Oxford Area School District English Language Arts Scope and Sequence – Quarter 1:

Grade 1

Foundational Skills

- Isolate beginning, medial, and final sounds in single syllable words
- Distinguish short vowel sounds in spoken words
- Additions, substitutions, and deletions to make single syllable words
- Read grade level high frequency words, and irregularly spelled words
- Read grade level text accurately and fluently to support comprehension

Reading Informational Text

- Identify the main idea and key details
- Ask and answer questions about details to clarify meaning
- Use illustrations and write details to describe key ideas
- Determine the meaning of known words and phrases based on content

Reading Literature

- Retell stories, including details to demonstrate understanding
- Describe characters, setting, and major events
- Ask and answer questions, including key details
- Use illustrations and details to describe characters, setting, or events
- Utilize graphic organizer to recount appropriately sequenced events

Writing And Grammar

- Write on a single topic
- Develop a topic with two or more details
- Spell untaught words phonetically
- Use appropriate capitalization and punctuation, dates and names of people
- Write narratives, including thoughts and feelings to describe experiences.
- Recount experiences using words that signal order
- Respond to suggestions and questions from peers and adults to add details
- Write routinely over an extended period of time

Speaking and Listening

- Participate in collaborative conversations in small and large groups
- Confirm understanding by asking and answering questions
- Express ideas and experiences clearly

Oxford Area School District English Language Arts Scope and Sequence – Quarter 2:

Grade 1

Foundational Skills

- Recognize distinguishing features of a sentence
- Use self-correcting strategies when reading text
- Decode one-and two-syllable words with common patterns
- Distinguish long from short vowel sounds in single-syllable words
- Count, pronounce, blend, and segment syllables in spoken and written words
- Orally produce single-syllable words, including consonant blends and digraphs
- *Read grade level high frequency words, and irregularly spelled words*

Reading Informational Text

- *Identify main idea and key details*
- *Ask and answer questions about key details to clarify meaning*
- Describe the connections and differences
- Use text features to locate information or key facts
- Identify reasons an author gives to support a point

Reading Literature

- *Ask and answer questions about key details*
- *Use illustrations and details to describe the characters, setting, and events*
- Identify who is telling the story
- Explain the major differences between books
- Identify words or phrases that suggest feelings or appeal to the senses

Writing and grammar

- Write informative/explanatory texts to examine a topic and convey meaning
- *Write on a single topic*
- *Develop a topic with two or more details*
- Group information and provide closure
- Choose descriptive words and phrases for effect
- *Use appropriate capitalization and punctuation, dates and names of people*
- *Write narratives, including thoughts and feelings to describe experiences.*
- Establish who and what the narrative will be about
- *Recount experiences using words that signal order*
- *Respond to suggestions and questions from peers and adults to add details*
- *Write routinely over an extended period of time*

Speaking and Listening

- *Participate in collaborative conversations in small and large groups*
- *Confirm understanding by asking and answering questions*
- Produce complete sentences when appropriate to the situation
- Use drawings or visual displays when sharing
- Demonstrate the commands of standard English when speaking

Oxford Area School District English Language Arts Scope and Sequence – Quarter 3:

Grade 1

Foundational Skills

- Determine number of syllables in a word by using vowel knowledge
- Read grade level words with inflectional endings
- Use context to confirm and self correct words in text
- *Read grade-appropriate irregularly spelled words*
- *Read accurately and fluently to support comprehension*
- *Decode one-and two-syllable words with common patterns*

Reading Informational Text

- Participate in shared research projects
- Use words that signal connections and relationships
- Utilize graphic organizers to organize and record important information
- Determine the meaning of known words and phrases based on content
- *Identify main idea and key details*
- *Ask and answer questions about key details to clarify meaning*
- *Describe the connections and differences*
- *Use text features to locate information or key facts*

Reading Literature

- Retell stories, including details
- Understand the central message
- Compare and contrast the adventures and experiences of characters
- Determine the meaning of words using grade-level reading and content.
- Use words that signal connections and relationships
- Read and comprehend literature on grade level
- *Ask and answer questions, including key details*
- *Identify who is telling the story*
- *Explain the major differences between books*
- *Identify words or phrases that suggest feelings or appeal to the senses*

Writing and grammar

- Use commas in dates and to separate single words in a series
- Use verbs to convey a sense of past, present, and future
- Form and support an opinion on familiar topics
- Create an organizational structure that includes reasons
- Use a variety of words and phrases
- Use a variety of digital tools to produce and publish writing
- *Write informative/explanatory texts to examine a topic and convey meaning*
- *Develop a topic with two or more details*
- *Write routinely over an extended period of time*
- *Respond to suggestions and questions from peers and adults to add details*
- *Group information and provide closure*
- *Choose descriptive words and phrases for effect*

Speaking and listening

- *Participate in collaborative conversations in small and large groups*
- *Confirm understanding by asking and answering questions*
- *Produce complete sentences when appropriate to the situation*
- *Use drawings or visual displays when sharing*
- *Demonstrate the commands of standard English when speaking*

Oxford Area School District English Language Arts Scope and Sequence – Quarter 4:

Grade 1

Foundational Skills

- Identify common consonant digraphs, final-e, and common vowel teams
- Decode two and three syllable words following basic patterns
- *Read grade-level words with inflectional endings*
- *Read grade-appropriate irregularly spelled words*
- *Read accurately and fluently to support comprehension*

Reading Informational Text

- Use the illustrations and details in a text to describe its key ideas
- Identify basic similarities and differences between two texts on the same topic
- *Use text features to locate information or key facts*
- *Use words that signal connections and relationships*
- *Determine the meaning of known words and phrases based on content*
- *Read and comprehend informational text on grade level*
- *Utilize graphic organizers to organize and record important information*

Reading Literature (modules)

- Use illustrations and details to describe the characters, setting, or events
- Create an organizational structure that includes reasons
- *Explain the major differences between books*
- *Identify words or phrases that suggest feelings or appeal to the senses*
- *Compare and contrast the adventures and experiences of characters*
- *Determine the meaning of words using grade-level reading and content.*
- *Use words that signal connections and relationships*
- *Read and comprehend literature on grade level*

Writing and grammar

- *Write informative/explanatory texts to examine a topic and convey meaning*
- *Develop a topic with two or more facts*
- *Group information and provide closure*
- *Choose descriptive words and phrases for effect*
- *Use appropriate capitalization and punctuation*
- *Form and support an opinion on familiar topics*
- *Create an organizational structure that includes reasons*
- *Respond to suggestions and questions from peers and adults to add details*
- *Use a variety of digital tools to produce and publish writing*
- *Write routinely over an extended period of time*

Speaking and listening

- *Participate in collaborative conversations in small and large groups*
- *Confirm understanding by asking and answering questions*
- *Produce complete sentences when appropriate to the situation*
- *Use drawings or visual displays when sharing*
- *Demonstrate the commands of standard English when speaking*

Course/ Grade: 1	Language Arts	Instructional Unit:	Foundational Skills	Suggested Timeline:	ongoing

Overview:
A successful first grader demonstrates increasing awareness and competence in: concepts of print, alphabetic principle and other basic conventions of the English writing system.

Essential Questions:

What do good readers do?
What do good writers do?

Essential Learning Targets:
-manipulate sounds by blending and segmenting both orally and in written form
-know and apply grade level phonics and word analysis skills to decode words
-recognize and read grade level irregularly spelled words
-identify long and short vowel sounds, digraphs, and blends
-read with sufficient accuracy and fluency to support comprehension

Print Concepts	Phonological Awareness	Phonics and Word Recognition	Fluency
.1.1.1.B: Demonstrate understanding of the organization and basic features of print. -Recognize the features of a sentence. (First word, capitalization, ending punctuation). - I can identify a sentence because it begins with a capital letter and ends with ending punctuation.	CC.1.1.1.C: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). -distinguish long from short vowel sounds in spoken single-syllable words. -count, produce, blend, and segment syllables in spoken and written words. -orally produce single-syllable words, including consonant	CC.1.1.1.D: Know and apply grade-level phonics and word analysis skills in decoding words. -identify common consonant digraphs, final-e, and common vowel teams. -decode one- and two-syllable words with common patterns. -Read grade-level words with inflectional endings. -Read grade-appropriate	CC.1.1.1.E: Read with accuracy and fluently to support comprehension. -read on-level text with purpose and understanding. -Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. -use context to confirm or self-correct word recognition and understanding, rereading as

	blends and digraphs. -isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. -Add or substitute individual sounds (phonemes) in one-syllable words to make new words. • I can hear and identify the difference between long and short vowel sounds. • I can blend sounds together to produce words. • I can identify the beginning, middle, and ending sounds of words. • I can segment a word into its parts.	irregularly spelled words. • I know that two letters can be paired together to create one new sound. • I can decode regularly spelled words and recognize irregularly spelled words for first grade. • I can recognize final-e and vowel teams that make long vowel sounds. • I know that every syllable needs a vowel and can use that knowledge to identify the number of syllables in a word. • I can break multi-syllabic words into syllables. • I can apply common inflectional endings when reading words (-s, -ed,-ing)	necessary. • I can read grade-level materials with purpose and understanding. • I know that I may need to reread to read with accuracy, appropriate rate, and expression. • I use context clues to help me monitor my reading.

Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
Capitalization Letter Punctuation mark Sentence Word	Blend Letter Long vowel Phonemes Segment Short vowel Sounds Syllable	Segment Syllable Short a Words Short i Words Short o Words Short e Words Inflected Ending –s Words with Short e Consonant Blend Short u Words with Final Consonant Blends Words with sh and th Words with Long a Consonant Digraphs Words with Long o Words with Long u Words with Long e Words with Long i Vowel sounds of y Words with ng, nk Words with ed Words with er, ir, ur Words with er and est	Accuracy Context clue Expression Fluent Timing Voice

		Words with ea Words with oa and ow Words with ie and igh Compound Words Words with Suffixes –ly, -ful Suffix Words with ow Words with ou Words with oo Words with Prefixes un-, re-	

Resources	**Resources**	**Resources**	**Resources**
Savvas myView SAS Portal *Leveled readers*	Savvas myView SAS Portal *Leveled readers*	Savvas myView SAS Portal *Leveled readers*	Savvas myView SAS Portal *Leveled readers*

Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
Savvas myView Assessments DRA DIBELS Exact Path	Savvas myView Assessments DRA DIBELS Exact Path	Savvas myView Assessments DRA DIBELS Exact Path	Savvas myView Assessments DRA DIBELS Exact Path

Course/ Grade: 1	Language Arts	Instructional Unit:	Module 1	**Suggested Timeline:**	7-9 weeks

Overview:	Essential Questions:
In this module, students learn how to determine the explicit meaning of a text. They ask and answer questions to determine the central message. They identify an informative topic and write pieces to include two for more facts and a sense of closure. They use narrative writing to describe an experience with thoughts and feelings. Successful first graders use various strategies to understand key ideas and details in their reading, writing, speaking and listening.	-What strategies do good readers, writers, speakers and listeners use? -How do good readers know that they are effectively applying these strategies and/or revising them if needed? -How do we think while reading in order to understand and respond?

Essential Learning Targets:

-determine the explicit meaning from informational text and literature
-ask and answer questions to understand the explicit meaning of informational text and literature
-write informational pieces about one specific topic
-write narrative pieces which describe an experience with thoughts and feelings
-apply beginning capitalization and end punctuation in both informational and narrative pieces
-Identify the main idea and retell key details of text

Reading Informational	Reading Literature	Writing and Grammar	Speaking and Listening
CC.1.2.1.A: Identify the main idea and retell key details of text	CC.1.3.1.A: Retell stories including key details, and	CC.1.4.1.A: Write informative/explanatory text to examine a topic and convey ideas	CC.1.5.1.A: participate in collaborative conversations with

- I can show that I understand the story by retelling it using important details

CC.1.2.1.B: Ask and answer questions about key details in a text

- I can find the important details in a text and ask/answer questions about them.

CC. 1.2.1.F: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text

- I can use context clues to understand unknown words and phrases in a text

CC.1.2.1.G: Use the illustrations and details in a text to describe its key ideas

- I can gather information from pictures and from text and text features

CC. 1.2.1.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based upon grade-level reading and content.

- I can use my strategies to figure out the meaning of an unknown word (i.e. context clues, root words, etc.)

demonstrate understanding of their central message or lesson

- I can show that I understand the story by retelling it using important details (character, setting, problem, solution)

CC.1.3.1.B: Ask and answer questions about key details in a text

- I can find the important details in a text and ask/answer questions about them.

CC.1.3.1.C: Describe characters, settings, and major events in a story, using key details.

- I can use details in the story to identify and describe the main characters, setting, and major events.

CC. 1.3.1.G: Use illustrations and details in a story to describe characters, setting, or events.

- I can use pictures

and information.

- I can write about a topic, give facts about it.

CC.1.4.1.B: Identify and write about one specific topic

- I can write about a topic, give facts about it.

CC.1.4.1.C: Develop the topic with two or more facts.

- I can write about a topic, give facts about it.

CC.1.4.1.D: Group information and provide some sense of closure.

- I can write about a topic, give facts about it, and use a closing sentence.

CC.1.4.1.F.R.: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- I can identify a sentence I can capitalize dates and names of people.
- I can use end punctuation for sentences.
- I can use commas in dates and to separate single words in a series
- I can use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- I can spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

CC.1.4.1.K.Q.: Use a variety of words and phrases.

peers and adults in small and larger groups

- I can turn and talk about topics with peers and share ideas with the group.
- I can actively listen to the comments of others.
- I can ask questions when I do not understand.

CC. 1.5.1.B: Confirm understanding of a text read aloud or information presented orally through other media by asking and answering questions about key details and requesting clarification if something is not understood.

- I can ask and answer questions from stories read aloud and information presented in various formats.

CC.1.5.1.D: Describe people, places, things, and events with relevant details expressing ideas and feelings clearly.

- I can use my words to give details about people, places, things and events while expressing my ideas clearly.

	and details to describe the story elements	• I can use different words in my writing to make my writing more interesting. CC.1.4.1.M: Write narratives to develop real or imagined experiences or events • I can write a narrative about something that happened to me, or a character. CC.1.4.1.N: Establish who and what the narrative will be about. • I can identify who my story is about, and what happens. CC.1.4.1.O: Include thoughts and feelings to describe experiences and events. • I can add my thoughts and feelings to add details to the story. CC.1.4.1.P: Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure. • I can write a narrative using a sequence of events and details to describe them. CC.1.4.1.T: With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. • I can use the help of my peers and adults to revise my story to make it better CC.1.4.1.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

		• I can write for a long or short period of time based on the type of writing I have to do.	

Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
Predict Preview Author Illustrator Title Title Page Illustrate Table Contents Photo Essay Sequence Map Map Key Symbol/Symbols Nonfiction Monitor and Clarify	Character Predict Preview Realistic Fiction Author Illustrator Title Title Page Folk Tale Illustrate Setting Plot Story Structure Sequence Fantasy	Sort Nouns Nouns for People, Animals, and Things Descriptive Words Nouns for Places Sort Nouns and Verbs Verb Sort Descriptive Words Sentence Capitalization	Turn and Talk Collaborate Discuss Segment Blend Onset Rime Vocabulary Syllable Directions Phoneme Time Order Transition Words

Information Key Words Summarize Events Visualize Main Idea Details Literary Nonfiction Cause Effect Topic	Reality/Realism Fiction Monitor and Clarify Fable Poem Animal Fantasy Summarize Events Visualize Personal Narrative Moral Cause Effect Rhythm Rhyme	Simple Sentences Adjective Punctuation Subjects of Sentences Alphabetize Synonyms Predicate Picture Dictionary Declarative Sentence Personal Narrative Statement Interrogative Sentence List How To Article Exclamatory Sentence Brief Composition Topic Antonym Notes	

Course/ Grade:	Language Arts 1st Grade	**Instructional Unit:**	Module 2	**Suggested Timeline:**	7-9 weeks

Overview:	Essential Questions:
In this module, students closely examine and use specific aspects of the text to describe the key ideas or characters. Specifically, they begin to explore how the author uses elements of one text. Students learn how authors craft different types of texts for different purposes. They explain those differences and use the features or elements of different texts to demonstrate and clarify understanding. In this module, students identify an informational topic and write pieces that include two or more facts and a sense of closure. They use narrative writing to describe an experience with thoughts and feelings and a variety of words. They write informational pieces that include a topic, at least two supporting facts, and an organizational structure with a sense of closure. They write narrative pieces that describe two or more sequenced events and include a variety of words and phrases, and temporal words for transition. They show increased proficiency with grade level conventions of language as they write	-What strategies do good readers, writers, speakers and listeners use? -How do good readers know that they are effectively applying these strategies and/or revising them if needed? -How do we think while reading in order to understand and respond? -How do readers and writers use grammar and language to convey and understand meaning in a text?

Essential Learning Targets:
- Use text features and search tools to locate key facts or information in informational text
- Explain the major differences between literature and informational text
- Explore how ideas or characters are developed in different types of texts
- Examine how an author's choices in the text support meaning
- Write informational pieces about a topic with at least two ideas and a sense of closure
- Write narrative pieces that describe experiences with feelings and variety in word choice
- Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

Reading Informational	Reading Literature	Writing	Speaking and Listening
CC.1.2.1.A: Identify the main idea and retell key details of text • I can show that I understand the story by retelling it using important details CC.1.2.1.B: Ask and answer questions about key details in a text • I can find the important details in a text and	CC.1.3.1.B: Ask and answer questions about key details in a text • I can find the important details in a text and ask/answer questions about them. CC.1.3.1.C: Describe characters, settings, and major events in a story, using key details. • I can use details in the	CC.1.4.1.A: Write informative/explanatory text to examine a topic and convey ideas and information. • I can write about a topic, and add details. CC.1.4.1.B: Identify and write about one specific topic • I can write about a topic. CC.1.4.1.C: Develop the topic with two or more facts.	CC.1.5.1.A: participate in collaborative conversations with peers and adults in small and larger groups • I can turn and talk about topics with peers and share ideas with the group. • I can actively listen to the comments of others. • I can ask questions when I

ask/answer questions about them. CC.1.2.1.C: Describe the connection between two individuals, events, ideas, or pieces of information in a text. • I can make connections (text to text, text to self, text to world) CC.1.2.1.E: Use various text features and search tools to locate key facts or information in a text • I can identify and use text features to find important information in a text. CC.1.2.1.G: Use the illustrations and details in a text to describe its key ideas • I can gather information from pictures and from text and text features. CC.1.2.1.H: Identify the reasons an author gives to support points in a text • I can find the author's purpose and find evidence to support it. CC.1.2.1.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. • I can learn new words through listening and reading and use them in my speaking and writing.	story to identify and describe the main characters, setting, and major events. CC.1.3.1.D: Identify who is telling the story at various points in the text. • I can identify who is telling the story. CC.1.3.1.E: Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. • I can identify the characteristics of different genres CC. 1.3.1.F: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. • I can find words in the text that help describe how something looks, sounds, tastes, feels, or smells. CC. 1.3.1.G: Use illustrations and details in a story to describe characters, setting, or events. I can use pictures and details to describe the story elements • I can use pictures and details to describe the story elements. CC.1.3.1.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal	• I can write about a topic, give facts about it. CC.1.4.1.D: Group information and provide some sense of closure. • I can write about a topic, give facts about it, and use a closing sentence. CC.1.4.1.E: Choose words and phrases for effect. • I can use different words in my writing to make my writing more interesting. CC.1.4.1.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • I can identify a sentence because it begins with a capital letter and ends with ending punctuation. CC.1.4.1.M: Write narratives to develop real or imagined experiences or events • I can write a narrative about something that happened to me, or a character. CC.1.4.1.N: Establish who and what the narrative will be about. • I can identify who my story is about, and what happens. CC.1.4.1.O: Include thoughts and feelings to describe experiences and events. • I can add my thoughts and	do not understand. CC. 1.5.1.B: Confirm understanding of a text read aloud or information presented orally through other media by asking and answering questions about key details and requesting clarification if something is not understood. • I can ask and answer questions from stories read aloud and information presented in various formats. CC.1.5.1.C: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. • I can ask and answer questions about topics being presented. CC.1.5.1.E. Produce complete sentences when appropriate to task and situation. • I can speak in complete sentences. CC.1.5.1.F: Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. • I can use illustrations to make my ideas clearer. CC.1.5.1.G: Demonstrate command of the conventions of standard English when speaking, based on Grade 1 content. • *I can express my ideas and experiences clearly.*

• I can use conjunctions in my speaking and my writing.	connections and relationships between the words and phrases.
	   • I can learn new words through listening and reading and use them in my speaking and writing.
	   • I can use conjunctions in my speaking and my writing.
		feelings to add details to the story.
		CC.1.4.1.P: Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.
		   • I can write a narrative using a sequence of events and details to describe them.
		CC.1.4.1.Q: Use a variety of words and phrases
		   • I can I can use different words in my writing to make my writing more interesting.
		CC.1.4.1.R: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
		   • I can capitalize dates and names of people.
		   • I can use end punctuation for sentences.
		   • I can use commas in dates and to separate single words in a series
		   • I can use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
		   • I can spell untaught words phonetically, drawing on phonemic awareness and

		spelling conventions. CC.1.4.1.T: With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. - I can use the help of my friends and teachers to revise my story to make it better CC.1.4.1.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. - I can write for a long or short period of time based on the type of writing I have to do.	

Resources	Resources	Resources	Resources
Savvas myView SAS Portal *Leveled readers*	Savvas myView SAS Portal *Leveled readers*	Savvas myView SAS Portal *Leveled readers*	Savvas myView SAS Portal *Leveled readers*

Performance Tasks/Assessments	**Performance Tasks/Assessments**	**Performance Tasks/Assessments**	**Performance Tasks/Assessments**
Savvas myView Assessments DRA DIBELS Exact Path	Savvas myView Assessments Exact Path	Savvas myView Assessments Exact Path	Savvas myView Assessments DRA Exact Path

Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
Sequence Predict Purpose Title Table of Contents Cause Effect Biography Autobiography Text Features Monitor and Clarify Source Author's Purpose	Sequence Predict Purpose Title Cause Effect Monitor and Clarify Author's Purpose Inferring Fantasy Context Clues Author Author's Purpose	Sort Nouns Common Nouns Time and Order Words Proper Noun Directional Words Special Titles Sort Words Proper Nouns: Days, Months, Holidays Contraction Apostrophe Singular Noun Plural Noun	Turn and Talk Collaborate Discuss Interview Multiple Meaning Word Questioning Sequence Words Time Order and Transition Words Background Knowledge Phoneme

Map	Entertain	Multiple Meaning Word	
Main Ideas	Compare	Alphabetical Order	
Details	Contrast	Antonyms	
Expository Text	Questioning	Nouns in Sentences	
Procedural Text	Alliteration		
Sign	Poem	Action Verb	
Symbol	Rhyme	Antonyms	
Inferring	Verse	Sequence Words	
Periodical	Stanza	Time Order and Transition Words	
Nonfiction		Synonym	
Context Clues	Setting	Verb	
Author	Summarize	Verbs that add –s	
Author's Purpose	Realistic Fiction	Descriptive Words	
Inform	Author's Purpose	Compound Word	
Index	Compare	Verbs that do not add –s	
Magazine	Contrast	Verbs for Past and Future	
Compare	Main Character	Past Verb	
Contrast	Animal Fantasy	Future Verb	
Questioning	Inferring	How to Article	
	Sequence	Verbs am, is, are, was, and were	
Summarize	Character	Contractions with Not	
Source	Fairy Tale		
Author's Purpose	Monitor and Clarify		
Autobiography	Moral		
Compare	Classify and Categorize		
Contrast	Visualize		
Inferring	Plot		
Glossary	Context Clues		
Sequence	Draw Conclusions		
Fact	Background Knowledge		
Opinion	Rhyme		
Monitory and Clarify	Alliteration		
Classify and Categorize	Poem		
Dictionary	Rhythm		
Visualize			
Diagram			
How to Article			
Context Clues			

Draw Conclusions Background Knowledge Picture Graph			

Resources	Resources	Resources	Resources
Savvas myView SAS Portal *Leveled readers*	Savvas myView SAS Portal *Leveled readers*	Savvas myView SAS Portal *Leveled readers*	Savvas myView SAS Portal *Leveled readers*

Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
Savvas myView Assessments DRA DIBELS Exact Path	Savvas myView Assessments Exact Path	Savvas myView Assessments Exact Path	Savvas myView Assessments DRA Exact Path

Resources	**Resources**	**Resources**	**Resources**
Savvas myView SAS Portal *Leveled readers*	Savvas myView SAS Portal *Leveled readers*	Savvas myView SAS Portal *Leveled readers*	Savvas myView SAS Portal *Leveled readers*

Performance Tasks/Assessments	**Performance Tasks/Assessments**	**Performance Tasks/Assessments**	**Performance Tasks/Assessments**
Savvas myView Assessments	Savvas myView Assessments	Savvas myView Assessments	Savvas myView Assessments

| Course/ Grade: | Language Arts 1st Grade | Instructional Unit: | Module 3 | Suggested Timeline: | 7-9 weeks |

Overview:	Essential Questions:
In this module, students learn how to determine the explicit meaning of a text. They ask and answer questions to determine the central message. Students use details as they describe events, people, or things from text or life experiences. Students examine how authors craft texts to expand a reader's understanding of ideas, concepts, characters, and experiences. They explain those differences and use the features or elements of different texts to demonstrate and clarify understanding. They learn how to determine the explicit meaning of a text. They ask and answer questions to analyze author's craft. They form an opinion and write pieces that include reasons to support the opinion in an organized structure with a sense of closure. They write informative pieces with a coherent structure.	What strategies do good readers, writers, speakers and listeners use? -How do good readers know that they are effectively applying these strategies and/or revising them if needed? -How do we think while reading in order to understand and respond? -How do you identify the author's purpose and genre of a story? -How do readers and writers use grammar and language to convey and understand meaning in a text?

Essential Learning Targets:
- Determine the explicit meaning from informational text and literature
- Ask and answer questions about the explicit meaning of text in order to retell the text in detail
- Explain how authors develop ideas, concepts, and experiences through choices in textual elements and structures
- Use textual features or elements to demonstrate and clarify understanding of the author's message
- Write pieces that identify an opinion and support that opinion with reasons through an organized structure
- Use a coherent structure to write informative piece
- Apply grade level conventions of language in their writing
- Use sufficient details to describe events, people, or things

Reading Informational	Reading Literature	Writing	Speaking and Listening
CC.1.2.1.A: Identify the main idea and retell key details of text • I can show that I understand the story by retelling it using important details CC.1.2.1.B: Ask and answer questions about key details in a text • I can find the important details in a text and ask/answer questions about them.	CC.1.3.1.A: Retell stories including key details, and demonstrate understanding of their central message or lesson • I can show that I understand the story by retelling it using important details (character, setting, problem, solution) CC.1.3.1.B: Ask and answer questions about key details in a text	CC.1.4.1.A: Write informative/explanatory text to examine a topic and convey ideas and information. • I can write about a topic, give facts about it. CC.1.4.1.B: Identify and write about one specific topic • I can write about a topic. CC.1.4.1.C: Develop the topic with two or more facts. • I can write about a topic, give facts about it.	CC.1.5.1.A: participate in collaborative conversations with peers and adults in small and larger groups • I can turn and talk about topics with peers and share ideas with the group. • I can actively listen to the comments of others. • I can ask questions when I do not understand. CC. 1.5.1.B: Confirm

CC.1.2.1.C: Describe the connection between two individuals, events, ideas, or pieces of information in a text. • I can make connections (text to text, text to self, text to world) CC.1.2.1.E: Use various text features and search tools to locate key facts or information in a text • I can identify and use text features to find important information in a text. CC. 1.2.1.F: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • I can use context clues to understand unknown words and phrases in a text. CC.1.2.1.G: Use the illustrations and details in a text to describe its key ideas • I can gather information from pictures and from text and text features. CC.1.2.1.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. • I can learn new words through listening and reading and use them in my speaking and writing. • I can use conjunctions in	• I can find the important details in a text and ask/answer questions about them. CC.1.3.1.D: Identify who is telling the story at various points in the text. • I can identify who is telling the story. CC.1.3.1.E: Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. • I can identify the characteristics of different genres CC. 1.3.1.F: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. • I can find words in the text that help describe how something looks, sounds, tastes, feels, or smells. CC.1.3.1.H: Compare and contrast the adventures and experiences of characters in stories. • I can compare and contrast characters and events between stories. • I can make text-to-text connections. CC.1.3.1.I: determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade-level reading and content. • I can use my strategies to	CC.1.4.1.D: Group information and provide some sense of closure. • I can write about a topic, give facts about it, and use a closing sentence. CC.1.4.1.E: Choose words and phrases for effect. • I can use different words in my writing to make my writing more interesting. CC.1.4.1.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • I can identify a sentence because it begins with a capital letter and ends with ending punctuation. CC.1.4.1.G Write opinion pieces on familiar topics. • I can write my opinion about a topic I know a lot about. CC.1.4.1.H: form an opinion by choosing among given topics. • I can write my opinion about topics I am given. CC.1.4.1.I: support the opinion with reasons related to the opinion. • I can write reasons to support my opinion. CC.1.4.1.J: Create an organizational structure that includes reasons and provides some sense of closure. • I can organize my writing to include reasons and a closing sentence.	understanding of a text read aloud or information presented orally through other media by asking and answering questions about key details and requesting clarification if something is not understood. • I can ask and answer questions from stories read aloud and information presented in various formats. CC.1.5.1.C: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. • I can ask and answer questions about topics being presented. CC.1.5.1.D: Describe people, places, things, and events with relevant details expressing ideas and feelings clearly. • I can use my words to give details about people, places, things and events while expressing my ideas clearly. CC.1.5.1.E. Produce complete sentences when appropriate to task and situation. • I can speak in complete sentences. CC.1.5.1.F: Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. • I can use illustrations to make my ideas clearer.

my speaking and my writing. CC. 1.2.1.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based upon grade-level reading and content. • I can use my strategies to figure out the meaning of an unknown word (i.e. context clues, root words, etc.)	figure out unknown words (such as context clues, root words, etc.) CC.1.3.1.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases • I can use words to make connections. CC.1.3.1.K: Read and comprehend literature on grade level, reading independently and proficiently. • I can read first grade level books by myself and understand the story.	CC.1.4.1.K: Use a variety of words and phrases. • I can use different words in my writing to make my writing more interesting. CC.1.4.1.L: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • I can capitalize dates and names of people. • I can use end punctuation for sentences. • I can use commas in dates and to separate single words in a series • I can use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. • I can spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. CC.1.4.1.T: With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. • I can use the help of my friends and teachers to revise my story to make it better CC.1.4.1.U: With guidance and support, use a variety of digital tools to produce and publish	CC.1.5.1.G: Demonstrate command of the conventions of standard English when speaking, based on Grade 1 content. • *I can express my ideas and experiences clearly.*

		writing including collaboration with peers.

writing including collaboration with peers.
- I can use the help of my peers and adults to revise my story to make it better using technology.

CC.1.4.1.V: Participate in individual or shared research and writing projects.
- I can work with others to research a topic and write about it.

CC.1.4.1.W: With guidance and support, recall information and experiences or gather information form provided sources to answer a question.
- I can answer questions using background knowledge or use information recalled from other sources.

CC.1.4.1.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- I can write for a long or short period of time based on the type of writing I have to do.

Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
Summarize Source	Setting Summarize	Action Verb Antonyms	Sequence Words Time Order and Transition Words

Author's Purpose	Realistic Fiction	Sequence Words	Background Knowledge
Autobiography	Author's Purpose	Time Order and Transition Words	Phoneme
Compare	Compare	Synonym	
Contrast	Contrast	Verb	Time Order Words
Inferring	Main Character	Verbs that add –s	Directions
Glossary	Animal Fantasy	Descriptive Words	Media
Sequence	Inferring	Compound Word	
Fact	Sequence	Verbs that do not add –s	
Opinion	Character	Verbs for Past and Future	
Monitory and Clarify	Fairy Tale	Past Verb	
Classify and Categorize	Monitor and Clarify	Future Verb	
Dictionary	Moral	How to Article	
Visualize	Classify and Categorize	Verbs am, is, are, was, and were	
Diagram	Visualize	Contractions with Not	
How to Article	Plot	Time and Order Words	
Context Clues	Context Clues	Adjectives	
Draw Conclusions	Draw Conclusions	Greeting	
Background Knowledge	Background Knowledge	Closing	
Picture Graph	Rhyme	Directions	
	Alliteration	Invitation	
Draw Conclusions	Poem	Compound Words	
Source	Rhythm	Adjectives for Colors and Shapes	
Cause		Sort Nouns and Verbs	
Effect	Draw Conclusions	Adjectives for Size	
Recipe	Realistic Fiction	Homophone	
Visualize	Cause	Adjectives for What Kind	
Chart/Table	Effect	Adjectives for How Many and	
Draw a Conclusion	Theme	Articles	
Fact	Visualize	Article	
Details	Fairy Tale	Adjectives that Compare	
Bar Graph	Draw a Conclusion	Suffix	
Important Ideas	Narrator		
Narrator	Viewpoint		
Opinion	Context Clues		
Autobiography	Setting		
Photo Essay	Plot		
Glossary	Author		
Procedural Text	Poem		

Context Clues Dictionary Definition Author	Rhyming Rhythm		
Resources	**Resources**	**Resources**	**Resources**
Savvas myView SAS Portal	Savvas myView SAS Portal	Savvas myView SAS Portal	Savvas myView SAS Portal

Performance Tasks/Assessments	**Performance Tasks/Assessments**	**Performance Tasks/Assessments**	**Performance Tasks/Assessments**
Savvas myView Assessments	Savvas myView Assessments	Savvas myView Assessments	Savvas myView Assessments

Course/ Grade:	Language Arts 1st Grade	Instructional Unit:	Module 4	Suggested Timeline:	7-9 weeks

Overview:	Essential Questions:
In this module, students examine how authors craft texts to expand a reader's understanding of ideas, concepts, characters, and experiences. They explain those differences and use the features or elements of different texts to demonstrate and clarify understanding. They learn how to determine the explicit meaning of a text. They ask and answer questions to analyze author's craft and write informational pieces with a coherent structure.	-What strategies do good readers, writers, speakers and listeners use? -How do good readers know that they are effectively applying these strategies and/or revising them if needed? -How do we think while reading in order to understand and respond? -How do you identify the author's purpose and genre of a story? -How do readers and writers use grammar and language to convey and understand meaning in a text?

Essential Learning Targets:
- Use words and phrases from texts to describe the key ideas and characters
- Explore how different authors use elements within texts
- Write opinion pieces that include supportive reasons, variety in word choice, and an organizational structure
- Write informative pieces that include a clear topic supported by facts with a coherent structure
- Apply appropriate punctuation, grammar, and spelling to their writing

Reading Informational	Reading Literature	Writing	Speaking and Listening
CC.1.2.1.E: Use various text features and search tools to locate key facts or information in a text • I can identify and use text features to find important information in a text. CC.1.2.1.G: Use the illustrations and details in a text to describe its key ideas • I can gather information from pictures and from text and text features. CC.1.2.1.H: Identify the reasons an author gives to support points in a text • I can find the author's purpose and find evidence to support it. CC.1.2.1.I: Identify basic similarities in and differences between two texts on the same topic	CC.1.3.1.E: Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. • I can identify the characteristics of different genres CC. 1.3.1.F: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. • I can find words in the text that help describe how something looks, sounds, tastes, feels, or smells. CC. 1.3.1.G: Use illustrations and details in a story to describe characters, setting, or events. I can use pictures and details to describe the story elements • I can use pictures and	CC.1.4.1.A: Write informative/explanatory text to examine a topic and convey ideas and information. • I can write about a topic, give facts about it. CC.1.4.1.B: Identify and write about one specific topic • I can write about a topic. CC.1.4.1.C: Develop the topic with two or more facts. • I can write about a topic, give facts about it. CC.1.4.1.D: Group information and provide some sense of closure. • I can write about a topic, give facts about it, and use a closing sentence. CC.1.4.1.E: Choose words and phrases for effect. • I can use different words in my writing to make my	CC.1.5.1.A: participate in collaborative conversations with peers and adults in small and larger groups • I can turn and talk about topics with peers and share ideas with the group. • I can actively listen to the comments of others. • I can ask questions when I do not understand. CC. 1.5.1.B: Confirm understanding of a text read aloud or information presented orally through other media by asking and answering questions about key details and requesting clarification if something is not understood. • I can ask and answer questions from stories read aloud and information

• I can compare and contrast texts on the same topic CC.1.2.1.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. • I can learn new words through listening and reading and use them in my speaking and writing. • I can use conjunctions in my speaking and my writing. CC. 1.2.1.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based upon grade-level reading and content. • I can use my strategies to figure out the meaning of an unknown word (i.e. context clues, root words, etc.) CC.1.2.1.L: Read and Comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. • I can read and understand first grade level texts.	details to describe the story elements. CC.1.3.1.H: Compare and contrast the adventures and experiences of characters in stories. • I can compare and contrast characters and events between stories. • I can make text-to-text connections. CC.1.3.1.I: determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade-level reading and content. • I can use my strategies to figure out unknown words (such as context clues, root words, etc.) CC.1.3.1.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases • I can use words to make connections. CC.1.3.1.K: Read and comprehend literature on grade level, reading independently and proficiently. I can read first grade level books by myself and understand the story.	writing more interesting. CC.1.4.1.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • I can identify a sentence because it begins with a capital letter and ends with ending punctuation. CC.1.4.1.G Write opinion pieces on familiar topics. • I can write my opinion about a topic I know a lot about. CC.1.4.1.H: form an opinion by choosing among given topics. • I can write my opinion about topics I am given. CC.1.4.1.I: support the opinion with reasons related to the opinion. • I can write reasons to support my opinion. CC.1.4.1.J: Create an organizational structure that includes reasons and provides some sense of closure. • I can organize my writing to include reasons and a closing sentence. CC.1.4.1.K: Use a variety of words and phrases. • I can use different words in my writing to make my writing more interesting. CC.1.4.1.L: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization,	presented in various formats. CC.1.5.1.C: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. • I can ask and answer questions about topics being presented. CC.1.5.1.E. Produce complete sentences when appropriate to task and situation. • I can speak in complete sentences. CC.1.5.1.F: Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. • I can use illustrations to make my ideas clearer. CC.1.5.1.G: Demonstrate command of the conventions of standard English when speaking, based on Grade 1 content. • *I can express my ideas and experiences clearly.*

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• I can capitalize dates and names of people.
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• I can use commas in dates and to separate single words in a series
• I can use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
• I can spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CC.1.4.1.T: With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
• I can use the help of my friends and teachers to revise my story to make it better
CC.1.4.1.U: With guidance and support, use a variety of digital tools to produce and publish writing including collaboration with peers.
• I can use the help of my peers and adults to revise my story to make it better using technology.
CC.1.4.1.V: Participate in individual or shared research and writing projects. | |

		• I can work with others to research a topic and write about it. CC.1.4.1.W: With guidance and support, recall information and experiences or gather information form provided sources to answer a question. • I can answer questions using background knowledge or use information recalled from other sources. CC.1.4.1.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. I can write for a long or short period of time based on the type of writing I have to do.	

Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
Draw Conclusions	Draw Conclusions	Time and Order Words	Turn and Talk
Source	Realistic Fiction	Adjectives	Collaborate
Cause	Cause	Greeting	Discuss
Effect	Effect	Closing	Time Order Words
Recipe	Theme	Directions	Directions
Visualize	Visualize	Invitation	Media
Chart/Table	Fairy Tale	Compound Words	Background Knowledge
Draw a Conclusion	Draw a Conclusion	Adjectives for Colors and Shapes	Questions
Fact	Narrator	Sort Nouns and Verbs	Language
Details	Viewpoint	Adjectives for Size	
Bar Graph	Context Clues	Homophone	
Important Ideas	Setting	Adjectives for What Kind	
Narrator	Plot	Adjectives for How Many and	

Opinion Autobiography Photo Essay Glossary Procedural Text Context Clues Dictionary Definition Author Monitor and Clarify Encyclopedias Key Word Background Knowledge Main Idea Conclusion Compare Contrast Questions Predict Caption Heading Reference Book Expository Text Topic Advertisement Picture Graph Literary Nonfiction Table of Contents Text Structure Encyclopedia Language	Author Poem Rhyming Rhythm Characters Solution Monitor and Clarify Folk Tale Background Knowledge Conclusion Questions Predict Language	Articles Article Adjectives that Compare Suffix Synonyms Imperative Sentences Pronouns Pronouns I and me Homonym Adverbs Prefix Preposition Language	

Resources	Resources	Resources	Resources
Savvas myView SAS Portal *Leveled readers*	Savvas myView SAS Portal *Leveled readers*	Savvas myView SAS Portal *Leveled readers*	Savvas myView SAS Portal *Leveled readers*

Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
Savvas myView Assessments DRA DIBELS Exact Path	Savvas myView Assessments Exact Path	Savvas myView Assessments Exact Path	Savvas myView Assessments DRA Exact Path