

**Big Idea: Everyone can be a good neighbor.**

Content: English Language Arts		Grade: First			Unit 1: Around The Neighborhood Time Frame: September to October 16		
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	CCCS	Text
<p>What is important about being a friend?</p> <p>What clues tell you how a character feels?</p> <p>Why is the order of story events important?</p> <p>What information do words and pictures give?</p> <p>How does the setting make a story interesting?</p>	<p>Phonics: Words with short a, consonant n, d, p, f, words with short i, consonants r, h, z, s, b, g, words with short o, consonants l, x, inflection –s, words with short e, consonant y, w, k, v, j, phonogram –et, words with short u, consonant qu, z</p> <p>Grammar: Nouns, action verbs, adjectives</p> <p>Vocabulary strategies: classify and categorize, context clues, multiple-meaning words, alphabetical order, antonyms</p> <p>Writing: Writing about us: labels, ideas, writing about us: captions, writing about us: sentences, word choice, writing about us: class story</p>	<p>Main idea, summarize, understanding characters, infer/predict, sequence of events, monitor/clarify, text and graphic features, question, story structure, analyze/evaluate</p>	<p>And, be, help, you, play, with</p> <p>For, what, have, he, took, too</p> <p>Do, find, funny, sing, no, they</p> <p>All, does, here, me, my, who</p> <p>Friend, full, good, hold, many, pull</p>	<p>Comprehension: Lesson Tests Teacher created assessments Teacher Observations Rubrics Center based checklist Benchmarks Accelerated Reader STAR reader Quizzes Running Records Projects Grade level texts and fluency passages</p> <p>Weekly tests each Friday: Friday 9/11 Friday 9/18 Friday 9/25 Friday 10/2 Friday 10/9</p> <p>Unit test: 10/16</p>	<p><u>Reading</u> Key Ideas and Details: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure: 4. Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative</p>	<p><b>RL.1.10</b> <b>RI.1.2</b> <b>RI.1.2</b> <b>RI.1.3</b> <b>RI.1.7</b> <b>RI.1.10</b> <b>RF.1.1a</b> <b>RF.1.2b</b> <b>RF.1.3b</b> <b>RF.1.3g</b> <b>RF.1.4a</b> <b>RF.1.4b</b> <b>W.1.3</b> <b>W.1.5</b> <b>W.1.8</b> <b>SL.1.1a</b> <b>SL.1.1c</b> <b>SL.1.2</b> <b>SL.1.5</b> <b>L.1.1b</b> <b>L.1.1f</b> <b>L.1.2b</b> <b>L.1.2d</b> <b>L.1.5b</b> <b>L.1.5c</b> <b>L.1.6</b></p>	<p>What is a Pal?</p> <p>The Storm</p> <p>Curious George at School</p> <p>Lucia’s Neighborhood</p> <p>Gus Takes the Train</p>

				<p>Unit project due: Monday 10/5</p> <p>Writing: Spelling Quizzes Lesson Tests Teacher created assessments Teacher Observations Rubrics Center based checklist Writing Portfolio Benchmarks Quizzes Projects</p>	<p>meanings and analyze how specific word choices shape meaning or tone.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas: 7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
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					<p>Range of Reading and Level of Text Complexity: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><u>Writing</u> Text Types and Purposes:</p> <ol style="list-style-type: none"><li>1. Write arguments and support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li><li>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li><li>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li></ol> <p>Production and Distribution of Writing:</p>		
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					<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge:</p> <p>7. Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>9. Draw evidence from literary or informational texts to</p>	
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					<p>support analysis, reflection, and research.</p> <p>10. Write routinely over extend time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p><u>Speaking and Listening</u> Comprehension and Collaboration:</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.</p> <p>3. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.</p> <p>Presentation of Knowledge and Ideas:</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of</p>	
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					<p>reasoning and the organization, development and style are appropriate to task, purpose and audience.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><u>Language</u></p> <p>Conventions of Standard English:</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization and punctuation, and spelling when writing.</p> <p>Knowledge of Language:</p> <p>3. Apply knowledge of language to understand how</p>		
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					<p>language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Vocabulary Acquisition and Use:</p> <p>4. Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an</p>	
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					unknown term important to comprehension or2expression.		
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**Big Idea: We all have something to share.**

Content: English Language Arts		Grade: First		Unit 2: Sharing Time Time Frame: October 19-November 27			
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	CCCS	Text
<p>What lessons can you learn from story characters?</p> <p>How do animals communicate?</p> <p>Why is the order of story events important?</p> <p>How do words and pictures help tell a story?</p> <p>How do the parts of a story work together?</p>	<p>Phonics: Review words with short a, double final consonants and ck, phonogram –ack, review words with short I, clusters with r, phonogram –ip, review words with short o, clusters with l, phonogram –ock, review words with short e, clusters with s, review words with short u, final clusters, phonogram -ump</p> <p>Grammar: Complete sentences, sentence parts, statements, singular and plural nouns, prepositions and prepositional phrases</p> <p>Vocabulary strategies: classify and categorize, using a glossary, antonyms, synonyms</p> <p>Writing: Writing to describe: sentences, ideas, writing to describe: poetry, word choice, writing to describe: descriptions, ideas, organization</p>	<p>Understanding characters, summarize, details, infer/predict, sequence of events, analyze/evaluate, text and graphic features, question, story structure, visualize</p>	<p>Away, call, come, every, hear, said</p> <p>Animal, how, make, of, some, why</p> <p>Her, now, our, she, would, today</p> <p>After, draw, pictures, read, was, write</p> <p>Eat, give, one, put, small, take</p>	<p>Comprehension: Lesson Tests Teacher created assessments Teacher Observations Rubrics Center based checklist Benchmarks Accelerated Reader STAR reader Quizzes Running Records Projects Grade level texts and fluency passages</p> <p>Weekly tests each Friday: Friday 10/23 Friday 10/30 Friday 11/6 Friday 11/13 Friday 11/20</p> <p>Unit test: Friday 11/27</p> <p>Unit project due: Monday 11/2</p>	<p><b>Reading</b> Key Ideas and Details: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure: 4. Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze</p>	<p><b>RL.1.10</b> <b>RI.1.2</b> <b>RI.1.3</b> <b>RI.1.4</b> <b>RI.1.6</b> <b>RI.1.7</b> <b>RI.1.10</b> <b>RF.1.1a</b> <b>RF.1.2b</b> <b>RF.1.3b</b> <b>RF.1.3f</b> <b>RF.1.4a</b> <b>RF.1.4b</b> <b>W.1.3</b> <b>W.1.5</b> <b>W.1.8</b> <b>SL.1.1a</b> <b>SL.1.1c</b> <b>SL.1.2</b> <b>SL.1.5</b> <b>L.1.1b</b> <b>L.1.2b</b> <b>L.1.2d</b> <b>L.1.2d</b> <b>L.1.5b</b> <b>L.1.5c</b> <b>L.1.6</b></p>	<p>Jack and the Wolf</p> <p>How Animals Communicate</p> <p>A Musical Day</p> <p>Dr. Seuss</p> <p>A Cupcake Party</p>

				<p>Writing:          Spelling Quizzes          Lesson Tests          Teacher created assessments          Teacher Observations          Rubrics          Center based checklist          Writing Portfolio          Benchmarks          Quizzes          Projects</p>	<p>how specific word choices shape meaning or tone.          5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.          6. Assess how point of view or purpose shapes the content and style of a text.          Integration of Knowledge and Ideas:          7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.          8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.          9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>		
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					<p>Range of Reading and Level of Text Complexity:</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><u>Writing</u></p> <p>Text Types and Purposes:</p> <ol style="list-style-type: none"><li>1. Write arguments and support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li><li>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li><li>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li></ol> <p>Production and Distribution of Writing:</p>		
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					<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge:</p> <p>7. Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>9. Draw evidence from literary or informational texts to</p>	
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					<p>support analysis, reflection, and research.</p> <p>10. Write routinely over extend time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p><u>Speaking and Listening</u> Comprehension and Collaboration:</p> <ol style="list-style-type: none"><li>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li><li>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.</li><li>3. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.</li></ol> <p>Presentation of Knowledge and Ideas:</p> <ol style="list-style-type: none"><li>4. Present information, findings, and supporting evidence such that listeners can follow the line of</li></ol>	
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					<p>reasoning and the organization, development and style are appropriate to task, purpose and audience.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><u>Language</u></p> <p>Conventions of Standard English:</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization and punctuation, and spelling when writing.</p> <p>Knowledge of Language:</p> <p>3. Apply knowledge of language to understand how</p>	
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					<p>language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Vocabulary Acquisition and Use:</p> <p>4. Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an</p>	
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					unknown term important to comprehension or2expression.		
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**Big Idea: It's a big, wonderful world.**

Content: English Language Arts		Grade: First			Unit 3: Nature Near and Far Time Frame: November 30-January 22		
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	CCCS	Text
<p>Why do authors write stories?</p> <p>Why is the order of story events important?</p> <p>What changes do the different seasons cause?</p> <p>What clues help you figure out why events happen?</p> <p>How are animals the same and different?</p>	<p>Phonics: Diagraph th, base words and –s, -es, -ed, -ing, diagraphs ch, tch, possessive’s phonogram –atch, diagraphs sh, wh, ph, contractions with ‘s, n’t, long a (CVCe), soft c, g, dge, phonograms –ake, -ace, long I (CVCe), diagraphs kn, wr, gn, mb,</p> <p>Grammar: Proper nouns, subjects and verbs, verbs and time, the verb be</p> <p>Vocabulary strategies: Classify and categorize, homophones, words ending in –ed, -ing, -s, suffixes –er, -est</p> <p>Writing: Write to inform: sentences, ideas, write to inform: letter, sentence fluency, write to inform: sentences, ideas, write to inform: report, word choice</p>	<p>Author’s purpose, analyze/evaluate, sequence of events, question, cause and effect, visualize, conclusions, infer/predict, compare and contrast, monitor/clarify</p>	<p>Blue, cold, far, little, live, their, water where</p> <p>Been, brown, know, never, off, out, own, very</p> <p>Down, fall, goes, green, grow, new, open, yellow</p> <p>Four, five, into, over, starts, three, two, watch</p> <p>Bird, both, eyes, fly, long, or, those, walk</p>	<p>Comprehension: Lesson Tests Teacher created assessments Teacher Observations Rubrics Center based checklist Benchmarks Accelerated Reader STAR reader Quizzes Running Records Projects Grade level texts and fluency passages  Weekly tests each Friday: Friday 12/4 Friday 12/11 Friday 1/8 Friday 1/15  Unit test: Friday 1/22  Unit project due: Wednesday 12/16</p>	<p><u>Reading</u> Key Ideas and Details: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure: 4. Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze</p>	<p><b>RL.1.10</b> <b>RI.1.2</b> <b>RI.1.3</b> <b>RI.1.4</b> <b>RI.1.6</b> <b>RI.1.7</b> <b>RI.1.10</b> <b>RF.1.1a</b> <b>RF.1.2b</b> <b>RF.1.3b</b> <b>RF.1.3f</b> <b>RF.1.4a</b> <b>RF.1.4b</b> <b>W.1.3</b> <b>W.1.5</b> <b>W.1.8</b> <b>SL.1.1a</b> <b>SL.1.1c</b> <b>SL.1.2</b> <b>SL.1.5</b> <b>L.1.1b</b> <b>L.1.2b</b> <b>L.1.2d</b> <b>L.1.2d</b> <b>L.1.5b</b> <b>L.1.5c</b> <b>L.1.6</b></p>	<p>Sea Animals</p> <p>How Leopard Got His Spots</p> <p>Seasons</p> <p>The Big Race</p> <p>Animal Groups</p>

				<p>Writing:          Spelling Quizzes          Lesson Tests          Teacher created assessments          Teacher Observations          Rubrics          Center based checklist          Writing Portfolio          Benchmarks          Quizzes          Projects</p>	<p>how specific word choices shape meaning or tone.          5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.          6. Assess how point of view or purpose shapes the content and style of a text.          Integration of Knowledge and Ideas:          7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.          8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.          9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
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					<p>Range of Reading and Level of Text Complexity: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><u>Writing</u> Text Types and Purposes: 1. Write arguments and support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Production and Distribution of Writing:</p>		
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					<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge:</p> <p>7. Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>9. Draw evidence from literary or informational texts to</p>	
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					<p>support analysis, reflection, and research.</p> <p>10. Write routinely over extend time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p><u>Speaking and Listening</u> Comprehension and Collaboration:</p> <ol style="list-style-type: none"><li>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li><li>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.</li><li>3. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.</li></ol> <p>Presentation of Knowledge and Ideas:</p> <ol style="list-style-type: none"><li>4. Present information, findings, and supporting evidence such that listeners can follow the line of</li></ol>	
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					<p>reasoning and the organization, development and style are appropriate to task, purpose and audience.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p style="text-align: center;"><u>Language</u></p> <p>Conventions of Standard English:</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization and punctuation, and spelling when writing.</p> <p>Knowledge of Language:</p> <p>3. Apply knowledge of language to understand how</p>	
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					<p>language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Vocabulary Acquisition and Use:</p> <p>4. Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an</p>		
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					unknown term important to comprehension or2expression.		
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**Big Idea: We discover new things every day.**

Content: English Language Arts		Grade: First			Unit 4: Exploring Together Time Frame: January 25-March 4		
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	CCCS	Text
<p>What is important to know about the Moon?</p> <p>How are ways to travel the same and different?</p> <p>Why do authors write non-fiction?</p> <p>What clues help you figure out how characters feel?</p> <p>What makes a story funny?</p>	<p>Phonics: long o, long u, words with long e, vowel pairs ee and ea, final ng, nk, phonograms –ean, -ink, vowel pairs ai, ay, contractions ‘ll, ‘d, phonograms –ay, -ain, vowel pairs oa, ow, phonograms –ow, -oat, contractions ‘ve, ‘re, compound words, short vowel e, ea</p> <p>Grammar: questions, kinds of sentences, names of months, days, holidays, future tense, prepositions and prepositional phrases</p> <p>Vocabulary strategies: suffixes –y, -ful, classification/categorization of words: transportation, multiple meaning words, synonyms, compound words</p> <p>Writing: write to narrate: sentences, ideas, write to narrate: friendly letter, sentence fluency, write to narrate: personal narrative, organization, word choice</p>	<p>Main ideas and details, question, compare and contrast, visualize, author’s purpose, summarize, conclusions, monitor/clarify, cause and effect, infer/predict</p>	<p>Around, because, before, bring, carry, light, show, think</p> <p>About, could, sure, by, don’t, there, car, maybe</p> <p>First, sometimes, food, these, ground, under, right, your</p> <p>Done, paper, were, great, soon, work, laugh, talk</p> <p>Door, old, want, more, try, wash, mother, use</p>	<p>Comprehension: Lesson Tests Teacher created assessments Teacher Observations Rubrics Center based checklist Benchmarks Accelerated Reader STAR reader Quizzes Running Records Projects Grade level texts and fluency passages</p> <p>Weekly tests each Friday: Friday 1/29 Friday 2/5 Friday 2/12 Friday 2/19 Friday 2/22</p> <p>Unit test: Friday 2/29</p>	<p><u>Reading</u> Key Ideas and Details: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure: 4. Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze</p>	<p><b>RL.1.7</b> <b>RL.1.10</b> <b>RI.1.3</b> <b>RI.1.4</b> <b>RI.1.6</b> <b>RI.1.7</b> <b>RI.1.9</b> <b>RI.1.10</b> <b>RF.1.1a</b> <b>RF.1.2b</b> <b>RF.1.3b</b> <b>RF.1.3f</b> <b>RF.1.4a</b> <b>RF.1.4b</b> <b>W.1.3</b> <b>W.1.5</b> <b>W.1.6</b> <b>W.1.8</b> <b>SL.1.1a</b> <b>SL.1.1c</b> <b>SL.1.2</b> <b>SL.1.4</b> <b>SL.1.5</b> <b>L.1.1b</b> <b>L.1.1j</b> <b>L.1.2b</b> <b>L.1.2d</b> <b>L.1.2d</b> <b>L.1.5b</b> <b>L.1.5c</b> <b>L.1.5d</b> <b>L.1.6</b></p>	<p>Let’s Go to the Moon!</p> <p>The Big Trip</p> <p>Where Does Food Come From?</p> <p>Tomas Rivera</p> <p>Little Rabbit’s Tale</p>

				<p>Unit project due: Monday 2/8</p> <p>Writing: Spelling Quizzes Lesson Tests Teacher created assessments Teacher Observations Rubrics Center based checklist Writing Portfolio Benchmarks Quizzes Projects</p>	<p>how specific word choices shape meaning or tone.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas:</p> <p>7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>		
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					<p>Range of Reading and Level of Text Complexity: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><u>Writing</u></p> <p>Text Types and Purposes:</p> <ol style="list-style-type: none"><li>1. Write arguments and support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li><li>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li><li>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li></ol> <p>Production and Distribution of Writing:</p>		
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					<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge:</p> <p>7. Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>9. Draw evidence from literary or informational texts to</p>	
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					<p>support analysis, reflection, and research.</p> <p>10. Write routinely over extend time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p><u>Speaking and Listening</u> Comprehension and Collaboration:</p> <ol style="list-style-type: none"><li>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li><li>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.</li><li>3. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.</li></ol> <p>Presentation of Knowledge and Ideas:</p> <ol style="list-style-type: none"><li>4. Present information, findings, and supporting evidence such that listeners can follow the line of</li></ol>	
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					<p>reasoning and the organization, development and style are appropriate to task, purpose and audience.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p style="text-align: center;"><u>Language</u></p> <p>Conventions of Standard English:</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization and punctuation, and spelling when writing.</p> <p>Knowledge of Language:</p> <p>3. Apply knowledge of language to understand how</p>	
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					<p>language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Vocabulary Acquisition and Use:</p> <p>4. Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an</p>		
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					unknown term important to comprehension or2expression.		
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<b>Big Idea: Living things change as they grow.</b>							
<i>Content: English Language Arts</i>		<i>Grade: First</i>			<i>Unit 5: Watch Us Grow Time Frame: March 7-April 22</i>		
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	CCCS	Text
<p>What do characters do when there is a problem?</p> <p>What clues tell you why animals look as they do?</p> <p>What causes events in a story to happen?</p> <p>Why do authors put events in a certain order?</p> <p>What clues tell you what a character is like?</p>	<p>Phonics: r controlled vowels ar, or, ore, phonograms –ar, –ore, r controlled vowels er, ir, ur, vowel diagraph oo, syllable pattern (CVC), vowel diagraphs/spelling patterns oo, ou, ew, ue, u, u_e, vowel combinations ou, ow, oi, oy, au, aw</p> <p>Grammar: subject pronouns, the pronoun I, possessive pronouns, pronouns and verbs, contractions</p> <p>Vocabulary strategies: prefix re-, using a dictionary entry, classify/categorize, multiple-meaning words, synonyms with introduction to thesaurus</p> <p>Writing: write to express: sentences, voice, word choice, write to express: summary, organization, write to express: story, ideas, sentence fluency</p>	<p>Story structure, analyze/evaluate, conclusions, visualize, cause and effect, monitor/clarify, sequence of events, questions, understanding characters, summarize</p>	<p>Better, saw, turned, night, thought, window, pretty, told</p> <p>Baby, follow, years, begins, learning, young, eight, until</p> <p>Again, boy, nothing, along, father, together, began, house</p> <p>Also, kind, upon, anything, places, warm, flower, ready</p> <p>Buy, myself, school, city. Party, seven, family, please</p>	<p>Comprehension: Lesson Tests Teacher created assessments Teacher Observations Rubrics Center based checklist Benchmarks Accelerated Reader STAR reader Quizzes Running Records Projects Grade level texts and fluency passages</p> <p>Weekly tests each Friday: Friday 3/11 Friday 3/18 Friday 4/8 Friday 4/15</p> <p>Unit test: Friday 4/22</p> <p>Unit project due: Tuesday 3/22</p>	<p><u>Reading</u> Key Ideas and Details: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure: 4. Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze</p>	<p><b>RL.1.7</b> <b>RL.1.10</b> <b>RI.1.3</b> <b>RI.1.4</b> <b>RI.1.6</b> <b>RI.1.7</b> <b>RI.1.9</b> <b>RI.1.10</b> <b>RF.1.1a</b> <b>RF.1.2b</b> <b>RF.1.3b</b> <b>RF.1.3f</b> <b>RF.1.4a</b> <b>RF.1.4b</b> <b>W.1.3</b> <b>W.1.5</b> <b>W.1.6</b> <b>W.1.8</b> <b>SL.1.1a</b> <b>SL.1.1c</b> <b>SL.1.2</b> <b>SL.1.4</b> <b>SL.1.5</b> <b>L.1.1b</b> <b>L.1.1j</b> <b>L.1.2b</b> <b>L.1.2d</b> <b>L.1.2d</b> <b>L.1.5b</b> <b>L.1.5c</b> <b>L.1.5d</b> <b>L.1.6</b></p>	<p>“The Tree” from Poppleton Forever</p> <p>Amazing Animals</p> <p>Whistle for Willie</p> <p>A Butterfly Grows</p> <p>The New Friend</p>

				<p>Writing:          Spelling Quizzes          Lesson Tests          Teacher created assessments          Teacher Observations          Rubrics          Center based checklist          Writing Portfolio          Benchmarks          Quizzes          Projects</p>	<p>how specific word choices shape meaning or tone.          5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.          6. Assess how point of view or purpose shapes the content and style of a text.          Integration of Knowledge and Ideas:          7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.          8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.          9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>		
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					<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge:</p> <p>7. Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>9. Draw evidence from literary or informational texts to</p>	
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					<p>support analysis, reflection, and research.</p> <p>10. Write routinely over extend time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p><u>Speaking and Listening</u> Comprehension and Collaboration:</p> <ol style="list-style-type: none"><li>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li><li>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.</li><li>3. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.</li></ol> <p>Presentation of Knowledge and Ideas:</p> <ol style="list-style-type: none"><li>4. Present information, findings, and supporting evidence such that listeners can follow the line of</li></ol>	
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					unknown term important to comprehension or2expression.		
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**Big Idea: Always try your best.**

Content: English Language Arts		Grade: First			Unit 6: Three cheers for us! Time Frame: April 25- May 27		
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	CCCS	Text
<p>How are ways to make art the same and different?</p> <p>How do words and photos together give information?</p> <p>How does a problem make a story interesting?</p> <p>How do some story events make other events happen?</p> <p>What can you learn from story characters?</p>	<p>Phonics: base words/inflections –ed, -ing, long e spelling patterns y, ie, base words/inflections –er, -est, syllable –le, long I spelling patterns igh, y, ie, suffixes –ful, -y, -ly, syllabication (CV), prefixes un-, re-</p> <p>Grammar: exclamations, kinds of sentences, adjectives, adverbs, adjectives that compare</p> <p>Vocabulary strategies: figurative language (idioms), classify and categorize, homographs, prefix –un, suffix -ly</p> <p>Writing: write to respond: opinion sentences, voice, sentence fluency, word choice, write to respond: opinion paragraph, ideas, organization</p>	<p>Compare and contrast, monitor/clarify, text and graphic features, analyze/evaluate, story structure, infer/predict, cause and effect, visualize, understanding characters, summarize</p>	<p>Above, pushed, teacher, bear, studied, toward, even, surprised</p> <p>Always, different, enough, happy, high, near, once, stories</p> <p>Across, ball, cried, head, heard, large, second, should</p> <p>Almost, any, behind, gone, happened, hello, idea, leaves</p> <p>Brothers, everyone, field, loved, most, only, people, sorry</p>	<p>Comprehension: Lesson Tests Teacher created assessments Teacher Observations Rubrics Center based checklist Benchmarks Accelerated Reader STAR reader Quizzes Running Records Projects Grade level texts and fluency passages</p> <p>Weekly tests each Friday: Friday 4/29 Friday 5/6 Friday 5/13 Friday 5/20 Friday 5/27</p> <p>Unit test: Finals!!</p> <p>Unit project due: Thursday 4/29</p>	<p><u>Reading</u> Key Ideas and Details: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure: 4. Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze</p>	<p><b>RI.1.3</b> <b>RI.1.4</b> <b>RI.1.5</b> <b>RI.1.10</b> <b>RF.1.3e</b> <b>RF.1.3g</b> <b>RF.1.4a</b> <b>RF.1.4b</b> <b>W.1.1</b> <b>W.1.5</b> <b>SL.1.1a</b> <b>SL.1.1b</b> <b>SL.1.1c</b> <b>SL.1.2</b> <b>SL.1.6</b> <b>L.1.1f</b> <b>L.1.1h</b> <b>L.1.1j</b> <b>L.1.2d</b> <b>L.1.4b</b> <b>L.1.5c</b> <b>L.1.6</b></p>	<p>The Dot</p> <p>What Can You Do?</p> <p>The Kite</p> <p>“A Boat Disappears” from Inspector Hopper</p> <p>Winners Never Quit!</p>

				<p>Writing:          Spelling Quizzes          Lesson Tests          Teacher created assessments          Teacher Observations          Rubrics          Center based checklist          Writing Portfolio          Benchmarks          Quizzes          Projects</p>	<p>how specific word choices shape meaning or tone.          5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.          6. Assess how point of view or purpose shapes the content and style of a text.          Integration of Knowledge and Ideas:          7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.          8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.          9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
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					<p>support analysis, reflection, and research.</p> <p>10. Write routinely over extend time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p><u>Speaking and Listening</u> Comprehension and Collaboration:</p> <ol style="list-style-type: none"><li>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li><li>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.</li><li>3. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.</li></ol> <p>Presentation of Knowledge and Ideas:</p> <ol style="list-style-type: none"><li>4. Present information, findings, and supporting evidence such that listeners can follow the line of</li></ol>	
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					<p>reasoning and the organization, development and style are appropriate to task, purpose and audience.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p style="text-align: center;"><u>Language</u></p> <p>Conventions of Standard English:</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization and punctuation, and spelling when writing.</p> <p>Knowledge of Language:</p> <p>3. Apply knowledge of language to understand how</p>	
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