BOOK</b> <b>Title:</b> Mystery Vine  <b>Genre:</b> Informational Fiction  <b>Strategy:</b> Make and Confirm Predictions  <b>Concepts of Print:</b> Punctuation Within Sentences  <b>READ ALOUD</b> <b>Title:</b> "The Great Big, Gigantic Turnip"  <b>Genre:</b> Folktale  <b>Strategy:</b> Make and Confirm Predictions	<b>SHORT TEXT</b> Time to Plant!  <b>Genre:</b> Drama  <b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Plot: Sequence	<b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Plot: Sequence  <b>MAIN SELECTION</b> <b>Title:</b> The Big Yucca Plant  <b>Genre:</b> Play  <b>PAIRED SELECTION</b> <b>Title:</b> "How Plants Grow" (400) <b>Genre:</b> Nonfiction <b>Text Feature:</b> Diagram	<b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Plot: Sequence <b>MAIN SELECTIONS</b> <b>Genre:</b> Play <b>A:</b> Corn Fun/"Ear of Corn"(NP) <b>O:</b> Yum, Strawberries!/ "Strawberry Plant" <b>E:</b> Yum, Strawberries!/ "Strawberry Plant" <b>B:</b> A Tree’s Life/"Inside Trees"	<b>LITERATURE BIG BOOKS</b> Prior knowledge, Vocabulary
L.1.4	<b>VOCABULARY</b>	<b>Vocabulary Words: Additional Domain Words:</b> seed, root, sprout <b>Additional Academic Vocabulary:</b> audience, harvest, vegetables <b>High Frequency Words:</b> <i>green, grow, pretty, should, together, water</i> <b>Oral Vocabulary:</b> <i>bloom, sprout, grasped, assist, spied</i>			
L.1.2d RF.1.2b RF.1.2d RF.1.3b RF.1.3c RF.1.3f RF.1.3g	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Alliteration, Phoneme Deletion/ Segmentation/ Blending <b>Phonics/Spelling Skill:</b> long i: i_e <b>Structural Analysis:</b> plurals (with CVCe words)			
RF.1.4b	<b>FLUENCY</b>	Appropriate Phrasing			<b>Notes:</b>
W.1.1 W.1.6	<b>WRITING</b>	<b>Writing Trait:</b> Word Choice: Use Specific Words <b>Writing Product:</b> Opinion About a Topic <b>Write About Reading:</b> Analyze Plot: Sequence			
L.1.1e	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Present-Tense Verbs <b>Mechanics:</b> Capitalize and Underline <b>Titles</b> of Plays			
RL.1.9 W.1.7	<b>Research</b>	<b>Weekly:</b> How do plants change as they grow?			
<b>Assessments:</b>					

## ELA Grade 1, Unit 3, Week 2 Assessment Standards and Learning Targets

**RL.1.3** Describe characters, settings, and major events in a story, using key details.

**Learning Target/s:**

- a. I can use details to describe characters from a story.
- b. I can use details to describe the setting of a story.
- c. I can use details to describe the major events of a story.

**RF.1.2.b** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

**RF.1.2.c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

**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 both in isolation and in text.

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

**Learning Target/s:**

- I can represent long vowel sounds with final –e.

**RF.1.3.f** Read words with inflectional endings.

**Learning Target/s:**

- I can read words with inflectional endings.

**RF.1.3.g** Recognize and read grade-appropriate irregularly spelled word.

**Learning Target/s:**

- I can recognize and read grade-appropriate irregularly spelled words.

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.1.1.c** Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

**Learning Target/s:**

- I can use singular nouns with matching verbs in sentences.

**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).

**Learning Target/s:**

- I can use personal, possessive, and indefinite pronouns.

# GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 3 WEEK 3	BIG IDEA: Changes Over Time — What can happen over time?			INSTRUCTIONAL WINDOW:	
	WEEKLY CONCEPT: Tales Over Time		ESSENTIAL QUESTION: What is a folktale?		
STANDARD	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.1.1a RL.1.2 RL.1.3 RL.2.4 SL.1.1a SL.1.2	<b>LITERATURE BIG BOOK</b> <b>Title:</b> Interrupting Chicken  <b>Genre:</b> Fiction  <b>Strategy:</b> Make and Confirm Predictions  <b>Concepts of Print:</b> Quotation Marks/ Text Styles  <b>READ ALOUD</b> <b>Title:</b> "The Foolish, Timid Rabbit"  <b>Genre:</b> Folktale  <b>Strategy:</b> Make and Confirm Predictions	<b>SHORT TEXT</b> The Nice Mitten (460)  <b>Genre:</b> Folktale  <b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Plot: Cause and Effect	<b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Plot: Cause and Effect Main Selection  <b>Title:</b> The Gingerbread Man (320)  <b>Genre:</b> Folktale  <b>PAIRED SELECTION</b> <b>Title:</b> "Mother Goose Rhymes"  <b>Genre:</b> Rhyme	<b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Plot: Cause and Effect  <b>MAIN SELECTIONS</b> <b>Genre:</b> Folktale  <b>A:</b> How Coquí Got Her Voice/"El Coquí/The Coquí" (300) <b>O:</b> The Magic Paintbrush/"Make New Friends" (230) <b>E:</b> The Magic Paintbrush/"Wanted: A Friend" (240) <b>B:</b> The Storytelling Stone/"Family Stories" (460)	<b>LITERATURE BIG BOOKS</b> Organization, Connection of Ideas
L.1.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> Additional Domain Words: poem <b>Additional Academic Vocabulary:</b> element, puppet, style <b>High Frequency Words:</b> <i>any, from, happy, once, so, upon</i> <b>Oral Vocabulary:</b> <i>tale, hero, timid, foolish, eventually</i>			
L.1.2d L.1.2e RF.1.2b RF.1.2d RF.1.3a RF.1.3b RF.1.3f	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Rhyme, Phoneme Blending/ Segmentation <b>Phonics/ Spelling Skill:</b> soft c; soft g, dge <b>Structural Analysis:</b> inflectional endings -ed and -ing (drop final e)			
RF.1.4b	<b>FLUENCY</b>	Expression			<b>Notes:</b>
W.1.5	<b>WRITING</b>	<b>Writing Trait:</b> Word Choice: Use Strong Verbs <b>Writing Product:</b> Poem <b>Write About Reading:</b> Analyze Plot: Cause and Effect			
L.1.1e	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Past- and Future- Tense Verbs <b>Mechanics:</b> Commas in Series			
RL.1.9 W.1.7	<b>Research</b>	<b>Weekly:</b> What can we learn about folktales?			
<b>Assessments:</b>					

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**ELA Grade 1, Unit 3, Week 3 Assessment Standards and Learning Targets**

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**RL.1.3** Describe characters, settings, and major events in a story, using key details.

**Learning Target/s:**

- a. I can use details to describe characters from a story.
- b. I can use details to describe the setting of a story.
- c. I can use details to describe the major events of a story.

**RF.1.2.b** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

**RF.1.2.c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

**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 both in isolation and in text.

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**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).

**Learning Target/s:**

- I can use personal, possessive, and indefinite pronouns.

# GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 3 WEEK 4	BIG IDEA: Changes Over Time — What can happen over time?			INSTRUCTIONAL WINDOW:	
	WEEKLY CONCEPT: Now and Then		ESSENTIAL QUESTION: How is life different than it was long ago?		
STANDARD	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.1.1 RI.1.7 RL.1.2 SL.1.1 SL.1.1a SL.1.2	<b>LITERATURE BIG BOOK</b> <b>Title:</b> The Last Train  <b>Genre:</b> Fiction  <b>Strategy:</b> Reread <b>Concepts of Print:</b>  Reading Sentences Across Pages  <b>READ ALOUD</b> <b>Title:</b> "Pioneers"  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Reread	<b>SHORT TEXT</b> Life at Home (490)  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Reread  <b>Skill:</b> Connections Within Text: Compare and Contrast	<b>Strategy:</b> Reread  <b>Skill:</b> Connections Within Text: Compare and Contrast  <b>MAIN SELECTION</b> <b>Title:</b> Long Ago and Now (480)  <b>Genre:</b> Nonfiction  <b>PAIRED SELECTION</b> <b>Title:</b> "From Horse to Plane" (370)  <b>Genre:</b> Nonfiction  <b>Text Feature:</b> Captions	<b>Strategy:</b> Reread <b>Skill:</b> Connections Within Text: Compare and Contrast <b>MAIN SELECTIONS</b> <b>Genre:</b> Nonfiction <b>A:</b> Schools Then and Now/"School Days" (170) <b>O:</b> Schools Then and Now/"School Days" (220) <b>E:</b> Schools Then and Now/"School Days"(270) <b>B:</b> Schools Then and Now/"School Days" (380)	<b>LITERATURE BIG BOOKS</b> Prior Knowledge, Vocabulary
L.1.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> Additional <b>Domain Words:</b> transportation , engines, invented <b>Additional Academic Vocabulary:</b> confusion, frontier, proofreader’s marks <b>High Frequency Words:</b> <i>ago, boy, girl, how, old, people</i> <b>Oral Vocabulary:</b> <i>century, past, present, future, entertainment</i>			
L.1.2d L.1.3d RF.1.2b RF.1.2c RF.1.2d RF.1.3a RF.1.3b RF.1.3c RF.1.3e	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Phoneme Segmentation/ Isolation/ Blending <b>Phonics/ Spelling Skill:</b> long O: o_e; long u: u_e; long e: e_e <b>Structural Analysis:</b> CVCe syllables			
RF.1.4b	<b>FLUENCY</b>	Appropriate Phrasing			<b>Notes:</b>
W.1.1 W.1.5 W.1.6	<b>WRITING</b>	<b>Writing Trait:</b> Ideas: Give Reasons for an Opinion <b>Writing Product:</b> Opinion About a Topic <b>Write About Reading:</b> Analyze Connections Within Text: Compare and Contrast			
L.1.1c L.1.1e L.1.2c	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Is and Are <b>Mechanics:</b> Commas in Dates			
RI.1.9 W.1.7	<b>Research</b>	<b>Writing Trait:</b> Ideas: Give Reasons for an Opinion <b>Writing Product:</b> Opinion About a Topic <b>Write About Reading:</b> Analyze Connections Within Text: Compare and Contrast			
<b>Assessments:</b>					



## ELA Grade 1, Unit 3, Week 4 Assessment Standards and Learning Targets

**RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Learning Target/s:**

- **I can describe the connection between two objects (i.e., individuals, events, ideas) or pieces of information.**

**RF.1.2.b** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

**RF.1.2.c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

**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 both in isolation and in text.

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

**Learning Target/s:**

- **I can represent long vowel sounds with final -e.**

**RF.1.3.g** Recognize and read grade-appropriate irregularly spelled word.

**Learning Target/s:**

- **I can recognize and read grade-appropriate irregularly spelled words.**

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.1.1.c** Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

**Learning Target/s:**

- **I can use singular nouns with matching verbs in sentences.**

**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).

**Learning Target/s:**

- **I can use personal, possessive, and indefinite pronouns.**

# GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 3 WEEK 5	BIG IDEA: Changes Over Time — What can happen over time?			INSTRUCTIONAL WINDOW:	
	WEEKLY CONCEPT: From Farm to Table		ESSENTIAL QUESTION: How do we get our food?		
STANDARD	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.1.1 RI.1.2 RI.1.3 RI.1.5 SL.1.1a SL.1.2	<u>LITERATURE BIG BOOK</u>  Title: Where Does Food Come From?  Genre: Nonfiction  Strategy: Reread  Concepts of Print: Special Text Treatments  <u>READ ALOUD</u> Title: "The Little Red Hen"  Genre: Folktale  Strategy: Reread	<u>SHORT TEXT</u> A Look at Breakfast (340)  Genre: Nonfiction  Strategy: Reread  Skill: Connections Within Text: Sequence	Strategy: Reread  Skill: Connections Within Text: Sequence  <u>MAIN SELECTION</u> Title: From Cows to You (550)  Genre: Nonfiction  <u>PAIRED SELECTION</u> Title: "A Food Chart" (410)  Genre: Nonfiction  Text Feature: Chart	Strategy: Reread  Skill: Connections Within Text: Sequence  <u>MAIN SELECTIONS</u> Genre: Nonfiction A: Apples from Farm to Table/"A Dairy Treat" (330) O: Apples from Farm to Table/"A Dairy Treat" (550) E: Apples from Farm to Table/"A Dairy Treat" (430) B: Apples from Farm to Table/"A Dairy Treat" (580)	<u>LITERATURE BIG BOOKS</u> Purpose, Genre
L.1.4	<u>VOCABULARY</u>	Vocabulary Words: Additional Academic Vocabulary: advantages and disadvantages, process, product High Frequency Words: after, buy, done, every, soon, work Oral Vocabulary: delicious, nutritious, responsibility, enormous, delighted			
L.1.2d RF.1.2b RF.1.2c RF.1.2d RF.1.3b RF.1.3f RF.1.3g	<u>PHONICS/SPELLING</u>	Phonemic Awareness: Phoneme Segmentation/ Blending/ Deletion Phonics/ Spelling Skill: variant vowel spellings with digraphs: oo, u Structural Analysis: inflectional endings -ed and -ing (double final consonant)			
RF.1.4b	<u>FLUENCY</u>	Intonation			Notes:
W.1.1 W.1.5 W.1.6	<u>WRITING</u>	Writing Trait: Ideas: Give Reasons for an Opinion Writing Product: Opinion About a Topic Write About Reading: Analyze Connections Within Text: Sequence			
L.1.2	<u>GRAMMAR</u>	Grammar Skill: Contractions with Not Mechanics: Apostrophes in Contractions			
RI.1.8 RI.1.9 W.1.7	<u>Research</u>	Writing Trait: Ideas: Give Reasons for an Opinion Writing Product: Opinion About a Topic Write About Reading: Analyze Connections Within Text: Sequence			
Assessments:					

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**ELA Grade 1, Unit 3, Week 5 Assessment Standards and Learning Targets**

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**RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Learning Target/s:**

- I can describe the connection between two objects (i.e., individuals, events, ideas) or pieces of information.

**RF.1.2.b** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

**RF.1.2.c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

**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 both in isolation and in text.

**RF.1.3.f** Read words with inflectional endings.

**Learning Target/s:**

- I can read words with inflectional endings.

**RF.1.3.g** Recognize and read grade-appropriate irregularly spelled word.

**Learning Target/s:**

- I can recognize and read grade-appropriate irregularly spelled words.

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

# GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 3	BIG IDEA: Changes Over Time — What can happen over time?			INSTRUCTIONAL WINDOW:	
WEEK 6	ESSENTIAL QUESTION: How does your body move?			I INTERIM WINDOW:	
STANDARD	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction		
RF.1.4a RF.1.4b RF.1.4c	FLUENCY	Reader’s Theater: Shadow Dance	Using Assessment Results Tested skills:		
RI.1.5 W.1.8	COMPREHENSION	TIME FOR KIDS/Reading Digitally: World Games	RETEACH Skill/Strategy:  Instructional strategy(ies)/activity(ies):	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:	
SL.1.5 W.1.7	RESEARCH AND INQUIRY	Research skill Seasons Bring Change  Science/Social Studies Connection			
	WRITING	Presentations	RETEACH Skill/Strategy:  Instructional strategy(ies)/activity(ies):	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:	
	EXTEND LEARNING Level Up				
Assessments:					

## Grade 1, Unit 3 ELA Learning Targets

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**RI.1.3** Describe characters, settings, and major events in a story, using key details.

**Learning Target/s:**

- a. I can use details to describe characters from a story.
- b. I can use details to describe the setting of a story.
- c. I can use details to describe the major events of a story.

**RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Learning Target/s:**

- I can describe the connection between two objects (i.e., individuals, events, ideas) or pieces of information.

**RI.1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**Learning Target/s:**

- I can tell whether I got information from pictures/illustrations or from the text.

**RF.1.2.b** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

**RF.1.2.c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

**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 both in isolation and in text.

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

**Learning Target/s:**

- I can represent long vowel sounds with final -e.

**RF.1.3.f** Read words with inflectional endings.

**Learning Target/s:**

- I can read words with inflectional endings.

**RF.1.3.g** Recognize and read grade-appropriate irregularly spelled word.

**Learning Target/s:**

- I can recognize and read grade-appropriate irregularly spelled words.

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.1.1.c** Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

**Learning Target/s:**

- I can use singular nouns with matching verbs in sentences.

**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).

**Learning Target/s:**

- I can use personal, possessive, and indefinite pronouns.

# GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 4 WEEK 1	BIG IDEA: Animals Everywhere — What animals do you know about? What are they like?			INSTRUCTIONAL WINDOW:	
	WEEKLY CONCEPT: Animal Features		ESSENTIAL QUESTION: How do animals’ bodies help them?		
STANDARD	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.1.5 RI.1.7 RL.1.1 RL.1.3 SL.1.1 SL.1.1c SL.1.2	<b>LITERATURE BIG BOOK</b> <b>READ ALOUD</b> <b>Title:</b> "The Elephant's Child"  <b>Genre:</b> Fantasy  <b>Strategy:</b> Ask and Answer Questions	<b>SHORT TEXT</b> A Tale of a Tail: “How the Beaver Got Its Flat Tail” (430)  <b>Genre:</b> Folktale  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Plot: Sequence	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Plot: Sequence  <b>MAIN SELECTION</b> <b>Title:</b> How Bat Got Its Wings  <b>Genre:</b> Folktale (410)  <b>PAIRED SELECTION</b> <b>Title:</b> "Bats! Bats! Bats!"  <b>Genre:</b> Nonfiction (400)  <b>Text Feature:</b> Chart	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Plot: Sequence  <b>MAIN SELECTIONS Genre:</b> Folktale <b>A:</b> The King of the Animals/"Lions and Elephants" (350) <b>O:</b> Fly to the Rescue!/ "Animal Traits" (290) <b>E:</b> Fly to the Rescue!/ "Animal Traits" (270) <b>B:</b> Hummingbird’s Wings/"What Is a Hummingbird?" (520)	<b>Literature Anthology:</b> Prior Knowledge
L.1.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> special, splendid <b>Additional Domain Words:</b> mammal, bird, hunt <b>Additional Academic Vocabulary:</b> image, traditions, unusual <b>Vocabulary Strategy:</b> Use a Dictionary <b>High Frequency Words:</b> <i>about, animal, carry, eight, give, our</i> <b>Oral Vocabulary:</b> <i>feature, appearance, determined, predicament, relief</i>			
L.1.2d L.1.2e L.2.4e RF.1.2b RF.1.2c RF.1.3b RF.1.3c RF.1.3g	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Rhyme, Phoneme Categorization/ Blending/ Segmentation <b>Phonics/ Spelling Skill:</b> long a: a, ai, ay <b>Structural Analysis:</b> alphabetical order (two letters)			
RF.1.4b	<b>FLUENCY</b>	Intonation			<b>Notes:</b>
W.1.3 W.1.5 W.1.6	<b>WRITING</b>	<b>Writing Trait:</b> Word Choice: Figurative Language <b>Writing Product:</b> Story <b>Write About Reading:</b> Analyze Plot: Sequence			
L.1.1c L.1.1e	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Was and Were <b>Mechanics:</b> Apostrophe with Contractions			
RL.1.9 W.1.7	<b>Research</b>	<b>Weekly:</b> What can we learn about animal features?			
<b>Assessments:</b>					

## ELA Grade 1, Unit 4, Week 1 Assessment Standards and Learning Targets

**RL.1.3** Describe characters, settings, and major events in a story, using key details.

**Learning Target/s:**

- a. I can use details to describe characters from a story.
- b. I can use details to describe the setting of a story.
- c. I can use details to describe the major events of a story.

**RI.1.5** Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

**Learning Target/s:**

- a. I know and can use various text structures to locate key facts or information in a text.
- b. I know and can use various text features to locate key facts or information in a text.

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

**Learning Target/s:**

- I can represent long vowel sounds with final -e.

**RF.1.3.g** Recognize and read grade-appropriate irregularly spelled word.

**Learning Target/s:**

- I can recognize and read grade-appropriate irregularly spelled words.

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**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).

**Learning Target/s:**

- I can use personal, possessive, and indefinite pronouns.

**L.1.4.a** Use sentence-level context as a clue to the meaning of a word or phrase.

**Learning Target/s:**

- I can use context clues to figure out word meanings.

# GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 4 WEEK 2	BIG IDEA: Animals Everywhere — What animals do you know about? What are they like?			INSTRUCTIONAL WINDOW:	
	WEEKLY CONCEPT: Animals Together	ESSENTIAL QUESTION: How do animals help each other?			
STANDARD	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
<b>RI.1.2</b> <b>RI.1.5</b> <b>SL.1.1</b> <b>SL.1.1a</b> <b>SL.1.2</b>	<b>LITERATURE BIG BOOK</b>  <b>READ ALOUD</b> <b>Title:</b> "Animals Working Together"  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Ask and Answer Questions	<b>SHORT TEXT</b> A Team of Fish (340)  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details  <b>Text Feature:</b> Captions	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details  <b>MAIN SELECTION</b> <b>Title:</b> Animal Teams  <b>Genre:</b> Nonfiction (480)  <b>Text Feature:</b> Captions  <b>PAIRED SELECTION</b> <b>Title:</b> "Busy As a Bee"  <b>Genre:</b> Nonfiction (500)  <b>Text Feature:</b> Captions	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details  <b>MAIN SELECTIONS</b> <b>Genre:</b> Nonfiction <b>A:</b> Penguins All Around/"Animals Work Together!" (340) <b>O:</b> Penguins All Around/"Animals Work Together!" (450) <b>E:</b> Penguins All Around/"Animals Work Together!" (340) <b>B:</b> Penguins All Around/"Animals Work Together!" (610)	<b>Literature Anthology:</b> Purpose, Connection of Ideas
L.1.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> partner, danger <b>Additional Domain Words:</b> worker, honey, queen <b>Additional Academic Vocabulary:</b> accomplish, cooperate, investigate, logical order <b>Vocabulary Strategy:</b> Context Clues: Sentence Clues <b>High Frequency Words:</b> <i>because, blue, into, or, other, small</i> <b>Oral Vocabulary:</b> <i>behavior, beneficial, dominant, instinct, endangered</i>			
L.1.2d <b>RF.1.2c</b> <b>RF.1.2d</b> <b>RF.1.3b</b> <b>RF.1.3c</b> <b>RF.1.3g</b>	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Phoneme Identity/ Segmentation, Rhyme, Phoneme Blending Phonics/ <b>Spelling Skill:</b> long e: e, ee, ea, ie <b>Structural Analysis:</b> prefixes re-, un-, pre-			
RF.1.4b	<b>FLUENCY</b>	Appropriate Phrasing			<b>Notes:</b>
W.1.2 W.1.5 W.1.6	<b>WRITING</b>	<b>Writing Trait:</b> Organization: Introduce the Topic <b>Writing Product:</b> Report <b>Write About Reading:</b> Analyze Main Idea and Key Details			
L.1.2b	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Has and Have <b>Mechanics:</b> Capitalization and End Punctuation			
RI.1.9 W.1.7	<b>Research</b>	<b>Weekly:</b> How can animals help one another?			
<b>Assessments:</b>					



## ELA Grade 1, Unit 4, Week 2 Assessment Standards and Learning Targets

**RI.1.2** Identify the main topic and retell key details of a text.

**Learning Target/s:**

- a. I can identify the main topic of a text.
- b. I can retell key details of a text.

**RI.1.5** Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

**Learning Target/s:**

- a. I know and can use various text structures to locate key facts or information in a text.
- b. I know and can use various text features to locate key facts or information in a text.

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

**Learning Target/s:**

- I can represent long vowel sounds with final -e.

**RF.1.3.g** Recognize and read grade-appropriate irregularly spelled word.

**Learning Target/s:**

- I can recognize and read grade-appropriate irregularly spelled words.

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.1.4.a** Use sentence-level context as a clue to the meaning of a word or phrase.

**Learning Target/s:**

- I can use context clues to figure out word meanings.

**L.1.4.b** Use frequently occurring affixes as a clue to the meaning of a word.

**Learning Target/s:**

- I can use prefixes and/or suffixes to figure out word meanings.

**L.1.4.c** Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

**Learning Target/s:**

- I can identify root words and their endings.

# GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 4 WEEK 3	BIG IDEA: Animals Everywhere — What animals do you know about? What are they like?			INSTRUCTIONAL WINDOW:	
	WEEKLY CONCEPT: In the Wild		ESSENTIAL QUESTION: How do animals survive in nature?		
STANDARD	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.1.1 RI.1.2 RI.1.6 RL.1.4 SL.1.1a SL.1.2	<b>LITERATURE BIG BOOK</b>  <b>READ ALOUD</b> Title: "Animals in Winter"  Genre: Nonfiction  Strategy: Ask and Answer Questions	<b>SHORT TEXT</b> Go Wild! (530) Genre: Nonfiction  Strategy: Ask and Answer Questions  Skill: Main Idea and Key Details  Text Feature: Illustrations/ Photographs  <b>PAIRED SELECTION</b> Title: "When It's Snowing"  Genre: Poetry (Non-Prose)	<b>Strategy:</b> Ask and Answer Questions  Skill: Main Idea and Key Details  <b>MAIN SELECTION</b> Title: Vulture View(70)  Genre: Nonfiction  Text Feature: Illustrations/ Photographs  <b>PAIRED SELECTION</b> Title: "When It's Snowing"  Genre: Poetry (Non-Prose)	<b>Strategy:</b> Ask and Answer Questions  Skill: Main Idea and Key Details  <b>MAIN SELECTIONS</b> Genre: Nonfiction A: Go, Gator!/ "Ducklings" (320) O: Go, Gator! /"Ducklings" (510) E: Go, Gator!/ "Ducklings" (270) B: Go, Gator!/ "Ducklings" (590)	<b>Literature Anthology:</b> Organization, Sentence Structure
L.1.5b	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> search, seek <b>Additional Domain Words:</b> poem <b>Additional Academic Vocabulary:</b> diorama, experience, scene, survive <b>Vocabulary Strategy:</b> Word Categories <b>High Frequency Words:</b> <i>find, food, more, over, start, warm</i> <b>Oral Vocabulary:</b> <i>survive, provide, wilderness, communicate, superior</i>			
L.1.2d RF.1.2b RF.1.2c RF.1.3b RF.1.3c RF.1.3e RF.1.3g	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Phoneme Categorization/ Blending, Contrast Sounds, Phoneme Segmentation <b>Phonics/ Spelling Skill:</b> long O: o, oa, ow, oe <b>Structural Analysis:</b> open syllables			
RF.1.4b	<b>FLUENCY</b>	Expression			<b>Notes:</b>
W.1.2 W.1.5 W.1.6	<b>WRITING</b>	<b>Writing Trait:</b> Organization: Write a Concluding Sentence <b>Writing Product:</b> Report <b>Write About Reading:</b> Analyze Main Idea and Key Details			
L.1.1e L.1.1a	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Go and Do <b>Mechanics:</b> Capitalize Proper Nouns			
RI.1.9 W.1.7	<b>Research</b>	<b>Weekly:</b> How do animals survive in their habitats?			
<b>Assessments:</b>					

## ELA Grade 1, Unit 4, Week 3 Assessment Standards and Learning Targets

**RL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**Learning Target/s:**

- I can identify words or phrases in a text that relate to senses and feelings.

**RI.1.2** Identify the main topic and retell key details of a text.

**Learning Target/s:**

- a. I can identify the main topic of a text.
- b. I can retell key details of a text.

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

**Learning Target/s:**

- I can represent long vowel sounds with final -e.

**RF.1.3.e** Decode two-syllable words following basic patterns by breaking the words into syllables

**Learning Target/s:**

- I can count the number of syllables in a word by realizing that each syllable has a vowel sound.

**RF.1.3.g** Recognize and read grade-appropriate irregularly spelled word.

**Learning Target/s:**

- I can recognize and read grade-appropriate irregularly spelled words.

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**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).

**Learning Target/s:**

- I can use personal, possessive, and indefinite pronouns.

# GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 4 WEEK 4	BIG IDEA: Animals Everywhere — What animals do you know about? What are they like?			INSTRUCTIONAL WINDOW:	
	WEEKLY CONCEPT: Insects!	ESSENTIAL QUESTION: What insects do you know about? How are they alike and different?			
STANDARD	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.1.5 RL.2.6 SL.1.1 SL.1.1a SL.1.2	<b>LITERATURE BIG BOOK</b>  <b>READ ALOUD</b> Title: "Insect Hide and Seek"  Genre: Nonfiction  Strategy: Visualize	<b>SHORT TEXT</b> Creep Low, Fly High (290)  Genre: Fantasy  Strategy: Visualize  Skill: Point of View	<b>Strategy:</b> Visualize  <b>Skill:</b> Point of View  <b>MAIN SELECTION</b> Title: Hi! Fly Guy  Genre: Fantasy(200)  <b>PAIRED SELECTION</b> Title: "Meet the Insects"  Genre: Nonfiction (420)  Text Feature: Headings	<b>Strategy:</b> Visualize  <b>Skill:</b> Point of View  <b>MAIN SELECTIONS</b> Genre: Fantasy A: Where Is My Home?/ "Wings" (170) O: The Hat/"Let’s Look at Insects!" (290) E: The Hat/"Let’s Look at Insects!" (230) B: Come One, Come All/"Compare Insects" (330)	<b>Literature Anthology:</b> Organization
L.1.4a	<b>VOCABULARY</b>	Vocabulary Words: beautiful, fancy Additional Domain Words: body, protects, senses Additional Academic Words: alike, edit, narrator Vocabulary Strategy: Context Clues: Sentence Clues High Frequency Words: caught, flew, know, laugh, listen, were Oral Vocabulary: flutter, different, resemble(s), protect(s), imitate			
L.1.2d L.1.2e RF.1.2c RF.1.3b RF.1.3c RF.1.3f RF.1.3g	<b>PHONICS/SPELLING</b>	Phonemic Awareness: Phoneme Categorization/ Identity/ Segmentation/ Substitution Phonics/ Spelling Skill: long i: i, y, igh, ie Structural Analysis: inflectional endings (change y to i)			
RF.1.4b	<b>FLUENCY</b>	Appropriate Phrasing			<b>Notes:</b>
W.1.1 W.1.5 W.1.6	<b>WRITING</b>	Writing Trait: Organization: Write a Concluding Statement Writing Product: Opinion about a Story Write About Reading: Analyze Point of View			
L.1.1e	<b>GRAMMAR</b>	Grammar Skill: See and Saw Mechanics: Underline Titles of Books			
RI.1.9 W.1.7	<b>Research</b>	Weekly: What can we learn about insects?			
<b>Assessments:</b>					

## ELA Grade 1, Unit 4, Week 4 Assessment Standards and Learning Targets

**RL.1.3** Describe characters, settings, and major events in a story, using key details.

**Learning Target/s:**

- a. I can use details to describe characters from a story.
- b. I can use details to describe the setting of a story.
- c. I can use details to describe the major events of a story.

**RI.1.5** Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

**Learning Target/s:**

- a. I know and can use various text structures to locate key facts or information in a text.
- b. I know and can use various text features to locate key facts or information in a text.

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

**Learning Target/s:**

- I can represent long vowel sounds with final -e..

**RF.1.3.f** Read words with inflectional endings.

**Learning Target/s:**

- I can read words with inflectional endings.

**RF.1.3.g** Recognize and read grade-appropriate irregularly spelled word.

**Learning Target/s:**

- I can recognize and read grade-appropriate irregularly spelled words.

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**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).

**Learning Target/s:**

- I can use personal, possessive, and indefinite pronouns.

**L.1.4.a** Use sentence-level context as a clue to the meaning of a word or phrase.

**Learning Target/s:**

- I can use context clues to figure out word meanings.

# GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 4 WEEK 5	BIG IDEA: Animals Everywhere — What animals do you know about? What are they like?			INSTRUCTIONAL WINDOW:	
WEEKLY CONCEPT: Working with Animals			ESSENTIAL QUESTION: How do people work with animals?		
STANDARD	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.1.2 RI.1.7 RI.2.5 SL.1.1 SL.1.1a SL.1.2	<u>LITERATURE BIG BOOK</u>  <u>READ ALOUD</u> Title: "Ming's Teacher"  Genre: Folktale  Strategy: Visualize	<u>SHORT TEXT</u> Time for Kids: From Puppy to Guide Dog (680)  Genre: Nonfiction  Strategy: Visualize  Skill: Connections Within Text: Sequence  Text Feature: Captions	Strategy: Visualize  Skill: Connections Within Text: Sequence  <u>MAIN SELECTION</u> Title: Time for Kids: Koko and Penny  Genre: Nonfiction(370)  <u>PAIRED SELECTION</u> Title: "Saving Mountain Gorillas"  Genre: Nonfiction(450)  Text Feature: Captions	Strategy: Visualize  Skill: Connections Within Text: Sequence  <u>MAIN SELECTIONS</u> Genre: Nonfiction A: Teach a Dog!/ "Working with Dolphins" (270) O: Teach a Dog!/ "Working with Dolphins" (330) E: Teach a Dog!/ "Working with Dolphins" (220) B: Teach a Dog!/ "Working with Dolphins" (440)	Literature Anthology: Organization, Genre
L.1.4a L.1.5a	VOCABULARY	Vocabulary Words: Vocabulary Words: clever, signal Additional Academic Words: graphic organizer, guide dog, series, tasks Vocabulary Strategy: Root Words High Frequency Words: found, hard, near, woman, would, write Oral Vocabulary: career, soothe, remarkable, advice, trust			
L.1.2d RF.1.2b RF.1.2c RF.1.3b RF.1.3e RF.1.3g	PHONICS/SPELLING	Phonemic Awareness: Phoneme Categorization/ Deletion/ Blending/ Addition Phonics/ Spelling Skill: long e: y, ey Structural Analysis: compound words			
RF.1.4b	FLUENCY	Intonation			Notes:
W.1.3 W.1.5 W.1.6	WRITING	Writing Trait: Word Choice: Words That Tell Order Writing Product: How-to Sentences Write About Reading: Analyze Connections Within Text: Sequence			
L.1.2c	GRAMMAR	Grammar Skill: Adverbs That Tell When Mechanics: Commas in a Series			
RI.1.9 W.1.7	Research	Weekly: How do people and animals work together? Unit Level: Research Skill: Asking Questions Unit Project: Self-select and develop from weekly research projects.			
Assessments:					

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**ELA Grade 1, Unit 4, Week 5 Assessment Standards and Learning Targets**

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**RI.1.5** Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

**Learning Target/s:**

- a. I know and can use various text structures to locate key facts or information in a text.**
- b. I know and can use various text features to locate key facts or information in a text.**

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

**Learning Target/s:**

- I can represent long vowel sounds with final -e.**

**RF.1.3.e** Decode two-syllable words following basic patterns by breaking the words into syllables

**Learning Target/s:**

- I can count the number of syllables in a word by realizing that each syllable has a vowel sound.**

**RF.1.3.f** Read words with inflectional endings.

**Learning Target/s:**

- I can read words with inflectional endings.**

**RF.1.3.g** Recognize and read grade-appropriate irregularly spelled word.

**Learning Target/s:**

- I can recognize and read grade-appropriate irregularly spelled words.**

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

# **GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE**

<b>UNIT 4</b>	<b>BIG IDEA: Animals Everywhere — What animals do you know about? What are they like?</b>		<b>INSTRUCTIONAL WINDOW:</b>		
<b>WEEK 6</b>	<b>ESSENTIAL QUESTION: How does your body move?</b>		<b>INTERIM WINDOW:</b>		
<b>STANDARD</b>	<b>UNIT WRAP-UP</b>		<b>SUMMATIVE ASSESSMENT Post Assessment Instruction</b>		
RF.1.4a RF.1.4b RF.1.4c	<b>FLUENCY</b>	Reader's Theater: Fooba Wooba John	Using Assessment Results Tested skills:		
RI.1.5	<b>COMPREHENSION</b>	<i>TIME FOR KIDS</i> /Reading Digitally: Teeth At Work	<b>RETEACH Skill/Strategy:</b>	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:	
W.1.1 W.1.7 W.1.8	<b>RESEARCH AND INQUIRY</b>	Research skill Choose Project  Science/Social Studies Connection	Instructional strategy(ies)/activity(ies):		
	<b>WRITING</b>	Presentations	<b>RETEACH Skill/Strategy:</b>  Instructional strategy(ies)/activity(ies):		
	<b>EXTEND LEARNING Level Up</b>				
<b>Assessments:</b>					



## Grade 1, Unit 4 ELA Learning Targets

**RL.1.3** Describe characters, settings, and major events in a story, using key details.

**Learning Target/s:**

- a. I can use details to describe characters from a story.
- b. I can use details to describe the setting of a story.
- c. I can use details to describe the major events of a story.

**RL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**Learning Target/s:**

- I can identify words or phrases in a text that relate to senses and feelings.

**RI.1.2** Identify the main topic and retell key details of a text.

**Learning Target/s:**

- a. I can identify the main topic of a text.
- b. I can retell key details of a text.

**RI.1.5** Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

**Learning Target/s:**

- a. I know and can use various text structures to locate key facts or information in a text.
- b. I know and can use various text features to locate key facts or information in a text.

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

**Learning Target/s:**

- I can represent long vowel sounds with final -e.

**RF.1.3.e** Decode two-syllable words following basic patterns by breaking the words into syllables

**Learning Target/s:**

- I can count the number of syllables in a word by realizing that each syllable has a vowel sound.

**RF.1.3.f** Read words with inflectional endings.

**Learning Target/s:**

- I can read words with inflectional endings.

**RF.1.3.g** Recognize and read grade-appropriate irregularly spelled word.

**Learning Target/s:**

- I can recognize and read grade-appropriate irregularly spelled words.

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**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).

**Learning Target/s:**

- I can use personal, possessive, and indefinite pronouns.

**L.1.4.a** Use sentence-level context as a clue to the meaning of a word or phrase.

**Learning Target/s:**

- I can use context clues to figure out word meanings.

**L.1.4.b** Use frequently occurring affixes as a clue to the meaning of a word.

**Learning Target/s:**

- I can use prefixes and/or suffixes to figure out word meanings.

**L.1.4.c** Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

**Learning Target/s:**

- I can identify root words and their endings.

**L.1.5.a** Sort words into categories, (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

**Learning Target/s:**

- I can sort words into categories.

# GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 5 WEEK 1	BIG IDEA: Figure It Out — How can we make sense of the world around us?			INSTRUCTIONAL WINDOW:	
	WEEKLY CONCEPT: See It, Sort It		ESSENTIAL QUESTION: How can we classify and categorize things?		
STANDARD	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.1.7 RL.1.6 SL.1.1 SL.1.1c SL.1.2	<b>LITERATURE BIG BOOK</b> <b>READ ALOUD</b>  Title: "Goldilocks" Genre: Folktale  Strategy: Make and Confirm Predictions	<b>SHORT TEXT</b> A Barn Full of Hats(320)  Genre: Fantasy  Strategy: Make and Confirm Predictions  Skill: Point of View	Strategy: Make and Confirm Predictions  Skill: Point of View  <b>MAIN SELECTION</b> Title: A Lost Button (from Frog and Toad Are Friends) (340)  Genre: Fantasy  <b>PAIRED SELECTION</b> Title: "Sort It Out"  Genre: Nonfiction(210)  Text Feature: Photographs	Strategy: Make and Confirm Predictions  Skill: Point of View  <b>MAIN SELECTIONS</b> Genre: Fantasy A: Nuts for Winter/"Sort by Color!" (170) O: Dog Bones/"Sorting Balls" (360) E: Dog Bones/"Sorting Balls" (260) B: Spark's Toys/"Sorting Fruit" (390)	Literature Anthology: Organization, Connection of Ideas
L.1.4a	VOCABULARY	Vocabulary Words: trouble, whole Additional Domain Words: alike, different, sort Additional Academic Words: categorize, directions, errors, revision Vocabulary Strategy: Context Clues: Multiple Meanings High Frequency Words: four, large, none, only, put, round Oral Vocabulary: distinguish, classify, organize, entire, startled			
L.1.2d L.1.2e RF.1.2b RF.1.2c RF.1.3b RF.1.3g	PHONICS/SPELLING	Phonemic Awareness: Contrast Sounds, Phoneme Categorization/ Blending/ Segmentation Phonics/ Spelling Skill: r-controlled vowel ar Structural Analysis: plurals (irregular)			
RF.1.4b	FLUENCY	Phrasing			Notes:
W.1.2 W.1.5 W.1.6	WRITING	Writing Trait: Sentence Fluency: Use Complete Sentences Writing Product: Directions to a Place Write About Reading: Analyze Point of View			
L.1.1g	GRAMMAR	Grammar Skill: Words That Join Mechanics: Capitalize Proper Nouns (places)			
RL.1.9 W.1.7	Research	Weekly: How do we classify and categorize objects?			
Assessments:					

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**ELA Grade 1, Unit 5, Week 1 Assessment Standards and Learning Targets**

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**RL.1.3** Describe characters, settings, and major events in a story, using key details.

**Learning Target/s:**

- a. I can use details to describe characters from a story.
- b. I can use details to describe the setting of a story.
- c. I can use details to describe the major events of a story.

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

**RF.1.3.f** Read words with inflectional endings.

**Learning Target/s:**

- I can read words with inflectional endings.

**RF.1.3.g** Recognize and read grade-appropriate irregularly spelled word.

**Learning Target/s:**

- I can recognize and read grade-appropriate irregularly spelled words.

**L.1.1.g** Use frequently occurring conjunctions (e.g., and, but, or, so, because).

**Learning Target/s:**

- I can use conjunctions (connecting words).

# GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 5 WEEK 2		BIG IDEA: Figure It Out — How can we make sense of the world around us?			INSTRUCTIONAL WINDOW:
		WEEKLY CONCEPT: Up in the Sky	ESSENTIAL QUESTION: What can you see in the sky?		
STANDARD	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.1.5 RL.1.3 SL.1.1 SL.1.1a SL.1.2	<b>LITERATURE BIG BOOK</b> <b>READ ALOUD</b>  <b>Title:</b> "Why the Sun and Moon Are in the Sky"  <b>Genre:</b> Folktale  <b>Strategy:</b> Make and Confirm Predictions	<b>SHORT TEXT</b> A Bird Named Fern(360)  <b>Genre:</b> Fantasy  <b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Plot: Cause and Effect	<b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Plot: Cause and Effect  <b>MAIN SELECTION</b> <b>Title:</b> Kitten's First Full Moon (550)  <b>Genre:</b> Fantasy  <b>PAIRED SELECTION</b> <b>Title:</b> "The Moon"  <b>Genre:</b> Nonfiction  <b>Text Feature:</b> Captions (400)	<b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Plot: Cause and Effect  <b>MAIN SELECTIONS</b> <b>Genre:</b> Fantasy <b>A:</b> Little Blue’s Dream/"Hello, Little Dipper!" (280) <b>O:</b> Hide and Seek/"Our Sun Is a Star!" (310) <b>E:</b> Hide and Seek/"Our Sun Is a Star!" (310) <b>B:</b> The Foxes Build a Home/"Sunrise and Sunset" (420)	<b>Literature Anthology:</b> Connection of Ideas, Sentence Structure
L.1.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> leaped, stretched <b>Additional Domain Words:</b> earth, telescope, astronaut <b>Additional Academic Words:</b> enthusiasm, excitement, observe <b>Vocabulary Strategy:</b> Shades of Meaning/ Intensity <b>High Frequency Words:</b> <i>another, climb, full, great, poor, through</i> <b>Oral Vocabulary:</b> <i>observe, vast, thoughtful, certain, remained</i>			
L.1.2d RF.1.2b RF.1.3b RF.1.3f RF.1.3g	<b>PHONICS/SPELLING</b>	Phonological Awareness: Rhyme, Phoneme Substitution/ Blending/Deletion/Segmentation Phonics/ Spelling <b>Skill:</b> r-controlled vowels er, ir, ur, or <b>Structural Analysis:</b> inflectional ending -er			
RF.1.4b	<b>FLUENCY</b>	Intonation			<b>Notes:</b>
W.1.5 W.1.6	<b>WRITING</b>	<b>Writing Trait:</b> Word Choice: Describing Adjectives <b>Writing Product:</b> Description of a Place <b>Write About Reading:</b> Analyze Plot: Cause and effect			
L.1.1f	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Adjectives <b>Mechanics:</b> Capitalization and End Marks			
RL.1.9 W.1.7	<b>Research</b>	<b>Weekly:</b> What can we see in the sky?			
<b>Assessments:</b>					

**ELA Grade 1, Unit 5, Week 2 Assessment Standards and Learning Targets**

**RL.1.3** Describe characters, settings, and major events in a story, using key details.

**Learning Target/s:**

- a. I can use details to describe characters from a story.
- b. I can use details to describe the setting of a story.
- c. I can use details to describe the major events of a story.

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

**RF.1.3.f** Read words with inflectional endings.

**Learning Target/s:**

- I can read words with inflectional endings.

**RF.1.3.g** Recognize and read grade-appropriate irregularly spelled word.

**Learning Target/s:**

- I can recognize and read grade-appropriate irregularly spelled words.

**L.1.1.f** Use frequently occurring adjectives.

**Learning Target/s:**

- I can use adjectives.

**L.1.1.g** Use frequently occurring conjunctions (e.g., and, but, or, so, because).

**Learning Target/s:**

- I can use conjunctions (connecting words).

**L.1.4.c** Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

**Learning Target/s:**

- I can identify root words and their endings.

# **GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE**

UNIT 5 WEEK 3	BIG IDEA: Figure It Out — How can we make sense of the world around us?			INSTRUCTIONAL WINDOW:	
	WEEKLY CONCEPT: Great Inventions	ESSENTIAL QUESTION: What inventions do you know about?			
STANDARD	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.1.3 RL.1.4 SL.1.1 SL.1.1a SL.1.2	<u>LITERATURE BIG BOOK</u>  <u>READ ALOUD</u> Title: "Great Inventions"  Genre: Nonfiction  Strategy: Ask and Answer Questions	<u>SHORT TEXT</u> The Story of a Robot Inventor(420)  Genre: Nonfiction/ Biography  Strategy: Ask and Answer Questions  Skill: Connections Within Text: Problem and Solution	Strategy: Ask and Answer Questions  Skill: Connections Within Text: Problem and Solution  <u>MAIN SELECTION</u> Title: Thomas Edison, Inventor (510)  Genre: Nonfiction/ Biography  <u>PAIRED SELECTION</u> Title: "Windshield Wipers" and "Scissors"  Genre: Poetry	Strategy: Ask and Answer Questions  Skill: Connections Within Text: Problem and Solution  <u>MAIN SELECTIONS</u> Genre: Biography A: The Wright Brothers/"Fly Away, Butterfly" (410) O: The Wright Brothers/"Fly Away, Butterfly" (500) E: The Wright Brothers/"Fly Away, Butterfly" (430) B: The Wright Brothers/"Fly Away, Butterfly" (660)	Literature Anthology: Genre, Purpose, Organization
L2.4b	VOCABULARY	Vocabulary Words: idea, unusual Additional Domain Words: poem Additional Academic Words: alliteration, change, robot Vocabulary Strategy: Prefixes High Frequency Words: began, better, guess, learn, right, sure Oral Vocabulary: curious, improve, complicated, imagine, device			
L.1.2d RF.1.2b RF.1.2d RF.1.3b RF.1.3g	PHONICS/SPELLING	Phonemic Awareness: Phoneme Categorization/ Substitution/ Blending/ Addition Phonics/ Spelling Skill: r-controlled vowels or, ore, oar Structural Analysis: abbreviations			
RF.1.4b	FLUENCY	Appropriate Phrasing			Notes:
W.1.3 W.1.5 W.1.6	WRITING	Writing Trait: Word Choice: Time-Order Words Writing Product: Personal Narrative Write About Reading: Analyze Connections Within Text: Problem and Solution			
L.1.1f	GRAMMAR	Grammar Skill: Adjectives That Compare (-er and -est) Mechanics: Capitalize Days, Months, and Holidays			
RI.1.9 W.1.7	Research	Weekly: What can we learn about an invention?			
Assessments:					

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**ELA Grade 1, Unit 5, Week 3 Assessment Standards and Learning Targets**

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**RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Learning Target/s:**

- **I can describe the connection between two objects (i.e., individuals, events, ideas) or pieces of information.**

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

**RF.1.3.f** Read words with inflectional endings.

**Learning Target/s:**

- **I can read words with inflectional endings.**

**RF.1.3.g** Recognize and read grade-appropriate irregularly spelled word.

**Learning Target/s:**

- **I can recognize and read grade-appropriate irregularly spelled words.**

**L.1.1.f** Use frequently occurring adjectives.

**Learning Target/s:**

- **I can use adjectives.**

# GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 5 WEEK 4	BIG IDEA: Figure It Out — How can we make sense of the world around us?			INSTRUCTIONAL WINDOW:	
WEEKLY CONCEPT: Sounds All Around			ESSENTIAL QUESTION: What sounds can you hear? How are they made?		
STANDARD	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.1.7 RL.1.3 SL.1.1 SL.1.1c SL.1.2	<u>LITERATURE BIG BOOK</u>  <u>READ ALOUD</u> Title: "The Squeaky Bed"  Genre: Folktale  Strategy: Ask and Answer Questions	<u>SHORT TEXT</u> Now, What’s That Sound? (240)  Genre: Realistic Fiction  Strategy: Ask and Answer Questions  Skill: Plot: Problem and Solution	Strategy: Ask and Answer Questions  Skill: Plot: Problem and Solution  <u>MAIN SELECTION</u> Title: Whistle for Willie (520)  Genre: Realistic Fiction  <u>PAIRED SELECTION</u> Title: "Shake! Strike! Strum!" (290)  Genre: Nonfiction  Text Feature: Directions	Strategy: Ask and Answer Questions  Skill: Plot: Problem and Solution  <u>MAIN SELECTIONS</u> Genre: Realistic Fiction A: Thump, Jangle, Crash/"How to Make Maracas" (180) O: Down on the Farm/"How to Make a Rain Stick" (390) E: Down on the Farm/"How to Make a Rain Stick" (170) B: Going on a Bird Walk/"How to Make a Wind Chime" (420)	Literature Anthology: Organization, Sentence Structure
L.1.4b	VOCABULARY	Vocabulary Words: suddenly, scrambled Additional Domain Words: pitch, volume, instrument Additional Academic Words: emphasis, favorite, realistic, sound effect Vocabulary Strategy: Suffixes High Frequency Words: color, early, instead, nothing, oh, thought Oral Vocabulary: volume, senses, squeaky, nervous, distract			
L.1.2d RF.1.2b RF.1.2c RF.1.3a RF.1.3b RF.1.3f	PHONICS/SPELLING	Phonemic Awareness: Phoneme Substitution/ Isolation/ Blending Phonics/ Spelling Skill: diphthongs ou, ow Structural Analysis: comparative inflectional endings -er, est			
RF.1.4b	FLUENCY	Expression			Notes:
W.1.1 W.1.5 W.1.6	WRITING	Writing Trait: Sentence Fluency: Use Complete Sentences Writing Product: Opinion About a Story Write About Reading: Analyze Plot: Problem and Solution			
L.1.1h	GRAMMAR	Grammar Skill: Using a, an, and the Mechanics: Capitalize/Underline Book Titles			
RL.1.9 W.1.7	Research	Weekly: What can we learn about the sounds we hear, specifically the radio?			
Assessments:					



## ELA Grade 1, Unit 5, Week 4 Assessment Standards and Learning Targets

**RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Learning Target/s:**

- I can describe the connection between two objects (i.e., individuals, events, ideas) or pieces of information.

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

**RF.1.3.f** Read words with inflectional endings.

**Learning Target/s:**

- I can read words with inflectional endings.

**RF.1.3.g** Recognize and read grade-appropriate irregularly spelled word.

**Learning Target/s:**

- I can recognize and read grade-appropriate irregularly spelled words.

**L.1.1.f** Use frequently occurring adjectives.

**Learning Target/s:**

- I can use adjectives.

# GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 5 WEEK 5		BIG IDEA: Figure It Out — How can we make sense of the world around us?			INSTRUCTIONAL WINDOW:	
		WEEKLY CONCEPT: Concept: Build It!		ESSENTIAL QUESTION: How do things get built?		
STANDARD	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION		ACCESS COMPLEX TEXT (ACT)
RI.1.2 RI.1.3 RI.2.5 SL.1.1 SL.1.1a SL.1.2	<b>LITERATURE BIG BOOK</b>  <b>READ ALOUD</b> <b>Title:</b> "The Sheep, the Pig, and the Goose Who Set Up House"  <b>Genre:</b> Folktale  <b>Strategy:</b> Ask and Answer Questions	<b>SHORT TEXT</b> Time for Kids: The Joy of a Ship (560)  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Plot: Cause and Effect  <b>Text Features:</b> Captions	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Plot: Cause and Effect  <b>MAIN SELECTION</b> <b>Title:</b> Time for Kids: Building Bridges <b>Genre:</b> Nonfiction(550)  <b>PAIRED SELECTION</b> <b>Title:</b> "Small Joy" <b>Genre:</b> Nonfiction (490) <b>Text Feature:</b> Captions	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Plot: Cause and Effect <b>MAIN SELECTIONS Genre:</b> Nonfiction <b>A:</b> What Is a Yurt?/ "Treehouses"(430) <b>O:</b> What Is a Yurt?/ "Treehouses"(440) <b>E:</b> What Is a Yurt?/ "Treehouses"(390) <b>B:</b> What Is a Yurt?/ "Treehouses"(620)		<b>Literature Anthology:</b> Purpose
L.1.4c L.1.5c	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> Vocabulary Words: balance, section <b>Additional Academic Vocabulary:</b> demonstrate, magazine, reorder <b>Vocabulary Strategy:</b> Inflectional Endings <b>High Frequency Words:</b> <i>above, build, fall, knew, money, toward</i> <b>Oral Vocabulary:</b> <i>structure, project, contented, intend, marvelous</i>				
L.1.2d RF.1.2b RF.1.2c RF.1.2d RF.1.3b RF.1.3e RF.1.3g	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Phoneme Blending/ Segmentation/ Categorization Phonics/ Spelling <b>Skill:</b> diphthongs oi, oy <b>Structural Analysis:</b> final stable syllables				
RF.1.4b	<b>FLUENCY</b>	Intonation, Appropriate Phrasing			<b>Notes:</b>	
W.1.2 W.1.5 W.1.6	<b>WRITING</b>	<b>Writing Trait:</b> Organization: Steps in Order <b>Writing Product:</b> How-to Article <b>Write About Reading:</b> Analyze Plot: Cause and Effect				
L.1.1i	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Prepositions/Prepositional Phrases <b>Mechanics:</b> Name <b>Titles</b> (capitals and periods with Mr., Mrs., Ms., Dr.)				
RI.1.9 W.1.7	<b>Research</b>	<b>Weekly:</b> How are things built? <b>Unit Level:</b> Research <b>Skill:</b> Taking Notes <b>Unit Project:</b> Self-select and develop from weekly research projects.				
<b>Assessments:</b>						

## ELA Grade 1, Unit 5, Week 5 Assessment Standards and Learning Targets

**RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Learning Target/s:**

- I can describe the connection between two objects (i.e., individuals, events, ideas) or pieces of information.

**L.1.1.i** Use frequently occurring prepositions (e.g., during, beyond, toward).

**Learning Target/s:**

- I can use prepositions.

**L.1.4.c** Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

**Learning Target/s:**

- I can identify root words and their endings.

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

**RF.1.3.e** Decode two-syllable words following basic patterns by breaking words into syllables.

**Learning Target/s:**

- I can count the number of syllables in a word by realizing that each syllable has a vowel sound.

**RF.1.3.g** Recognize and read grade-appropriate irregularly spelled words.

**Learning Target/s:**

- I can recognize and read grade-appropriate irregularly spelled words.

# GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE

<b>UNIT 5</b>	<b>BIG IDEA: Figure It Out — How can we make sense of the world around us?</b>		<b>INSTRUCTIONAL WINDOW:</b>	
<b>WEEK 6</b>	<b>ESSENTIAL QUESTION: How does your body move?</b>		<b>INTERIM WINDOW:</b>	
<b>STANDARD</b>	<b>UNIT WRAP-UP</b>		<b>SUMMATIVE ASSESSMENT Post Assessment Instruction</b>	
RF.1.4a RF.1.4b RF.1.4c	<b>FLUENCY</b>	Reader's Theater: Supper With the Queen	Using Assessment Results Tested skills:	
RI.1.5 W.1.8	<b>COMPREHENSION</b>	<i>TIME FOR KIDS</i> /Reading Digitally: Great Ideas!	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
W.1.6 W.1.7	<b>RESEARCH AND INQUIRY</b>	Research skill Choose Project  Science/Social Studies Connection		
	<b>WRITING</b>	Presentations	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
	<b>EXTEND LEARNING Level Up</b>			
<b>Assessments:</b>				

## Grade 1, Unit 5 ELA Learning Targets

**RL.1.3** Describe characters, settings, and major events in a story, using key details.

**Learning Target/s:**

- a. I can use details to describe characters from a story.
- b. I can use details to describe the setting of a story.
- c. I can use details to describe the major events of a story.

**RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Learning Target/s:**

- I can describe the connection between two objects (i.e., individuals, events, ideas) or pieces of information.

**RI.1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**Learning Target/s:**

- I can tell whether I got information from pictures/illustrations or from the text.

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

**RF.1.3.e** Decode two-syllable words following basic patterns by breaking words into syllables.

**Learning Target/s:**

- I can count the number of syllables in a word by realizing that each syllable has a vowel sound.

**RF.1.3.f** Read words with inflectional endings.

**Learning Target/s:**

- I can read words with inflectional endings.

**RF.1.3.g** Recognize and read grade-appropriate irregularly spelled words.

**Learning Target/s:**

- I can recognize and read grade-appropriate irregularly spelled words.

**L.1.1.c** Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).

**Learning Target/s:**

- I can use singular nouns with matching verbs in sentences.

**L.1.1.f** Use frequently occurring adjectives.

**Learning Target/s:**

- I can use adjectives.

**L.1.1.g** Use frequently occurring conjunctions (e.g., and, but, or, so, because).

**Learning Target/s:**

- I can use conjunctions (connecting words).

**L.1.1.h** Use determiners (e.g., articles, demonstratives).

**Learning Target/s:**

- I can use determiners.

**L.1.1.i** Use frequently occurring prepositions (e.g., during, beyond, toward).

**Learning Target/s:**

- I can use prepositions.

**L.1.4.c** Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

**Learning Target/s:**

- I can identify root words and their endings.

**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.

**Learning Target/s:**

- I can distinguish shades of meaning between verbs and adjectives by defining, choosing, or acting them out.

## GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 6 WEEK 1	BIG IDEA: Together We Can! — How does teamwork help us?			INSTRUCTIONAL WINDOW:	
WEEKLY CONCEPT: Taking Action			ESSENTIAL QUESTION: How can we work together to make our lives better?		
STANDARD	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.1.7 RL.1.2 SL.1.1 SL.1.1c SL.1.2	<b>LITERATURE BIG BOOK</b> <b>READ ALOUD</b> Title: "The Cat's Bell"  Genre: Fable  Strategy: Reread	<b>SHORT TEXT</b> Super Tools (430)  Genre: Fantasy  Strategy: Reread  Skill: Theme	<b>Strategy:</b> Reread  Skill: Theme  <b>MAIN SELECTION</b> Title: Click, Clack, Moo Cows That Type  Genre: Fantasy (380)  <b>PAIRED SELECTION</b> Title: "March On!" (510)  Genre: Nonfiction  Text Feature: Captions	<b>Strategy:</b> Reread  Skill: Theme  <b>MAIN SELECTIONS</b> Genre: Fantasy A: Two Hungry Elephants/"Dogs Helping People" (290) O: What a Feast!/ "Helpers Bring Food" (500) E: What a Feast!/ "Helpers Bring Food" (350) B: Beware of the Lion!/ "Pete Seeger" (480)	<b>Literature Anthology:</b> Organization, Connection of Ideas, Specific Vocabulary
L.1.4b	<b>VOCABULARY</b>	Vocabulary Words: demand, emergency Additional Domain Words: rights, protest, improve Additional Academic Vocabulary: collaborate, disagreement, length, reasonable Vocabulary Strategy: Synonyms High Frequency Words: <i>answer, brought, busy, door, enough, eyes</i> Oral Vocabulary: <i>fair, conflict, shift, risk, argument</i>			
L.1.2d RF.1.2c RF.1.2d RF.1.3b RF.1.3f RF.1.3g	<b>PHONICS/SPELLING</b>	Phonemic Awareness: Phoneme Identity/ Segmentation/ Substitution, Rhyme, Syllable Deletion Phonics/ Spelling Skill: variant vowel spellings with digraphs: oo, u, u_e, ew, ue, ui, ou Structural Analysis: suffixes -ful and -less			
RF.1.4b	<b>FLUENCY</b>	Expression			<b>Notes:</b>
W.1.5 W.1.6	<b>WRITING</b>	Writing Trait: Sentence Fluency: Varying Sentence Length Writing Product: Story Write About Reading: Analyze Theme			
L.1.1d	<b>GRAMMAR</b>	Grammar Skill: Pronouns I, you, he, she, it, we, they Mechanics: Capitalize I			
RL.1.9 W.1.7	<b>Research</b>	Weekly: How can people work together to make things better?			
<b>Assessments:</b>					

# GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 6		BIG IDEA: Together We Can! — How does teamwork help us?		INSTRUCTIONAL WINDOW:	
WEEK 2		WEEKLY CONCEPT: My Team		ESSENTIAL QUESTION: Who helps you?	
STANDARD	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.1.3 RI.2.6 RL.1.4 SL.1.1 SL.1.1a SL.1.2	LITERATURE BIG BOOK <u>READ ALOUD</u> Title: "Anansi's Sons"  Genre: Folktale  Strategy: Reread	SHORT TEXT All Kinds of Helpers (530)  Genre: Nonfiction  Strategy: Reread  Skill: Author's Purpose	Strategy: Reread  Skill: Author's Purpose  <u>MAIN SELECTION</u> Title: Meet Rosina (420)  Genre: Nonfiction  <u>PAIRED SELECTION</u> Title: "Abuelita's Lap"  Genre: Poetry	Strategy: Reread Skill: Author's Purpose <u>MAIN SELECTIONS</u> Genre: Nonfiction A: Helping Me, Helping You!/ "Fire!" (310) O: Helping Me, Helping You! /"Fire!" (400) E: Helping Me, Helping You! /"Fire!" (290) B: Helping Me, Helping You!/ "Fire!" (540)	Literature Anthology: Purpose, Organization
L.1.4	VOCABULARY	Vocabulary Words: accept, often Additional Domain Words: poem Additional Academic Vocabulary: admire, interview, intonation Vocabulary Strategy: Antonyms High Frequency Words: brother, father, friend, love, mother, picture Oral Vocabulary: inspire, respect, distance, swiftly, decision			
L.1.2d RF.1.2b RF.1.2c RF.1.2d RF.1.3b RF.1.3e RF.1.3g	PHONICS/SPELLING	Phonemic Awareness: Phoneme Categorization/ Reversal/Blending/Segmentation/ Substitution Phonics/ Spelling Skill: variant vowel spellings with digraphs: a, aw, au, augh, al Structural Analysis: vowel-team syllables			
RF.1.4b	FLUENCY	Intonation			Notes:
W.1.5	WRITING	Writing Trait: Voice: Use Your Own Voice Writing Product: Thank-You Note Write About Reading: Analyze Author's Purpose			
L.1.1d L.1.2a	GRAMMAR	Grammar Skill: Possessive Pronouns Mechanics: Capitalize Days, Months, and Holidays			
RI.1.9 W.1.7	Research	Weekly: What are the different parts of a newspaper?			
Assessments:					

# GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 6 WEEK 3	BIG IDEA: Together We Can! — How does teamwork help us?			INSTRUCTIONAL WINDOW:	
	WEEKLY CONCEPT: Weather Together		ESSENTIAL QUESTION: How can weather affect us?		
STANDARD	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.1.5 RL.1.3 SL.1.1 SL.1.1a SL.1.2	<u>LITERATURE BIG BOOK</u>  <u>READ ALOUD</u> Title: "Paul Bunyan and the Popcorn Blizzard"  Genre: Folktale  Strategy: Visualize	<u>SHORT TEXT</u> Wrapped in Ice (320)  Genre: Realistic Fiction  Strategy: Visualize  Skill: Plot: Cause and Effect	Strategy: Visualize  Skill: Plot: Cause and Effect  <u>MAIN SELECTION</u> Title: Rain School (440)  Genre: Realistic Fiction  <u>PAIRED SELECTION</u> Title: "Rainy Weather" (470)  Genre: Nonfiction  Text Feature: Headings	Strategy: Visualize  Skill: Plot: Cause and Effect  <u>MAIN SELECTIONS</u> Genre: Realistic Fiction A: Snow Day/" A Mountain of Snow" (390) O: Heat Wave/"Stay Safe When It's Hot" (460) E: Heat Wave/"Stay Safe When It's Hot" (370) B: Rainy Day Fun/"Let's Stay Dry! (420)	Literature Anthology: Prior Knowledge
L.1.4 L.1.5	VOCABULARY	Vocabulary Words: country, gathers Additional Domain Words: storm, damage, predict Additional Academic Vocabulary: affect, closing, tornado Vocabulary Strategy: Similes High Frequency Words: been, children, month, question, their, year Oral Vocabulary: predict, cycle, creative, frigid, scorching			
L.1.2d RF.1.2c RF.1.2d RF.1.3b RF.1.3e RF.1.3g	PHONICS/SPELLING	Phonemic Awareness: Phoneme Categorization/ Segmentation/ Substitution Phonics/ Spelling Skill: silent letters wr, kn, gn Structural Analysis: compound words			
RF.1.4b	FLUENCY	Intonation			Notes:
W.1.5 W.1.6	WRITING	Writing Trait: Voice: Use Your Own Voice Writing Product: Letter Write About Reading: Analyze Plot: Cause and Effect			
L.1.1d L.1.2c	GRAMMAR	Grammar Skill: Special Pronouns (anyone, everyone, anything, everything, nothing) Mechanics: Commas in Dates and Letters			
RL.1.9 W.1.7	Research	Weekly: What can we learn about tornadoes?			
Assessments:					



# GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 6 WEEK 4		BIG IDEA: Together We Can! — How does teamwork help us?		INSTRUCTIONAL WINDOW:	
		WEEKLY CONCEPT: Sharing Traditions	ESSENTIAL QUESTION: What traditions do you know about?		
STANDARD	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.1.6 RL.1.2 SL.1.1 SL.1.1a SL.1.2	<u>LITERATURE BIG BOOK</u>  <u>READ ALOUD</u> Title: "Let's Dance"  Genre: Nonfiction  Strategy: Visualize	<u>SHORT TEXT</u> A Spring Birthday (380)  Genre: Realistic Fiction  Strategy: Visualize  Skill: Theme	<u>Strategy:</u> Visualize  <u>Skill:</u> Theme  <u>MAIN SELECTION</u> Title: Lissy's Friends (460)  Genre: Realistic Fiction  <u>PAIRED SELECTION</u> Title: "Making Paper Shapes" (510)  Genre: Nonfiction  Text Feature: Directions	<u>Strategy:</u> Visualize  <u>Skill:</u> Theme  <u>MAIN SELECTIONS</u> Genre: Realistic Fiction A: The Quilt/"Making a Quilt Square" (380) O: Latkes for Sam/"What Is a Taco?" (410) E: Latkes for Sam/"What Is a Taco?" (290) B: Patty Jumps!/ "How to Play Four Square" (440)	<u>Literature Anthology:</u> Genre, Connection of Ideas
L.1.4 L.2.4d	VOCABULARY	Vocabulary Words: difficult, nobody Additional Domain Words: origami, decorations, holiday Additional Academic Vocabulary: celebrate, greeting, signature Vocabulary Strategy: Compound Words High Frequency Words: before, front, heard, push, tomorrow, your Oral Vocabulary: tradition, effort, ancient, movement, drama			
L.1.2d L.1.3f RF.1.2b RF.1.2d RF.1.3b RF.1.3f RF.1.3	PHONICS/SPELLING	Phonemic Awareness: Syllable Addition, Phoneme Segmentation/ Blending/ Substitution Phonics/ Spelling Skill: three-letter blends scr, spl, spr, str, thr, shr Structural Analysis: inflectional endings -ed, ing			
RF.1.4b	FLUENCY	Appropriate Phrasing			Notes:
W.1.5	WRITING	Writing Trait: Sentence Fluency: Varying Sentence Types Writing Product: Letter Write About Reading: Analyze Theme			
L.1.1d L.1.2c	GRAMMAR	Grammar Skill: I and Me Mechanics: Commas in Dates and Letters			
W.1.7 RI.1.9	Research	Weekly: Why are traditions important?			
Assessments:					

# GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 6 WEEK 5	BIG IDEA: Together We Can! — How does teamwork help us?			INSTRUCTIONAL WINDOW:	
WEEKLY CONCEPT: Celebrate America!		ESSENTIAL QUESTION: Why do we celebrate holidays?			
STANDARD	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.1.3 RI.1.5 RI.2.6 SL.1.1 SL.1.2 SL.1.6	<u>LITERATURE BIG BOOK</u>  <u>READ ALOUD</u> Title: "Celebrate the Flag"  Genre: Nonfiction  Strategy: Reread	<u>SHORT TEXT</u> Time for Kids: Share the Harvest and Give Thanks (680)  Genre: Nonfiction  Strategy: Reread  Skill: Author's Purpose	Strategy: Reread  Skill: Author's Purpose  <u>MAIN SELECTION</u> Title: Time for Kids: Happy Birthday, U.S.A.! (580)  Genre: Nonfiction  <u>PAIRED SELECTION</u> Title: "A Young Nation Grows" (390)  Genre: Nonfiction  Text Feature: Map	Strategy: Reread  Skill: Author's Purpose  <u>MAIN SELECTIONS</u> Genre: Nonfiction A: It's Labor Day!/ "Four Voyages" (440) O: It's Labor Day!/ "Four Voyages" (620) E: It's Labor Day!/ "Four Voyages" (360) B: It's Labor Day!/ "Four Voyages" (660)	Literature Anthology: Purpose, Organization
L.1.4c L.4.5a	VOCABULARY	Vocabulary Words: Vocabulary Words: nation, unite Additional Academic Vocabulary: holiday, origins, phrasing Vocabulary Strategy: Metaphors High Frequency Words: favorite, few, gone, surprise, wonder, young Oral Vocabulary: <i>pride, display, design, purpose, represent</i>			
L.1.2d RF.1.2b RF.1.3b RF.1.3e RF.1.3g	PHONICS/SPELLING	Phonemic Awareness: Phoneme Reversal/ Blending/ Deletion/Addition, Syllable Deletion/Addition  Phonics/ Spelling Skill: r-controlled vowels air, are, ear  Structural Analysis: r-controlled vowel syllables			
RF.1.4b	FLUENCY	Appropriate Phrasing			Notes:
W.1.2 W.1.5 W.1.6	WRITING	Writing Trait: Ideas: Main Idea and Details ( Writing Product: Report Write About Reading: Analyze Author's Purpose			
L.1.1 L.1.2	GRAMMAR	Grammar Skill: Adverbs That Tell How Mechanics: Name Titles (capitals and periods with Mr., Mrs., Ms., Dr.)			
RI.1.9 W.1.7	Research	Weekly: What can we learn about national holidays in other countries? Unit Level: Research Skill: Using Key Words Unit Project: Self-select and develop from weekly research projects.			
Assessments:					

# GRADE 1 LANGUAGE ARTS RESOURCE PLANNING GUIDE

<b>UNIT 6</b>	<b>BIG IDEA: Together We Can! — How does teamwork help us?</b>		<b>INSTRUCTIONAL WINDOW:</b>	
<b>WEEK 6</b>	<b>ESSENTIAL QUESTION:</b>		<b>INTERIM WINDOW:</b>	
<b>STANDARD</b>	<b>UNIT WRAP-UP</b>		<b>SUMMATIVE ASSESSMENT</b> Post Assessment Instruction	
RF.1.4a RF.1.4b RF.1.4c	<b>FLUENCY</b>	<b>Reader's Theater:</b> That Goat Has Got to Go	Using Assessment Results Tested skills:	
RI.1.5 W.1.1	<b>COMPREHENSION</b>	<b>TIME FOR KIDS/Reading Digitally:</b> This Land Is Our Land	<b>RETEACH</b> Skill/Strategy:  Instructional strategy(ies)/activity(ies):	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
W.1.6 W.1.7	<b>RESEARCH AND INQUIRY</b>	Research skill Choose Project  Science/Social Studies Connection		
	<b>WRITING</b>	Presentations	<b>RETEACH</b> Skill/Strategy:  Instructional strategy(ies)/activity(ies):	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
	<b>EXTEND LEARNING</b> Level Up			
<b>Notes:</b>				

## Grade 1 ELA Learning Targets

**RF.1.2.c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

**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 both in isolation and in text.

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

**Learning Target/s:**

- I can match a sound to the correct consonant digraph.

**RF.1.3.b** Decode regularly spelled one-syllable words.

**Learning Target/s:**

- I can decode one-syllable words.

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

**Learning Target/s:**

- I can represent long vowel sounds with final -e.

**RF.1.3.e** Decode two-syllable words following basic patterns by breaking the words into syllables.

**Learning Target/s:**

- I can decode two-syllable words by breaking the syllables apart.

**RF.1.3.f** Read words with inflectional endings.

**Learning Target/s:**

- I can read words with inflectional endings.

**RF.1.3.g** Recognize and read grade-appropriate irregularly spelled word.

**Learning Target/s:**

- I can recognize and read grade-appropriate irregularly spelled words.

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.1.1.c** Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

**Learning Target/s:**

- I can use singular nouns with matching verbs in sentences.

**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).

**Learning Target/s:**

- I can use personal, possessive, and indefinite pronouns.

**L.1.1.f** Use frequently occurring adjectives.

**Learning Target/s:**

- I can use adjectives.

**L.1.1.g** Use frequently occurring conjunctions (e.g., and, but, or, so, because).

**Learning Target/s:**

- I can use conjunctions (connecting words).

**L.1.1.h** Use determiners (e.g., articles, demonstratives).

**Learning Target/s:**

- I can use determiners.

## Grade 1 ELA Learning Targets

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**L.1.1.i** Use frequently occurring prepositions (e.g., during, beyond, toward).

**Learning Target/s:**

- I can use prepositions.

**L.1.2.b** Use end punctuation for sentences.

**Learning Target/s:**

- I can use common nouns, proper nouns, and possessive nouns.

**L.1.2.c** Use commas in dates and to separate single words in a series.

**Learning Target/s:**

- I can use end punctuation for sentences.

**L.1.4.a** Use sentence-level context as a clue to the meaning of a word or phrase.

**Learning Target/s:**

- I can use context clues to figure out word meanings.

**L.1.4.b** Use frequently occurring affixes as a clue to the meaning of a word.

**Learning Target/s:**

- I can use prefixes and/or suffixes to figure out word meanings.

**L.1.4.c** Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

**Learning Target/s:**

- I can identify root words and their endings.

**L.1.5.a** Sort words into categories, (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

**Learning Target/s:**

- I can sort words into categories.

**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.

**Learning Target/s:**

- I can distinguish shades of meaning between verbs and adjectives by defining, choosing, or acting them out.

**SL.1.1.b** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

## Grade 1 ELA Learning Targets

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**RL.1.1** Ask and answer questions about key details in a text.

**Learning Target/s:**

- a. I can ask questions about key details in a text.
- b. I can answer questions about key details in a text.

**RL.1.3** Describe characters, settings, and major events in a story, using key details.

**Learning Target/s:**

- a. I can use details to describe characters from a story.
- b. I can use details to describe the setting of a story.
- c. I can use details to describe the major events of a story.

**RL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**Learning Target/s:**

- I can identify words or phrases in a text that relate to senses and feelings.

**RL.1.7** Use illustrations and details in a story to describe its characters, setting, or events.

**Learning Target/s:**

- a. I can use illustrations and words to describe a story's characters.
- b. I can use illustrations and words to describe a story's settings.
- c. I can use illustrations and words to describe a story's plot.

**RI.1.1** Ask and answer questions about key details in a text.

**Learning Target/s:**

- a. I can ask questions about key details in a text.
- b. I can answer questions about key details in a text.

**RI.1.2** Identify the main topic and retell key details of a text.

**Learning Target/s:**

- a. I can identify the main topic of a text.
- b. I can retell key details of a text.

**RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Learning Target/s:**

- I can describe the connection between two objects (i.e., individuals, events, ideas) or pieces of information.

**RI.1.5** Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

**Learning Target/s:**

- a. I know and can use various text structures to locate key facts or information in a text.
- b. I know and can use various text features 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.

**Learning Target/s:**

- I can tell whether I got information from pictures/illustrations or from the text.

**RI.1.7** Use the illustrations and details in a text to describe its key ideas.

**Learning Target/s:**

- a. I can use illustrations to describe key ideas.
- b. I can use details to describe key ideas.

**RF.1.2.b** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.