

1st Grade ELA Units

<p>Unit 1: Quarter 1 Characters with Character</p> <p>Unit Description In this unit students will read literature texts related to life lessons. During this three-week unit students will listen to many favorite first grade titles to work on answering comprehension questions, retelling of stories with details and using illustrations to describe a story in-depth. At the conclusion of the unit, students will begin reading texts in guided reading groups to apply strategies to leveled texts. Students will write narratives focus on life lessons</p>	<p>Anchor Text(s)</p> <ul style="list-style-type: none"> • <i>The Recess Queen</i> • <i>The Worst Best Friend</i> • <i>Lily's Purple Plastic Purse</i> • <i>One</i> • <i>Charlie and the Caterpillar</i> • <i>Leo the Late Bloomer</i> • <i>Ruby the Copycat</i> • <i>Hooway for Wodney Wat</i> • <i>Spaghetti in a Hot Dog Bun</i> • <i>Stand Tall Molly Lou Melon</i> • <i>A Color of His Own</i> <p>Essential Questions</p> <ul style="list-style-type: none"> • What can you learn from characters you read about? • How can answering questions help you understand a story? • What are the elements of all stories? • How do illustrations help you understand the story better? 	<p>Reading Standards</p> <p>RL 1.1 Answer questions about key details in a text.</p> <p>RL 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL 1.3 Describe characters, settings, and major events in a story using key details.</p> <p>RL 1.7 Use illustrations and details in a story to describe its characters, setting or events.</p>	<p>Writing Standards</p> <p>W 1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>
	<p>Speaking and Listening</p> <p>*See page 9</p>	<p>Language Standards</p> <p>L 1.2a Capitalize the dates and names of people.</p> <p>L 1.2b Use end punctuation for sentences.</p>	

<p>Unit 2: Quarter 1 Community Jobs</p> <p>Unit Description In this unit students will read fiction and informational texts to learn more about community helpers. Throughout the unit students will be comparing and contrasting information found in texts on the same topic. Students will continue their study of narrative writing by writing about their experiences with community helpers.</p>	<p>Anchor Text(s)</p> <ul style="list-style-type: none"> • <i>On the Town</i> • <i>Black Lagoon</i> • <i>A Day in the Life of a Teacher</i> • <i>Community Helpers: Veterinarians</i> • <i>Community Helpers: Dentists</i> • <i>Community Helpers: Garbage Collectors</i> • <i>We Need Garbage Collectors</i> • <i>ABC of Jobs</i> • <i>A Trip to the Dentist</i> • <i>Firefighters A to Z</i> <p>Essential Questions</p> <ul style="list-style-type: none"> • Why do we need jobs in our community and how do they help us? • How are different jobs similar and different? • How can you tell a book gives information or tells a story? • How can you identify similarities and differences in books on the same topic? 	<p>Reading Standards</p> <p>RI 1.3 Describe the connection between two individuals, events, ideas or pieces of information in a text.</p> <p>RL 1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RI 1.9 Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions or procedures).</p>	<p>Writing Standards</p> <p>W 1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>
		<p>Speaking and Listening</p> <p>*See page 9</p>	<p>Language Standards</p> <p>L 1.1b Use common, proper and possessive nouns.</p> <p>L 1.1d Use personal, possessive, and indefinite pronouns (e.g. I, me my; they, them, their, anyone, everything) .</p> <p>L 1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>

<p>Unit 3: Quarter 2 Space</p> <p>Unit Description This unit will have a focus on informational texts through reading and writing. Next Generation Science topics for first grade will be integrated into this language arts unit by building background knowledge on patterns of the motion of the sun, moon and stars and seasonal patterns of sunrise and sunset.</p>	<p>Anchor Text(s) <i>Read Aloud:</i></p> <ul style="list-style-type: none"> • <i>Earth is Tilted</i> • <i>Day and Night</i> • <i>Phases of the Moon</i> • <i>Stars and Constellations</i> <p><i>Shared Reading:</i></p> <ul style="list-style-type: none"> • <i>Space Series by Charlotte Guillain</i> <p><i>Various Leveled Guided Reading Texts</i></p>	<p>Reading Standards</p> <p>RI 1.1 Ask and answer questions about key details in a text.</p> <p>RI 1.2 Identify the main topic and retell key details in a text.</p> <p>RI 1.4 Ask and answer questions to help determine or clarify meaning of words and phrases in a text.</p> <p>RI 1.5 Know and use various text features (e.g. headings, table of contents, glossaries, electronic menus, icons) to located key facts or information in a text.</p>	<p>Writing Standards W 1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>
	<p>Essential Questions</p> <ul style="list-style-type: none"> • Where is the sun in the sky in the morning, noon and night? • Which season has the most daylight and least amount of sunlight? • How and why does the night sky change? • How can you find the meaning of a new word? • How can text features help a reader? • How do you determine the main topic and details? 	<p>Speaking and Listening</p> <p>*See page 9</p>	<p>Language Standards</p> <p>L 1.2c Use commas in dates and to separate single words in a series.</p>

<p>Unit 4: Quarter 2 The Great Big World</p> <p>Unit Description During this unit first grade students will be studying about different customs and cultures around the world to learn about life in different countries. The main purpose for reading will be identify similarities and differences in two texts on the same topic.</p>	<p>Anchor Text(s) Read Aloud:</p> <ul style="list-style-type: none"> <i>Birthday Customs Around the World</i> <i>Chinese New Year</i> <p>Shared Reading:</p> <ul style="list-style-type: none"> <i>Kids Can Help</i> <i>Homes</i> <i>Clothing</i> <i>Chinese New Year</i> <p>Various Leveled Guided Reading Texts</p>	<p>Reading Standards</p> <p>RI 1.1 Ask and answer questions about key details in a text.</p> <p>RI 1.3 Describe the connection between two individuals events, ideas, or pieces of information in a text.</p> <p>RI 1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI 1.8 Identify the reasons an author gives to support points in a text.</p> <p>RI 1.9 Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).</p>	<p>Writing Standards W 1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>
	<p>Essential Questions</p> <ul style="list-style-type: none"> What can you learn from studying different cultures? How are holidays around the world similar and different? What can you learn from studying pictures or photographs in a text? Why is it important to provide reasons that support an author's point? 	<p>Speaking and Listening</p> <p>*See page 9</p>	<p>Language Standards</p> <p>L 1.1h Use determiners (e.g. articles, demonstratives).</p>

<p>Unit 5: Quarter 3 Favorite First Grade Authors</p> <p>Unit Description During this unit first graders will study popular first grade authors. Specifically they will read books by Dr. Seuss, Mo Willems, Leo Lionni and Mem Fox. Additionally, during the unit students will read poetry to identify words that suggest feelings. The focus of the unit will be for students to compare and contrast adventures and experiences of characters in stories.</p>	<p>Anchor Text(s) <i>Read Aloud:</i></p> <ul style="list-style-type: none"> <i>The Lorax</i> <i>Knuffle Bunny</i> <i>Fish is Fish</i> <i>Koala Lou</i> <p><i>Shared Reading</i></p> <ul style="list-style-type: none"> <i>Green Eggs and Ham</i> <i>Don't Let the Pigeon Stay Up Late</i> <i>A Busy Year</i> <i>Harriet, You'll Drive me Wild</i> <i>Various leveled readers</i> <i>Various poems</i> <p>Essential Questions</p> <ul style="list-style-type: none"> How can asking and answering questions help you understand a story? 	<p>Reading Standards</p> <p>RL 1.1 Ask and answer questions about key details in a text</p> <p>RL 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL 1.4 Identify words and phrases in stories that suggest feelings or appeal to the senses.</p> <p>RL 1.6 Identify who is telling the story at various point in the text</p> <p>RL 1.7 Use illustrations and details in a story to describe its characters, setting or events.</p>	<p>Writing Standards</p> <p>W 1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.</p>
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	<ul style="list-style-type: none"> • What are the elements of all stories? • How do illustrations help you understand the story better? • How can a reader determine who is telling the story? • How do readers compare and contrast two stories? 	<p>Speaking and Listening</p> <p><i>*See page 9</i></p>	<p>Language Standards</p> <p>L1.1G Use frequently occurring conjunctions.</p> <p>L 1.1J Produce and expand complete and simple compound, declarative, interrogative, imperative, and exclamatory sentences in responses or prompts.</p>
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<p>Unit 6: Quarter 3 Animals</p> <p>Unit Description This unit will help build background knowledge for the Science Next Generation Science Standards unit titled, "Structure, Function, and Information Processing". During this unit students will do an in-depth study of different animals in our</p>	<p>Anchor Text(s)</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • How can asking and answering questions help you understand a text? • How do you determine the main topic and details • What can you learn from studying pictures or photographs in a text? 	<p>Reading Standards</p> <p>RL 1.1 Ask and answer questions about key details in a text</p> <p>RI 1.2 Identify the main topic and retell key details in a text.</p> <p>RI 1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>Writing Standards</p> <p>W 1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure</p>
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<p>world. Specifically studying how animals grow and change and behaviors used to survive in their habitat.</p>		<p>Speaking and Listening</p> <p><i>*See page 9</i></p>	<p>Language Standards</p> <p>L 1.1B Use common, proper and possessive nouns.</p> <p>L 1.1F Use frequently occurring adjectives.</p> <p>L 1.1J Produce and expand complete and simple compound, declarative, interrogative, imperative, and exclamatory sentences in responses or prompts.</p>
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<p>Unit 7: Quarter 4 Plants</p> <p>Unit Description This unit will have a focus on informational texts through reading and writing. Next Generation Science topics for first grade will be integrated into this language arts unit by building background</p>	<p>Anchor Text(s) Read Aloud:</p> <ul style="list-style-type: none"> • <i>How do Plants Help Us</i> • <i>Trees</i> • <i>Who Will Plant a Tree</i> <p>Shared Reading</p> <ul style="list-style-type: none"> • <i>People Need Plants</i> • <i>Plant Life Cycles</i> • <i>Plants Live Everywhere</i> • <i>Plant Adaptations</i> 	<p>Reading Standards</p> <p>RI 1.1 Ask and answer questions about key details in a text.</p> <p>RI 1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI 1.5 Know and use various text features (e.g. headings, table of contents,</p>	<p>Writing Standards</p> <p>W 1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>
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<p>knowledge on the following content:</p> <ul style="list-style-type: none"> Plants have different parts that help them survive and grow. All organisms have external parts that they use perform daily functions. Adult plants have young. Plants are very much, but not exactly, like their parents. Individuals of the same kind of plant are recognizable as similar but can also vary in many ways. 	<p><i>Various Guided Leveled Readers</i></p> <p>Essential Questions</p> <ul style="list-style-type: none"> What is a text feature and how does it help you understand the text better? How does an author support points in a text? How do plants help living things? How do plant's part help them survive and grow? 	<p>glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	
		<p>Speaking and Listening</p> <p>*See page 9</p>	<p>Language Standards</p> <p>L 1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops, We hop).</p> <p>L 1.1i Use frequently occurring prepositions (e.g. during, beyond, toward).</p>

<p>Unit 8: Quarter 4 Mysteries</p> <p>Unit Description:</p> <p>This study of the mysteries is an opportunity for students to apply knowledge learned about the fiction standards to longer texts. During this unit students will work in book clubs to study the features of biographies by reading chapter books.</p>	<p>Anchor Text: <i>Nate the Great and the Stolen Base</i></p> <p>Book Club Texts:</p> <ul style="list-style-type: none"> • <i>Dirk Bones and the Case of the Mystery of the Haunted House</i> • <i>Bones and the Big Yellow Mystery</i> • <i>The Case of the Missing Monkey</i> • <i>Young Cam Jansen and the Ice Skate Mystery</i> • <i>Jigsaw Jones: The Case of the Rainy Day Mystery</i> • <i>Cam Jansen the Mystery of the Stolen Diamonds</i> 	<p>Reading Standards</p> <p>RL 1.1 Ask and answer questions about key details in a text.</p> <p>RL 1.2 Retell stories including key details.</p> <p>RL 1.3 Describe characters, setting, and major events in a story, using key details.</p> <p>RL 1.4 Identify words and phrases in stories that suggest feelings or appeal to the senses.</p> <p>RL 1.6 Identify who is telling the story at various point in the text.</p>	<p>Writing Standards</p> <p>W 1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.</p>
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	<ul style="list-style-type: none"> • <i>Nate the Great and the Monster Mess</i> • <i>The School Skeleton</i> • <i>Calendar Mysteries: April Adventures</i> • <i>Magic Treehouse Dark Day in the Deep Sea</i> <p>Essential Questions</p> <ul style="list-style-type: none"> • What story elements do all mysteries have? • How can a reader determine who is telling the story? • How does asking questions help a reader understand the text better? 	<p>Speaking and Listening</p> <p>*See page 9</p>	<p>Language Standards</p> <p>L 1.1e Use verbs to convey a sense of past, present and future (e.g. Yesterday I walked home, Today I walk home, Tomorrow I will walk home).</p>
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Standards in all Units

<p>Language Standards</p>
<p>L 1.1A Print all upper—and lowercase letters.</p> <p>L 1.2D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L 1.2E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>L 1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>
<p>Speaking and Listening</p>

SL 1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

SL 1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL

1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood

SL 1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL 1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings

SL 1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 [here](#) for specific expectations.)