

1st Grade ELA
Unit 1 Connecting to Our World
Module A (Approximately 14 days)

Enduring Understandings:

- Readers understand that they improve their comprehension by identifying story elements. (RL.1.2)
- Writers understand that details play a role in explaining the events in a story. (W.1.3)
- Learners understand that living things depend on one another. (SC.1.L.17.1)

	Lessons 1-3	Lessons 4-5	Lesson 6	Lessons 7-9	Lesson 10	Lesson 11	Lesson 12	Lessons 13
Text	<i>Stellaluna</i>	<i>Dragons and Giants</i> (Text Collection)	<i>Stellaluna</i> and <i>Dragons and Giants</i>	<i>Stellaluna</i>	<i>Stellaluna</i> and <i>Dragons and Giants</i>	<i>Stellaluna</i>	<i>Dragons and Giants</i>	<i>Stellaluna</i>
Foundational Skills Focus	Consonants m, s, t Short a	Consonants m, s, t Short a	Consonants c, k, p, n	Consonants c, k, p, n Short a	Consonants c, k, p, n Short a	Consonants f, ff, b, g	Consonants f, ff, b, g	Short i
High Frequency Words		(L3) I, see, a		(L7) I, see, a (L9) we, see, the, like			(L12) you, see, the, look, like, I	
Words Their Way Correlation	Emergent- Early Letter Name-(14) Monster Mop, (16) Sandy, (18) My Red Room, (19) Nanny Goat's Nap, (21) Nanny Goat's Nap, (22) The Trip, (28) Cat's Trip, (35) Fix It, Fox	Letter Name-(1) When We Are Big, (2) On the Farm, (35) The Ant Within Word-(1) Who Has a Tail?, (11) Pancakes	Emergent- Early Letter Name-(23) Pin It, (29) Little Kittens	Emergent- Early Letter Name-(31) For Sale, (32) Little Kittens	Emergent- Early Letter Name-(25) Funny Faces and Funny Places	Letter Name-(3) When We Are Big	Letter Name-(36) Just Like Us	Letter Name-(37) Night and Day
Reading Instructional Focus	(L1) Identify elements of a story (L2-L3) Use illustrations and details to describe and understand	(L4) Retell a story's events in order (L5) Understand the words author's use	(L6) Compare characters	(L7) Understand that authors choose words to tell a story (L8) Identify and describe the setting of a story	(L10) Understand the ending of a story	(L11) Identify the central message of a story	(L12) Identify the central message of a story	(L13) Discuss information and literary texts

	characters			(L9) Use illustrations to understand a story				
Independent Reading Focus	Process: (L1-3) Engagement and Identity Strategy: (L1-3) Comprehension	Process: (L4-5) Engagement and Identity Strategy: (L4) Comprehension (L5) Vocabulary knowledge	Process: (L6) Independence Strategy (L6): Fluency	Process: (L7-8) Independence (L9) Engagement and Identity Strategy: (L7) Vocabulary Knowledge (L8) Critical thinking (L9) Fluency	Process: (L10) Engagement and Identity Strategy: (L10) Critical thinking	Process: (L11) Engagement and Identity Strategy: (L11) Comprehension	Process: (L12) Stamina Strategy: (L12) Decoding and Word Recognition	Process: (L13) Stamina Strategy: (L13) Decoding and Word Recognition
Writing Instructional Focus	(L1) Tell beginning, middle, end (L2-3) Character details and use those details	(L4) Tell beginning, middle, end (L5) Use character details	(L6) Event details	(L7) Use character detail (L8) Setting details (L9) Event details	(L10) Writing Process: Plan	(L11) Writing Process: Draft	(L12) Writing Process: Revise and Edit	(L13) Writing Process: Publish
Independent Writing	Write about: (L1) story events (L2) characters' relationship (L3) characters, and events	(L4) Write events in order (L5) Write details about characters	(L6) Write about a story event	Write about: (L7) character (L8) setting (L9) event details	(L10) Plan a narrative	(L11) Write a narrative	(L12) Revise and edit a narrative	(L13) Publish a narrative
Conventions	(L1 & 3) Identify and print uppercase letters (L2 & 3) Print lowercase letters	(L4-5) Spell words phonetically	(L6) Spell words phonetically	(L7) Produce simple sentences (L8-9) Use end punctuation	(L10) Use end punctuation	(L11) Capitalize sentences and names of people	(L12) Produce simple sentences	(L13) Capitalization and punctuation
Benchmark Vocabulary	(L1) escaped, survived (L2) trembling, embarrassing, clumsy (L3) limb, land, perch	(L4) brave (L5) mountain, snake	(L6) nighttime, crash, rescue	(L7) clutched, grasped (L8) daybreak, headfirst (L9) obey, rules, behaved	(L10) safe	(L11) mused, wondered, mystery	(L12) together	(L13) wingspan, tropical

iReady Lesson Focus	Lesson 4	Lesson 4	Lesson 2	Lesson 1 - 4	Lesson 4	Lesson 5	Lesson 5	Lesson 5
Assessment (Optional)	<ul style="list-style-type: none"> • <i>Reader's & Writer's Journals</i> to determine end-of-lesson mastery • Selection Tests for ReadyGEN modules 							
Assessment (Required)	<ul style="list-style-type: none"> • Performance-Based Assessment • Administer <i>Words Their Way Spelling Inventory</i> at the beginning of the year 							
<p>Performance-Based Assessment Task: Write about a friendship Children will think about the friendship between the birds and Stellaluna. Then they will illustrate and write sentences about how the characters showed their friendship when they first met and then later in the story.</p>								

1st Grade ELA
Unit 1 Connecting to Our World
Module B (Approximately 13 days)

Enduring Understandings:

- Readers understand that informational text have features that help them determine main topics. (RI.1.2, RI.2.5)
- Writers understand that informational texts can have a variety of features.. (W.1.1)
- Learners understand that living things have certain behavior that shape them and allow them to survive (SC.1.L.14.1)

	Lessons 1-7	Lessons 8	Lesson 9	Lessons 10-12
Text	<i>Time to Sleep</i>	<i>What Do You Do With a Tail Like This?</i> (Text Collection)	<i>Time to Sleep</i> <i>What Do You Do With a Tail Like This?</i>	<i>What Do You Do With a Tail Like This?</i> (Text Collection)
Foundational Skills Focus	Consonants: d, l, ll, h, r, w, j, k Short o	Short e	Short e	Consonants: r, w, j, k, v, y, z, zz Short e
High Frequency Words	(L2) was, look, l (L4) you, we (L7) the, do, you, see		(L9) with, is, the, do, a, we	(L12) the, for, a, do
Words Their Way Correlation	Emergent-Early Letter Name-(26) Up They go, (27) Cat's Trip Letter Name-(39) Stan Packs, (41) Roll Out the Red Rug Within Word-(5) When Bob Woke Up Late, (6) Summer at Cove Lake, (13) Tiger's Tummy Ache, (14) Grandpa, Grandma, and the Tractor	Emergent-Early Letter Name-(30) For Sale, (33) Quack! Letter Name-(40) How the Chick Tricked the Fox	Within Word-(9) Steve's Room, (18) Something Everyone Needs, (19) An Eagle Flies High	Emergent-Early Letter Name-(36) Zebra's Yellow Van, (37) Cat's Trip Letter Name-(5) Good-bye Zoo, (24) Humpback Whales
Reading Instructional Focus	(L1) Identify main topic using text features (L2) Use text features to locate key information (L3) Identify main topic and key details (L4) Ask and answer questions about	(L8) Use structure and organization to understand a text	(L9) Compare and contrast texts	(L10) Identify elements of informational texts (L11) Ask and answer questions (L12) Use illustrations to understand details

	<p>key details - use text features (L5) Identify information from pictures and words (L6) Identify how information is connected (L7) Answer questions using text features</p>			
Independent Reading Focus	<p>Process:(L1-5) Engagement and Identity (L6-7) Independence</p> <p>Strategy: (L1) Vocabulary Knowledge (L2-3) Comprehension (L4, 6) Critical thinking (L5, 7) Decoding and word recognition</p>	<p>Process: (L8) Independence</p> <p>Strategy: (L8) Fluency</p>	<p>Process: (L9) Engagement and Identity</p> <p>Strategy: (L9) Comprehension</p>	<p>Process: (L10-11) Engagement and Identity (L12) Stamina</p> <p>Strategy: (L10) Vocabulary Knowledge (L11) Comprehension (L12) Critical thinking</p>
Writing Instructional Focus	<p>(L1) Write facts about a topic (L2) Write a heading (L3) Structure of informative writing (L4) Use facts (L5) Write about a main topic (L6-7) Question and answer text structure</p>	<p>(L8) Question and answer text structure</p>	<p>(L9) Write facts about a main topic</p>	<p>Writing Process: (L10) Plan (L11) Draft (L12) Revise, Edit, Publish</p>
Independent Writing	<p>(L1) Write a fact about a text (L2) Write about a photograph (L3) Write a question and answer (L4) Write a fact (L5) Use a graphic organizer (L6-7) Write a question and an answer</p>	<p>(L8) Write a question and an answer</p>	<p>(L9) Write a fact</p>	<p>(L10-11) Plan and then write a question and answer (L12) Revise, edit, and publish a question and answer</p>
Conventions	<p>(L1) Matching nouns and verbs (L2) Common nouns (L3) Use proper nouns (L4) Use verbs (L5) Use plural nouns (L6-7) Matching nouns and verbs</p>	<p>(L8) Use question marks</p>	<p>(L9) Use capitalization and punctuation</p>	<p>(L10) Common and proper nouns (L11) Match nouns and verbs (L12) Verbs <i>is</i> and <i>are</i></p>

Benchmark Vocabulary	(L1) time, sleep (L2) animals (L3) sorts (L4) upside down, scared (L5) lock (L6) danger, tuck (L7) day, high, anywhere	(L8) underground, breathe	(L9) hang, high, feet, eyes	(L10) pesky, warn (L11) spot, squirt (L12) sticky, scoop, swallow
iReady Lesson Focus	Lesson 6-8, 14-16	Lesson 6-7	Lesson 21	Lesson 6, 11, 19
Assessment (Optional)	<ul style="list-style-type: none"> • <i>Reader's & Writer's Journals</i> to determine end-of-lesson mastery • Selection Tests for ReadyGEN modules 			
Assessment (Required)	<ul style="list-style-type: none"> • Unit 1 Check Progress for Phonics and High Frequency Words (TE p FS26- FS29) * Score out of 39* • Unit 1 Assessment • Performance-Based Assessment • End of Unit 1 Assessment Writing portion - District Prompt 			
<p>Performance-Based Assessment Task: Write questions and answers Children will use facts from <i>Time to Sleep</i> and <i>What Do You Do With a Tail Like This?</i> to write questions and answers about animals.</p>				

1st Grade ELA
Unit 2 Becoming a Classroom Citizen
Module A (Approximately 14 days)

Enduring Understandings:

- Readers understand that key details help them determine the central message in a text. (RL.1.2)
- Writers understand that opinions are supported by reasons. (W.1.1)
- Learners understand that citizenship begins with becoming a contributing member of a classroom community. (SS.1.C.2.1)

	Lessons 1-6	Lessons 7-12	Lesson 13
Text	<i>A Fine, Fine School</i> (Text Collection)	<i>The Recess Queen</i> (Text Collection)	<i>A Fine, Fine School</i> <i>The Recess Queen</i>
Foundational Skills Focus	Consonant Pattern: -ck Short a and short i	Consonants x Short i and short o	Plural -s Consonant s /z/
High Frequency Words	(L2) with, a (L4) a, for, the	(L7) they, the, to, look (L9) and, do, we, see, take (L12) two, three, the, they, is, a	
Words Their Way Correlation	Letter Name-(6) Eggs!, (7) At the Track, (8) Caps, (9) Letter Name, (25) You Can Too!, (26) The Merry Go Round, (27) Ted's Red Sled, (38) A Fun Place to Eat Within Word-(35) Pick Up Nick!	Letter Name-(10)Lost in the Fog, (11) Mr. Fin's Trip, (30) A Small Baby Raccoon Within Word-(10) When Bob Woke Up Late, (13) Tiger's Tummy Ache, (14) Grandpa, Grandma, and the Tractor	Letter Name-(42) My Lost Top, (44) Fix It Fox Within Word-(2) The Name Is the Same Syllables and Affixes-Lessons 3 and 19
Reading Instructional Focus	(L1) Identify story elements (L2) Describe characters (L3) Use key details to understand story (L4) Describe story elements (L5) Understand author's word choice (L6) Central message	(L7) Understand how author's word choice appeals to the senses (L8) Use context clues to understand words in stories (L9) Use author's words and phrases to describe characters (L10) Describe characters using key details (L11) Understand and describe author's word choice (L12) Use key details to identify the central message	(L13) Compare and contrast characters and events

Independent Reading Focus	Process: (L1-5) Engagement and Identity (L6) Independence Strategy: (L1) Vocabulary knowledge, (L2,4) Critical thinking (L3,6) Comprehension (L5) Fluency	Process: (L7-8) Independence (L9-11) Engagement and Identity (L12) Stamina Strategy: (L7-8) Vocabulary knowledge (L9-10) Critical thinking (L11) Fluency (L12) Comprehension	Process:(L13) Stamina Strategy: (L13) Comprehension
Writing Instruction Focus	(L1, 4) State an opinion (L2) Support an opinion (L3,6) State and support an opinion (L5) Word Choice: Opinions	(L7) State an opinion (L8) Support an opinion (L9) Word choice: opinions (L10) State and support an opinion Writing Process: (L11) Plan an opinion (L12) Write an opinion	(L13) Writing process: Revise, edit, and publish
Independent Writing	(L1) Write an opinion about a character (L2) Write a reason to support an opinion (L3) Write and support an opinion about a character (L4,6) Write an opinion about a story (L5) Write and support an opinion	(L7) Write an opinion about a character (L8) Write a reason to support an opinion (L9) Write an opinion using adjectives (L10) Create an opinion poster (L11) Plan an opinion (L12) Write an opinion about a story	(L13) Revise, Edit, and Publish an opinion
Conventions	(L1) Use commas in a series (L2) Understand verb tenses (L3) Capitalize dates and names of people (L4) Use quotation marks (L5) Use adjectives (L6) Use commas	(L7) Understand verb tense: past, present, future (L8, 12) Use indefinite pronouns (L9) Use possessive pronouns (L10) Use adjectives (L11) Using pronouns: <i>I</i> and <i>me</i>	(L13) Use conjunctions
Benchmark Vocabulary	(L1) learning, proud (L2) strolled, waved (L3) announced, everything (L4) office, worried (L5) enormous, cheer (L6) younger	(L7) bullied (L8) nobody (L9) tiny (L10) snarled, bossy (L11) dared, stared (L12) giggled, disaster	(L13) learning, everything
iReady Lesson Focus	Lesson 2-5	Lesson 2, 5, 10, 13	Lesson 18

Assessment (Optional)	<ul style="list-style-type: none"> ● <i>Reader's & Writer's Journals</i> to determine end-of-lesson mastery ● Selection Tests for ReadyGEN modules
Assessment (Required)	<ul style="list-style-type: none"> ● Performance-Based Assessment
<p>Performance-Based Assessment Task: Write about classroom citizens Children will think about <i>The Recess Queen</i> and <i>A Fine, Fine School</i> and how characters acted as good classroom citizens. Children will write their opinion about how good classroom citizens act and supply a reason for their opinion.</p>	

1st Grade ELA
Unit 2 Becoming a Classroom Citizen
Module B (Approximately 13 days)

Enduring Understandings:

- Readers understand that illustrations and details in a text help them identify the main idea or central message. (RI 1.2)
- Writers understand that experiences can be compared and contrasted. (W.1.2)
- Learners understand that we are all connected to people beyond our own communities. (SS.1.C.2.3 and SS.1.C.2.4)

	Lessons 1-5	Lessons 6-10	Lesson 11-12
Text	<i>Far From Home</i>	<i>Going to School</i>	<i>Far From Home</i> <i>Going to School</i>
Foundational Skills Focus	Inflected ending: -s and -ing	Short e Initial Consonant Blends	Short u
High Frequency Words	(L2) we, a, you, do, the, have (L4) we, eats, take, a, her	(L7) he, a, the, like(s), here, to (L9) with, is, the, do, a, we	(L12) they, like(s), with, a, to, the, too
Words Their Way Correlation	Syllables and Affixes-Lessons 4-7	Letter Name-(13) Ben's Pets, (14) Ted's Red Sled, (18) My Lost Top, (19) Sally's Spaceship, (20) Winter's Song, (21) Glenda the Lion, (22) The River Grows, (23) At the Track Syllables and Affixes-Lesson 24	Letter Name-(12) Good Night, Little Bug, (28) Jump Right In, (29) When We Are Big, (31) My Clock is Sick, (32) Something to Munch Within Word-(7) Cubby's Gum, (8) Cubby's Gum, (16) The Doctor Has the Flu, (17) The World's Biggest Baby
Reading Instructional Focus	(L1) Retell Story events in order (L2) Use illustrations to tell about a story (L3) Use author's words to understand characters (L4) Tell about major story events (L5) Understand a story's central message	(L6) Use text features to learn about a topic (L7) Locate key information in a text (L8) Identify information from pictures (L9) Tell how information is connected (L10) Describe connections between people	(L11) Identify the main topic and central message (L12) Tell about stories and informational texts
Independent Reading Focus	Process: (L1-5) Engagement and Identity	Process: (L6-8) Independence (L9-10) Engagement and Identity	Process: (L11) Engagement and Identity, (L12) Stamina

	Strategy: (L1,3) Vocabulary Knowledge, (L2) Comprehension, (L4) Decoding and word recognition, and (L5) Critical Thinking	Strategy: (L6) Fluency, (L7) Decoding and Word Recognition, (L8, 10) Comprehension, (L9) Critical Thinking	Strategy: (L11) Fluency, (L12) Decoding and Word recognition
Writing Instruction Focus	(L1) Write facts about a topic (L2) Write a topic sentence (L3) Provide key details (L4) Write facts about a text (L5) Write captions for illustrations	(L6) Write facts about a topic Writing Process: (L7-8) Plan (L9-10) Draft	Writing Process: (L11) Revise (L12) Edit, and Publish
Independent Writing	(L1,4) Write a fact (L2) Write to name the main topic (L3) Write a detail about the text (L5) Write a caption for an illustration	(L6) Write a fact about a text (L7-8) Plan informative text using concept web (L9-10) Write informative text	(L11) Revise (L12) Edit and publish informative text
Conventions	(L1) Use verbs to tell about the present (L2) Use personal pronouns (L3) Use singular and plural pronouns (L4) Use possessive pronouns (L5) Use adjectives	(L6-7) Use prepositions (L8) Use singular and plural nouns (L9-10) Capitalize proper nouns: particular places	(L11) Use capitalization and punctuation (L12) Use articles
Benchmark Vocabulary	(L1) tidy, perfect (L2) tucked, strange (L3) neatly, shocked (L4) promised, exercise (L5) enjoy, lesson	(L6) countries, villages, learn (L7) weather, languages, community (L8) native, library, subject (L9) ballet, classmates (L10) blind, diagrams, city	(L11) enjoy, subject (L12) lesson, classmates
iReady Lesson Focus	Lesson 4, 5, 17	Lesson 7, 8, 14, 15, 16, 19	Lesson 5, 7,8, 11
Assessment (Optional)	<ul style="list-style-type: none"> • <i>Reader's & Writer's Journals</i> to determine end-of-lesson mastery • Selection Tests for ReadyGEN modules 		
Assessment (Required)	<ul style="list-style-type: none"> • Unit 2 Check Progress for Phonics and High Frequency Words (TE p FS26- FS29) *Score out of 37* • Unit 2 Assessment • Performance-Based Assessment 		
Performance-Based Assessment			
Task: Write about global students			
Children will think about what they have learned about students from around the world. They will use Bryan from <i>Far From Home</i> or choose one student from <i>Going to School</i> and write sentences to compare and contrast this student's school experiences with their own.			

1st Grade ELA
Unit 3 Making Choices
Module A (Approximately 14 days)

Enduring Understandings:

- Readers understand they can learn lessons through the characters and events in stories. (RL.1.3)
- Writers understand that stories need appropriately sequenced events. (W.1.3)
- Learners understand that people choose to use their resources to get what they want and need (SS.1.E.1.2 and SS.1.E.1.6)

	Lessons 1-6	Lessons 7-11	Lesson 12-13
Text	<i>The Winners' Choice</i>	<i>Hunter's Money Jar</i>	<i>The Winners' Choice</i> <i>Hunter's Money Jar</i>
Foundational Skills Focus	Consonant Digraphs: sh, th Vowel Sound in <i>ball</i> : al, a Long a (CVCe)	Long a and i (CVCe) Consonants: c /s/ and g /j/	Long i (CVCe) Consonant Digraphs: wh, ch, tch, ph
High Frequency Words	(L2) the, with, go, said, into, I, one, put, a (L4) are, the, tree, to, good, they, a	(L7) her, the, do, to, your, a (L9) my, where, here, like, they, the, a, go, look	(L12) your, a, said, no, the, wants, he, to, my, what
Words Their Way Correlation	Emergent-Early Letter Name-(38) She Said, (42) Three White Sheep Letter Name-(15) The Ship, (16) Humpback Whales, (17) Chipmunk Chili, (43) Rush, Rush, Rush	Within Word-(40) Friends Forever, (41) The Princess and the Wise Woman, (42) All About Bats	Within Word-(3) The Kite That Flew Away, (4) Dive In, (21) The Princess and the Wise Woman, (22) All About Bats Syllables and Affixes-Lesson 46
Reading Instructional Focus	(L1) Retell story events (L2) Use illustrations and details to tell about events (L3) Use details to tell about characters (L4) Understand the words authors use (L5) Use illustrations and details to tell about setting (L6) Understand a story's central message	(L7) Identify key details in a story (L8) Use details to tell about characters (L9) Ask and answer questions about key details (L10) Tell about words and details in a story (L11) Understand a story's central message	(L12) Compare and contrast stories (L13) Make connections
Independent Reading	Process: (L1-3) Engagement and Identity, (L4-6) Independence	Process: (L7-9) Stamina, (L10-11) Engagement and Identity	Process: (L12-13) Independence

Focus	Strategy: (L1) Comprehension, (L2, 5) Decoding and Word Recognition, (L3) Fluency, (L4) Vocabulary knowledge, (L6) Critical thinking	Strategy: (L7) Fluency, (L8) Comprehension, (L9) Critical thinking, (L10) Vocabulary knowledge, (L11) Decoding and Word Recognition	Strategy: (L12) Comprehension, (L13) Fluency
Writing Instructional Focus	(L1) Recount beginning, middle, end (L2-3) Write about story events in order (L4) Use temporal words (L5) Revise to add details (L6) Write a conclusion	(L7) Recount events in order Writing Process: (L8) Plan (L9-10) Draft (L11) Revise	Writing Process: (L12) Edit (L13) Publish
Independent Writing	(L1-2) Retell and write story events (L3) Put story events in order (L4) Add time and sequence words (L5) Revise sentences (L6) Write a story ending	(L7) Write story events in order (L8-9) Plan and write a story (L10) Write an ending for a story (L11) Revise a story	(L12) Edit a story (L13) Create a final book
Conventions	(L1) Use personal pronouns (L2) Use possessive pronouns (L3) Use adjectives (L4) Use possessive nouns (L5) Use conjunctions (L6) produce compound sentences	(L7) Produce and expand compound sentences (L8) Identify root words and their inflectional forms (L9) Use possessive pronouns (L10) Use commas in a series (L11) Use past, present, and future tense verbs	(L12) Use conjunctions (L13) Use demonstratives
Benchmark Vocabulary	(L1) money, trophy (L2) golden, spend, gasped (L3) need, teammates (L4) safe, brave (L5) damage, zoomin (L6) need, want, position	(L7) coins, bills (L8) shiny, bossy (L9) bank, count (L10) earn, sell, waster (L11) chores, piles, crowded	(L12) ruined, aisles (L13) stacked, adventure
iReady Lesson Focus	Lesson 2-5, 9, 10, 17	Lesson 1, 5, 17	Lesson 18, 21
Assessment (Optional)	<ul style="list-style-type: none"> • <i>Reader's & Writer's Journals</i> to determine end-of-lesson mastery • Selection Tests for ReadyGEN modules 		

Assessment (Required)	<ul style="list-style-type: none">● Performance-Based Assessment
Performance-Based Assessment Task: Write about choices The selections in this unit are about choices and making decisions. Children will write a story about a choice they made to save or spend money.	

1st Grade ELA
Unit 3 Making Choices
Module B (Approximately 13 days)

Enduring Understandings:

- Readers understand that the details in a text support the author’s main points. (RI 3.8)
- Writers understand that an opinion has to be supported with one or more reasons. (W.1.1)
- Learners understand that people make decisions about how to spend what they earn. (SS.1.E.1.2, SS.1.E.1.3and SS.1.E.1.5)

	Lessons 1-3	Lesson 4	Lessons 5-6	Lessons 7-8	Lessons 9-10	Lessons 11-12
Text	<i>Goods and Services</i> (Text Collection)	<i>Supermarket</i> (Text Collection)	<i>Goods and Services Supermarket</i>	<i>Goods and Services</i>	<i>Supermarket</i>	<i>Goods and Services Supermarket</i>
Foundational Skills Focus	Distinguish between short o and long o (CVCe) Contractions	Contractions	Long o (CVCe) Contractions Distinguish between: short u and long u short e and long e (CVCe)	Long u and long e (CVCe) Inflected ending: -ed	Long u and long e (CVCe) Inflected ending: -ed	Long e: e and ee
High Frequency Words	(L2) a, I, to, her, working, put, go, where, here	(L4) the, to, I, we, come, want, a, be, going, you		(L7) here, go, there, the, to, be, too	(L9) a, looked, be, look, said, eat, she, the	(L12) puts, the, for, many, under, are, little, work, they, to, a, said
Words Their Way Correlation	Letter Name-(49) Flip’s Truck	Within Word-(20) Pete’s Bad Day	Syllables and Affixes-Lesson 12	Syllables and Affixes-Lessons 8 & 9	Syllables and Affixes-Lesson 10	Syllables and Affixes-Lesson 13
Reading Instructional Focus	(L1) Identify main topic and key details (L2) Know and use text features (L3) Identify the main topic of a text	(L4) Identify reasons to support points in a text	(L5) Compare ideas between texts (L6) Compare and contrast information	(L7) Sort words into categories (L8) Make connections between 2 ideas	(L9) Identify reasons that supports an author’s point (L10) Determine main topic and key details	(L11) Clarify meanings of words and phrases (L12) Use information in text and pictures
Independent Reading Focus	Process: (L1-3) Engagement and Identity Strategy: (L1) Comprehension, (L2) Critical Thinking, (L3)	Process: (L4) Independence Strategy: (L4) Critical thinking	Process: (L5-6) Independence Strategy: (L5-6) Comprehension	Process: (L7-8) Stamina Strategy: (L7) Vocabulary knowledge, (L8) Fluency	Process: (L9) Stamina, (L10) Engagement and Identity Strategy: (L9) Comprehension,	Process: (L11) Engagement, and Identity, (L12) Independence Strategy: (L11) Vocabulary knowledge, (L12)

	Decoding and Word Recognition				(L10) Critical thinking	Decoding and Word Recognition
Writing Instruction Focus	(L1-3) State and support an opinion	(L4) State and support an opinion	(L5) Support and opinion with facts and details (L6) Provide a sense of closure	Writing Process: (L7) Plan (L8) Draft	(L9) Support and opinion (L10) Write a concluding statement	Writing process: (L11) Revise (L12) Edit and Publish
Independent Writing	(L1-3) Write an opinion and a supporting reason	(L4) Write opinion words	(L5) Use facts to support an opinion (L6) Write a concluding statement	(L7) Choose a topic for an opinion (L8) Write an opinion and list reasons	(L9) Write a supporting reason (L10) Write a conclusion to an opinion	(L11) Add details to support an opinion (L12) Publish an opinion blog post
Conventions	(L1) Use indefinite pronouns (L2) Use common and proper nouns (L3) Identify root words and their inflectional forms	(L4) Adjectives that compare	(L5) possessive pronouns (L6) Using forms of <i>to be</i>	(L7) Subject-verb agreement (L8) Form and use prepositions	(L9) Punctuate exclamatory sentences (L10) Use <i>to</i> , <i>two</i> , and <i>too</i>	(L11) Use proper nouns (L12) Use past, present, and future tense verbs
Benchmark Vocabulary	(L1) goods, services (L2) wants, needs (L3) collects, taxes	(L4) supermarket, necessary, shoppers	(L5) producers, farmers, decisions (L6) consumers, unpacked	(L7) earn (L8) choices	(L9) inventory, spoiled (L10) average, celebrate	(L11) goods, services, shoppers (L12) producers, consumers, decisions
iReady Lesson Focus	Lesson 7, 14	Lesson 20	Lesson 21	Lesson 8	Lesson 7, 8, 21	Lesson 13, 16, 19
Assessment (Optional)	<ul style="list-style-type: none"> • <i>Reader's & Writer's Journals</i> to determine end-of-lesson mastery • Selection Tests for ReadyGEN modules 					
Assessment (Required)	<ul style="list-style-type: none"> • Unit 3 Check Progress for Phonics and High Frequency Words (TE p FS26- FS29) *Score out of 36* • Unit 3 Assessment • Performance-Based Assessment 					
Performance-Based Assessment						
Task: Write about making choices						
In this module, children will read about goods and services and how people make choices about which goods and services they purchase. As a class, children will compose a list of goods and services they find at a local grocery store. Then each child will choose a good or service from the list he or she feels is especially important and write his or her opinion about it. Children will support their opinion with a reason.						

1st Grade ELA
Unit 4 Planting for the Future
Module A (Approximately 14 days)

Enduring Understandings:

- Readers understand who is telling the story and how that shapes the story. (RL.1.1)
- Writers understand that narratives contain characters and sequenced events. (W.1.3)
- Learners understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation. (SS.1.A.2.4)

	Lessons 1-7	Lessons 8-11	Lesson 12-13
Text	<i>Arbor Day Square</i>	<i>The Family Tree</i> (Text Collection)	<i>Arbor Day Square</i> <i>The Family Tree</i>
Foundational Skills Focus	Vowel sounds of y Syllable pattern CV Consonant patterns: ng, nk	Compound words Consonant patterns: ng, nk Plural: -es	Plural: -es R Controlled: or, ore
High Frequency Words	(L2) wants, a, what, are, to, the, you (L4) of, said, the, to, I, saw, was, day, come, want(s), a, now, down, you (L7) to, a, into, now, could, the, from, I	(L9) do, to, eats, the, day, of, put, a, for, wanted, new	(L12) for, where, out, some, a, her, of, the, to, into, down
Words Their Way Correlation	Letter Name-(45) That Pig Can't Do a Thing, Syllables and Affixes-Lesson 15	Letter Name- (34) Mr. Wink, (46) That Pig Can't Do a Thing Syllables and Affixes-Lessons 1 & 2	Within Word-(27) Friends Forever, (29) The Monster Under the Bed Syllables and Affixes-Lesson 18
Reading Instructional Focus	(L1) Retell key details in a story (L2) Use key details to tell about setting (L3) Make connections (L4) Understand words authors use (L5) Use illustrations and details to tell about a story (L6) Tell about ending events in a story (L7) Tell about stories and informational texts	(L8) Retell story events using time words (L9) Ask and answer questions about key details (L10) Use details and illustrations to tell about events (L11) Understand a story's central message	(L12) Compare and contrast characters (L13) Compare and contrast stories
Independent Reading Focus	Process: (L1-3) Engagement and Identity, (L4-6) Stamina, (L7) Independence Strategy: (L1, 5) Comprehension, (L2, 6) Fluency, (L3) Decoding and Word Recognition, (L4) Vocabulary knowledge,	Process: (L8-9) Stamina, (L10-11) Engagement, and Identity Strategy: (L8) Vocabulary knowledge, (L9-10) Critical thinking, (L11) Decoding and Word Recognition	Process: (L12-13) Independence Strategy: (L12) Decoding and Word recognition, (L13) Fluency

Writing Instructional Focus	(L1) Write about characters (L2) Write about setting Writing Process: (L3) Plan (L4) Draft (L5-6) Revise (L7) Edit and Publish	(L8) Tell a sequence of events (L9) Focus on a topic (L10) Add descriptive details (L11) Peer review	(L12) Write an ending (L13) Publish and Present
Independent Writing	(L1-2) Describe a character and setting (L3-4) Plan and Write a narrative (L5) Add details to revise (L6) Add sequence words to revise (L7) Edit and publish a narrative	(L8) Write new events in order (L9-10) Revise a narrative by focusing on a topic and adding details (L11) Revise using suggestions from peers	(L12) Add an ending (L13) Publish and Present a narrative
Conventions	(L1) Use <i>is</i> and <i>was</i> (L2) Use adjectives (L3) Use irregular past tense verbs (L4) Use nouns and matching verbs (L5) Expand simple and compound sentences (L6) Verbs for past, present, and future (L7) Capitalize names of people	(L8) Use past tense verbs (L9) Use verbs for past, present, and future (L10) Use irregular past tense verbs (L11) Use personal pronouns	(L12-13) Use personal pronouns
Benchmark Vocabulary	(L1) prairie, saplings (L2) lumber, logs, shade (L3) town, skips, unload (L4) parade, soil, neighbors (L5) holiday, rakes (L6) chirp, celebrating (L7) huge, success	(L8) chopped, pastures, huddled (L9) years (L10) widen, protested (L11) assistance	(L12) special, alone (L13) celebrating
iReady Lesson Focus	Lesson 4, 11, 12, 17	Lesson 1, 5, 17	Lesson 18
Assessment (Optional)	<ul style="list-style-type: none"> • <i>Reader's & Writer's Journals</i> to determine end-of-lesson mastery • Selection Tests for ReadyGEN modules 		
Assessment (Required)	<ul style="list-style-type: none"> • Performance-Based Assessment 		
Performance-Based Assessment			
Task: Write a family story			
Children will recall the importance of families in the stories that they read. Children will write a narrative that tells a story about a family.			

1st Grade ELA
Unit 4 Planting for the Future
Module B (Approximately 13 days)

Enduring Understandings:

- Readers understand the connection between multiple pieces of information in a text. (RI.1.3)
- Writers understand that facts and details help explain information to others. (W.1.2)
- Learners understand that living things grow over time and that each part of an organism contributes to this process. (SC.1.L.14.2)

	Lessons 1-5	Lesson 6	Lessons 7	Lessons 8-11	Lessons 12
Text	<i>The Life Cycle of an Apple Tree</i> (Text Collection)	<i>How a Seed Grows</i>	<i>The Life Cycle of an Apple Tree</i> <i>How a Seed Grows</i>	<i>How a Seed Grows</i>	<i>The Life Cycle of an Apple Tree</i> <i>How a Seed Grows</i>
Foundational Skills Focus	Adding endings: -ed, -ing R controlled ar	R controlled: er, ir, ur	R controlled: er, ir, ur	Contractions: 's, 've, 're R controlled: er, ir, ur Comparative endings: -er, -est	Comparative endings: -er, -est
High Frequency Words	(L2) do, you, could, was, a, good, people, into, look (L4) they, live, very, could, every, from, around, have, again		(L7) a, the, their, do, without, good, friends, what, to	(L9) said, one, the, you, what, look, to, day, a, around, put, done	(L12) every, to, of, day, the, ever
Words Their Way Correlation	Within Word-(23) A Fox Lives Here, (24) The Not-So Scary Scarecrow	Within Word-(25) A Fox Lives Here	Within Word-(26) Miss Muffett and the Spider	Within Word-(28) Sea Turtle Night	Syllables and Affixes-Lessons 36, 41, 52
Reading Instructional Focus	(L1) Use context clues and pictures to understand words (L2) Use text features and special vocabulary (L3) Identify main topic and key details (L4) Find information using text features (L5) Describe connections between ideas	(L6) Use illustrations and details to describe key ideas	(L7) Make connections between two informational texts	(L8) Use information in text and illustrations (L9) Identify and define words in a text (L10) Make connections between ideas in a text (L11) Ask and answer questions about key details	(L12) Compare two texts on a similar topic

Independent Reading Focus	Process: (L1-3) Engagement and Identity, (L4-5) Independence Strategy: (L1) Vocabulary knowledge, (L2) Comprehension, (L3, 5) Critical Thinking, (L4) Fluency	Process: (L6) Independence Strategy: (L6) Decoding and Word recognition	Process: (L7) Stamina Strategy: (L7) Fluency	Process: (L8-9) Stamina, (L10-11) Engagement and Identity Strategy: (L8-9) Vocabulary knowledge, (L10) Critical thinking, (L11) Comprehension	Process: (L12) Independence Strategy: (L12) Fluency
Writing Instruction Focus	(L1) Name the Topic (L2) Write details (L3) Elements of informative writing (L4) Use text features (L5) Steps in a process	(L6) Add details to strengthen writing	(L7) Provide a sense of closure	(L8) Use temporal words (L9) Peer review (L10) Gather information to answer questions (L11) Research facts	(L12) Write steps in order
Independent Writing	(L1) Identify a topic (L2) Write words and their meaning (L3) Use facts in an informative text (L4) Draw a diagram to show steps in a process (L5) Write about a process in order	(L6) Add details	(L7) Write a concluding sentence	(L8) Add sequence words (L9) Use feedback from peers (L10) Write answers to questions (L11) Use sources to find information	(L12) Write about a process
Conventions	(L1) Add -s to form plural nouns (L2) Add -es to form plural nouns (L3) Use singular and plural nouns (L4) Use nouns with matching verbs (L5) Use present tense verbs	(L6) Use future tense verbs	(L7) Use verbs <i>is</i> and <i>are</i>	(L8) Use verbs with singular and plural nouns (L9) Produce declarative sentences (L10) Use periods (L11) Use question marks	(L12) Use prepositions in phrases
Benchmark Vocabulary	(L1) sunlight, warmth (L2) cover, form (L3) picked, ground, rot	(L6) someday, bottom	(L7) sunlight, warmth	(L8) sprinkle, carefully, soaks (L9) different, loose	(L12) someday

	(L4) cycle, continues (L5) grow			(L10) needs (L11) conditions, best, worst	
iReady Lesson Focus	Lesson 7, 8, 13-16	Lesson 17, 19	Lesson 21	Lesson 6-8, 13	Lesson 21
Assessment (Optional)	<ul style="list-style-type: none"> • <i>Reader's & Writer's Journals</i> to determine end-of-lesson mastery • Selection Tests for ReadyGEN modules 				
Assessment (Required)	<ul style="list-style-type: none"> • Unit 4 Check Progress for Phonics and High Frequency Words (TE p FS26- FS29) *Score out of 15* • Unit 4 Assessment • Performance-Based Assessment • End of Unit 4 Assessment Writing portion - District Prompt 				
<p>Performance-Based Assessment Task: Write steps in a sequence. Children will use the information and features in <i>How a Seed Grows</i> and <i>The Life Cycle of an Apple Tree</i> to write their own book explaining how a seed grows.</p>					

1st Grade ELA
Unit 5 Observing Messages of the Natural World
Module A (Approximately 14 days)

Enduring Understandings:

- Readers understand that sensory details in literary texts can provide descriptions, and facts and details in informational texts can convey information. (RL.1.4, RI. 2.4)
- Writers understand that narrative texts include sequenced events and a conclusion. (W.1.3)
- Learners understand that observations of the natural world can help us learn about humans. (SC.1.L.17.1, SC.1.N.1.1)

	Lessons 1-7	Lessons 8-11	Lesson 12-13
Text	<i>King Kafu and the Moon</i>	<i>Let's Visit the Moon</i> (Text Collection)	<i>King Kafu and the Moon</i> <i>Let's Visit the Moon</i>
Foundational Skills Focus	Vowel digraphs: ai, ay, ea Singular and Plural possessives	Adding endings Vowel Digraphs: ea, oa, ow	Vowel Digraphs: oa, ow Three-Letter Consonant blends
High Frequency Words	(L2) said, a, they, old what, to, the, could, was, oh, you're, you'll (L4) do, are, have, you, our, to, worry, now, from, again, many, of, a the, and, about, two, come (L7) lives, of, have, the, are, a, to, you, enough	(L9) what, old, give, said, put, the, now, enjoy, look, a, three, are, do, friends, away, our, to, pushed, was, again, yellow, they, of	(L12) the, enough, here, was, to, a, you, said, into, two
Words Their Way Correlation	Within Word-(12) Who Has a Tail?	None	Within Word-(37) Squirrels, (38) Winter's Song
Reading Instructional Focus	(L1-2) Identify words, illustrations, and details that tell about characters, settings, and events (L3) Ask and answer questions about key details (L4) Use details to tell about story events (L5) Use illustrations and details to tell about a story (L6) Understand the lesson of a story (L7) Use words and details from the story	(L8, 11) Ask and answer questions about key details (L9) Make connections using time-order phrases (L10) Identify information in pictures and words	(L12) Make connections (L13) Tell about stories and informational texts
Independent Reading Focus	Process: (L1-3) Engagement and Identity, (L4-6) Stamina, (L7) Independence Strategy: (L1, 7) Vocabulary knowledge, (L2, 4) Comprehension, (L3) Fluency, (L5)	Process:(L8-9) Independence, (L10-11) Stamina Strategy: (L8) Comprehension, (L9) Vocabulary knowledge, (L10) Fluency,	Process: (L12-13) Engagement and Identity Strategy: (L12-13) Decoding and Word recognition

	Critical thinking, (L6) Decoding and Word Recognition	(L11) Critical thinking	
Writing Instructional Focus	(L1) Use details to describe characters (L2) Tell the beginning of a story (L3) Use temporal words (L4) Narrative writing (L5) Sequence of events (L6) Provide a sense of closure (L7) Add sensory details	Writing Process: (L8) Plan and Draft (L9-10) Draft (L11) Revise	Writing Process: (L12) Revise (L13) Publish
Independent Writing	(L1) Write about a character (L2) Write to retell a story (L3) Write about events in order (L4-5) Plan and write a narrative (L6) Write an ending (L7) Revise	(L8) Use facts to plan and write a narrative (L9) Use temporal words (L10) Provide a sense of closure (L11) Revise by adding details	(L12) Revise by focusing on a topic (L13) Publish a narrative
Conventions	(L1-2) Imperative sentences (L3) Declarative and interrogative sentences (L4) Imperative and exclamatory sentences (L5) singular possessive nouns (L6) Plural possessive nouns (L7) Possessive nouns	(L8) Expand sentences (L9) Spelling words with common patterns (L10) Use affixes as a clue to the meaning of a word (L11) Capitalize dates and use commas	(L12) Spell frequently occurring words (L13) Use adjectives
Benchmark Vocabulary	(L1) brave, secret, sparkly (L2) bragged, peeping (L3) piece, disappearing, capture (L4) announcement, confused, reward (L5) searched, hiding (L6) dizzy, festival (L7) afraid, bright	(L8) glows (L9) closer, valleys (L10) smaller, possible, orbit (L11) crescent, astronauts	(L12) disappearing, crescent (L13) hiding, glows
iReady Lesson Focus	Lesson 1-5	Lesson 6-8, 17, 19	Lesson 11
Assessment (Optional)	<ul style="list-style-type: none"> • <i>Reader's & Writer's Journals</i> to determine end-of-lesson mastery • Selection Tests for ReadyGEN modules 		
Assessment (Required)	<ul style="list-style-type: none"> • Performance-Based Assessment 		
Performance-Based Assessment			
Task: Write a moon story.			

Children will write a story that includes the moon as a central feature. It can be make-believe or realistic fiction. Encourage children to use *King Kafu and the Moon* and *Let's Visit the Moon* for ideas and inspiration.

1st Grade ELA
Unit 5 Observing Messages of the Natural World
Module B (Approximately 13 days)

Enduring Understandings:

- Readers understand that facts, details, and features in informational texts enable them to find answers to questions. (RI 1.1)
- Writers understand that they can convey questions and answers to readers. (W.1.2)
- Learners understand that observation and prediction help us to discover information about the world. (SC.1.N.1.1)

	Lessons 1-7	Lesson 8-10	Lessons 11-12
Text	<i>Our World in Space: Planets</i> (Text Collection)	<i>The Sun</i>	<i>Our World in Space: Planets</i> <i>The Sun</i>
Foundational Skills Focus	Vowel digraphs: it, igh Consonant patterns: kn, wr Compound words	Vowel digraphs: ue, ew, ui	Suffixes: -ly, -ful
High Frequency Words	(L2) look, you, out, of, to, the, a, too, there (L4) the, to, your, looks, what, said, how, they, a, many, put, with, of, was (L7) a, the, to, their, are, they, above	(L9) a, of, laughs, the, find, was, to, said, were, look, touch, around	(L12) what, was, said, to, would, do, a, were, the, wanted
Words Their Way Correlation	Within Words-(36) A Lot Happened Today	Within Words-(31) The House That Stood on Booker Hill	Syllables and Affixes-Lessons 51 & 53
Reading Instructional Focus	(L1) Ask and answer questions about a text (L2) Use details and illustrations to describe key details (L3, 5) Know and use text features to find information (L4) Ask and answer questions about words and phrases (L6) Use text and illustrations to describe ideas (L7) Use details to answer questions about a text	(L8-9) Use illustrations and text features to describe key details (L10) Make connections to words in a text	(L11-12) Compare two texts on a similar topic
Independent Reading Focus	Process: (L1-3) Engagement and Identity, (L4-6) Stamina, (L7) Independence Strategy: (L1, 5) Comprehension, (L2) Decoding and Word Recognition, (L3-4) Vocabulary knowledge, (L6) Critical Thinking,	Process: (L8-9) Independence, (L10) Stamina Strategy: (L8) Fluency, (L9) Decoding and Word recognition, (L10) Vocabulary knowledge	Process: (L11) Stamina, (L12) Engagement Identity Strategy:(L11) Critical thinking, (L12) Fluency
Writing Instruction Focus	(L1) Connect facts to experience (L2) Use text features and illustrations (L3) Create text features	(L8-9) Add details and text features (L10) Write a conclusion	(L11) Revise and edit (L12) Create a final product

	(L4) Research for informative writing (L5) Name a topic (L6) Facts from research (L7) Answer questions about a topic		
Independent Writing	(L1) Write about experiences (L2) Write descriptions (L3) Make a diagram (L4) Gather information (L5) Plan and write an introduction (L6-7) Write questions and answers about a topic	(L8) Add details to strengthen writing (L9) Choose a text feature to add to writing (L10) Provide a sense of closure	(L11) Make changes and check for errors (L12) Publish writing
Conventions	(L1-2) Use conventional spelling (L3) Use possessive nouns (L4) use question marks (L5) Capitalize proper nouns (L6-7) Spell irregular words	(L8) Use common spelling patterns (L9-10) subject/verb agreement and tenses	(L11-12) Capitalization, punctuation, and spelling
Benchmark Vocabulary	(L1) planet, space (L2) hotter (L3) dwarf (L4) metal, inner (L5) outer, giant (L6) closest, strongest (L7) tools, study	(L8) brightly, larger (L9) center, seasons (L10) spins, rises, sets	(L11) hotter, larger (L12) dwarf, center
iReady Lesson Focus	Lesson 6, 14-16, 19	Lesson 8, 17, 19	Lesson 21
Assessment (Optional)	<ul style="list-style-type: none"> • <i>Reader's & Writer's Journals</i> to determine end-of-lesson mastery • Selection Tests for ReadyGEN modules • Unit 5 Check Progress for Phonics and High Frequency Words (TE p FS26- FS29) 		
Assessment (Required)	<ul style="list-style-type: none"> • Unit 5 Assessment • Performance-Based Assessment 		
<p>Performance-Based Assessment Task: Write a question-and-answer book Children will write a question-and-answer book about a planet or another element of the solar system, Children will use <i>Our World in Space: Planets</i> and <i>The Sun</i>, as well as other texts, to write their questions and answers.</p>			

1st Grade ELA
Unit 6 Celebrating Diversity
Module A (Approximately 14 days)

Enduring Understandings:

- Readers understand that both literary and informational texts can convey lessons about life. (RL.1.2, RI. 1.2)
- Writers understand that opinions are supported by one or more reasons. (W.1.1)
- Learners understand that the United States is a special country because of the diversity of its people. (SC.1.C.2.4)

	Lessons 1-5	Lessons 6-11	Lesson 12-13
Text	<i>One Classroom, Many Cultures</i>	<i>A Picnic in October</i>	<i>One Classroom, Many Cultures</i> <i>A Picnic in October</i>
Foundational Skills Focus	Diphthongs: ow, ou Final syllable: -le	Vowel Patterns: ow, ou Syllables: V/CV, VC/V Vowel sound in foot	Vowel sound in foot Adding Endings
High Frequency Words	(L2) puts, the, find, are, two, a, into, looks, and, people (L4) school, a, the, of, one, everyone, remembers, said, here, was, they, wanted, to, do, there, what, great	(L7) the, looks, ears, others, behind, one, a, never, people, into (L9) afraid, a, you, behind, the, there, was, said, to, of, do, what	(L12) to, live, your, a, water, from, about, the, told, come, enough, good-bye, one
Words Their Way Correlation	Within Word-(32) Squirrels Syllables and Affixes-Lessons 33 & 34	Within Word-(34) Lobster Fishing at Dawn Syllables and Affixes-Lesson 14	None
Reading Instructional Focus	(L1) Describe connections in a text (L2) Use illustrations and details to describe key details (L3) Use words and details from texts (L4) Make connections (L5) Identify reasons an author gives to support points	(L6) Use key details to retell a story (L7) Identify words and phrases that describe characters and setting (L8) Describe elements of a story using key details (L9) Retell details to understand the central message (L10) Identify descriptive words and phrases (L11) Determine the central message of a story	((L12) Compare and contrast characters or people in texts (L13) Identify the main topic and retell key details
Independent Reading Focus	Process: (L1-3) Engagement and Identity, (L4-5) Stamina Strategy: (L1-2, 5) Comprehension, (L3) Vocabulary knowledge, (L4) Critical thinking	Process:(L7-9) Independence and (L6, 10-11) Stamina Strategy: (L6, 10) Fluency, (L7) Vocabulary knowledge, (L8, 11) Critical thinking, (L9) Decoding and word recognition	Process: (L12-13) Engagement and Identity Strategy: (L12) Vocabulary knowledge, (L13) Decoding and Word recognition
Writing Instructional	(L1) Name a topic and state an opinion (L2) Support and opinion	Writing Process: (L6) Plan	Writing Process: (L12) Edit

Focus	(L3) Provide a sense of closure (L4) State an opinion (L5) Support an opinion	(L7-9) Draft (L10-11) Revise	(L13) Publish
Independent Writing	(L1) Write an opinion about a topic (L2) Write a supporting reason (L3) Write a concluding statement (L4) State an opinion about a topic (L5) Write reasons that support an opinion	(L6) Plan a book review (L7) Write a book review (L8) Write reasons to support opinions in a book review (L9) Write an ending to a book review (L10) Review and revise a book review (L11) Use suggestions from peer review	(L12) Check writing for errors (L13) Publish a book review
Conventions	(L1-2) Produce and expand sentences (L3) Use commas in dates (L4) Use possessive nouns (L5) Use determiners	(L6) Capitalize dates (L7) Possessive nouns (L8) Expand complete sentences (L9) Use determiners (L10) Expand complete sentences (L11) Form and use possessive nouns	(L12) Spell words correctly (L13) Use determiners
Benchmark Vocabulary	(L1) neighborhoods, study, traditional (L2) peek, prepare, designs (L3) tasty, celebrate, lively (L4) serves, several, blurs (L5) respect, sip, rude	(L6) picnic, overcoat (L7) cousins, ferry, island (L8) understand, disapproving (L9) entered, offended (L10) gazes, barrier (L11) staring, respectful	(L12) traditional, celebrates, island (L13) study, gazes
iReady Lesson Focus	Lesson 7, 13, 20	Lesson 2-5	Lesson 7, 18, 21
Assessment (Optional)	<ul style="list-style-type: none"> • <i>Reader's & Writer's Journals</i> to determine end-of-lesson mastery • Selection Tests for ReadyGEN modules 		
Assessment (Required)	<ul style="list-style-type: none"> • Performance-Based Assessment 		
<p>Performance-Based Assessment Task: Write a book review Children will write a review that states their opinion of one of the texts they have read. They will include information from the text that helped them form their opinion.</p>			

1st Grade ELA
Unit 6 Celebrating Diversity
Module B (Approximately 13 days)

Enduring Understandings:

- Readers understand that illustrations and details in texts help them better comprehend what they read. (RI 1.2)
- Writers understand that valid opinions are supported by reasons. (W.1.1)
- Learners appreciate how its diverse culture helps contribute to the character of the United States. (SS.1.A.2.3)

	Lessons 1-7	Lesson 8-10	Lessons 11-12
Text	<i>Whose Is This?</i>	<i>L is for Liberty</i> (Text Collection)	<i>Whose Is This?</i> <i>L is for Liberty</i>
Foundational Skills Focus	Diphthongs: oi, oy Suffixes: -er, -or Vowel sound in <i>ball</i>	Syllable patterns Vowel sound in <i>ball</i>	Prefixes: un-, re-
High Frequency Words	(L2) a, are, across, they, everything, the, into, have, again (L4) what, become, they, school, people, the, who, to, you, anything, a, work, your, family, of, are (L7) are, a, of, who, their, the, to, they	(L9) early, to, said, school, was, could, are, the, you, have, one, a, learn, science, through, I, of, carry, answered	(L12) the, today, again, wants, four, are, a, to, of, many
Words Their Way Correlation	Within Word-(30) What Joy Found Syllables and Affixes-Lesson 26	Syllables and Affixes-Lessons 16, 17, 20-23, 25, 27-32, 35	Within Word-(15) Wilbert Took a Walk Syllables and Affixes-Lessons 37-39, 47
Reading Instructional Focus	(L1) Use key details to tell about a setting (L2) Use key details to retell a story (L3) Make connections (L4) Ask and answer questions about key details (L5) Retell story events using key details (L6) Use key details to tell about characters (L7) Use words and phrases from a story	(L8) Tell how ideas are connected (L9) Identify main topic and key details (L10) Ask and answer questions	(L11) Tell about stories and informational texts (L12) Use words and phrases from texts
Independent Reading Focus	Process: (L1-3) Engagement and Identity, (L4-6) Stamina, (L7) Independence Strategy: (L1) Fluency, (L2) Critical Thinking, (L3, 6) Vocabulary knowledge, (L4) Comprehension, (L5, 7) Decoding and Word Recognition	Process: (L8-9) Independence, (L10) Stamina Strategy: (L8) Critical thinking, (L9) Comprehension, (L10) Vocabulary knowledge	Process: (L11) Stamina, (L12) Engagement and Identity Strategy: (L11) Fluency, (L12) Decoding and Word Recognition

Writing Instruction Focus	(L1) Name a topic and state an opinion (L2) Support an opinion Writing Process: (L3-4) Plan (L5-7) Draft	Writing Process: (L8) Revise (L9) Edit and Publish (L10) Name a topic and state an opinion	(L11) Support and opinion (L12) Provide a closing
Independent Writing	(L1) Write an opinion about a topic (L2) Write reasons to support an opinion (L3) Plan an opinion piece (L4) Gather information for an opinion piece (L5) Name a topic and state an opinion (L6) Write supporting reasons for an opinion piece (L7) Write an ending for an opinion piece	(L8) Revise an opinion (L9) Edit and publish an opinion piece (L10) Write an opinion about a topic	(L11) Write reasons to support an opinion (L12) Write an ending for an opinion piece
Conventions	(L1-2) Use determiners (L3) Produce compound sentences (L4) Use commas in dates and series (L5-6) Use conjunctions in compound sentences (L7) Use prepositional phrases	(L8) Produce and expand sentences (L9) End punctuation (L10) Capitalize proper nouns	(L11) Use personal pronouns (L12) Use affixes as a clue to the meaning of a word
Benchmark Vocabulary	(L1) fair, booths, explore (L2) delicious, peered, mischief (L3) objects, cloth, clues (L4) puzzled, competition (L5) behind, spotted, meetings (L6) shiny, polished, hollows (L7) peeped, handle, detectives	(L8) country (L9) believe (L10) puzzle, hope	(L11) cloth, competition, believe (L12) peered, hope
iReady Lesson Focus	Lesson 2-4, 8, 13	Lesson 6-8	Lesson 11, 17, 19
Assessment (Optional)	<ul style="list-style-type: none"> • <i>Reader's & Writer's Journals</i> to determine end-of-lesson mastery • Selection Tests for ReadyGEN modules 		
Assessment (Required)	<ul style="list-style-type: none"> • Unit 6 Check Progress for Phonics and High Frequency Words (TE p FS26- FS29) *Score out of 15* • Unit 6 Assessment • Performance-Based Assessment 		
<p>Performance-Based Assessment Task: Write an opinion piece Children will think about the lost items they read about in <i>Whose Is This?</i> and decide which one they think was the most interesting and why. They will write their opinion and include information from the text that helped them form their opinion.</p>			