|  |  |  |  |
| --- | --- | --- | --- |
| **Grade Level: 1st Grade** | | **Timeframe Needed for Completion:** November, December, January  **Grading Period:** Second Nine Weeks | |
| **Essential Questions: Language Arts**   * How can reading teach us about writing? * What are the differences between fiction and nonfiction? * How can stories teach us life lessons? | | | |
| **Language Arts** | | | |
| **Reading**  **Foundational Skills:**  ***Phonological Awareness***  **Phonics and Word Recognition**  **RF1.2** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   1. Distinguish long from short vowel sounds in spoken single-syllable words.   **RF1.3** – Know and apply grade-level phonics and word analysis skills in  decoding words.   1. Know the spelling-sound correspondences for common   consonant digraphs.  **Fluency**  **RF1.4** – Read with sufficient accuracy and fluency to support comprehension.   1. Read on-level text with purpose and understanding.   **Informational Text:**  **RI1.2**- Identify the main topic and retell key details.  **RI1.5** – Know and use various text features (e.g., headings, tables of contents,  glossaries, electronic menus, icons) to locate key facts or information in a text.  **Integration of Knowledge & Ideas**  **RI1.6** – Distinguish between information provided by pictures or other illustrations and informationprovided by the words in a text.  **RI1.7**- Use illustrations and details in a text to describe the key ideas.  **RI1.10** - With prompting and support, read informational texts appropriately complex  for grade 1.  **Literature:**  ***Craft and Structure***  **Integration of Knowledge & Ideas**  **RL1.2**-Retell stories, including key details, and demonstrates understanding of their  central message or lesson.  **RL1.3** – Describe characters, settings, and major events in a story, using key  details.  **RL1.4** – Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  **RL1.5** – Explain major differences between books that tell stories and books that give information, drawing on a wide reading of range of text types.  **RL1.7**-Use illustrations and details in a story to describe its characters, setting, or  events.  **RL1.9 –** Compare and contrast the adventures and experiences of characters in  stories. | **Writing**  ***Text Types and Purposes***  ***Theme: Persuasive Writing***  **W1.1** - 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.  **W1.5-** With guidance and support from adults, focus on a topic, respond to  questions and suggestions from peers, and add details to strengthen writing  as needed.  **W1.6** - With guidance and support from adults, use a variety of digital tools to  produce and publish writing, including collaboration with peers.  **L1.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Print all upper- and lowercase letters. 2. Use frequently occurring prepositions (*eg., during, beyond, toward*)   j. Produce and expand complete **simple** and compound declarative,  interrogative, imperative, and exclamatory sentence in response to prompts.  **L1.2** - Demonstrate command of the conventions of standard English capitalization,  punctuation, and spelling when writing.   1. Capitalize dates and names of people. 2. Use end punctuation for sentences. 3. Use commas in dates and to separate single words in a series. 4. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 5. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.   ***Theme: How-to Writing***  **W1.2 -** Write informative/ explanatory texts in which they name a topic, supply  some facts about the topic, and provide some sense of closure.  **W1.7** - Participate in shared research and writing projects (e.g., explore a number of  “how-to” books on a given topic and use them to write a sequence of instructions).  W1.8 - With guidance and support from adults, recall information from experiences or  gather information from provided sources to answer a question.  **L1.1** – Demonstrate command of the conventions of standard English grammar and  usage when writing or speaking.  c - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.).  e - Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I*  *walked home; Today I walk home; Tomorrow I will walk home*). | **Speaking and Listening**  **Presentation of Knowledge and Ideas**  **SL1.1A**-Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 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).  **SL1.2** – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  **SL1.4** – Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  **SL1.6**- Produce complete sentences when appropriate to task and situation. | **Language**  ***Vocabulary Acquisition and Use***  **L1.4c** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).  **L1.6** - 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., because). |
| **Essential Vocabulary:**  Categories, Context Clues, Informative/Explanatory, Lesson, Main Topic, Message, Retell, Revision, Adjectives, Affixes, Characters, Complete Sentences, Declarative, End Punctuation, Exclamatory, Fable, Imperative, Interrogative, Key Events, Lesson, Message, Moral, Narratives, Period, Revision, Setting, Verbs | | **Resources:**  <http://readingandwritingproject.org/resources/assessments/running-records>  NYEngage Modules:  <https://www.engageny.org/resource/grade-2-english-language-arts>  <https://learnzillion.com/>  <http://achievethecore.org/>  <https://www.readinga-z.com/>  <http://www.starfall.com/>  Games and practice:  <https://www.studyladder.com/>  <http://pbskids.org/games/reading/>  [**https://www.abcya.com/second\_grade\_computers.htm**](https://www.abcya.com/second_grade_computers.htm)  <http://www.learninggamesforkids.com/vocabulary_games.html>  <http://www.sheppardsoftware.com/web_games_vocab.htm> | |