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| **Grade Level: 1st Grade** | | **Timeframe Needed for Completion:** February, March, April  **Grading Period:** Third Nine Weeks | |
| **Essential Questions: Language Arts**   * How does learning about remarkable people help us learn about history? * How do you know what a character is feeling and when these feelings change? | | | |
| **Language Arts** | | | |
| **Reading**  **Foundational Skills:**  ***Phonological Awareness***  **Phonics and Word Recognition**  **RF1.3 -** Know and apply grade-level phonics and word analysis skills in decoding words.  c - Know final –e and common vowel team conventions for representing  long vowel sounds.  g - Recognize and read grade-appropriate irregularly spelled words.  **RF1.4** – Read with sufficient accuracy and fluency to support comprehension.  b - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  **c -** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  **Fluency**  **Informational Text:**  **RI1.3** - Describe the connection between two individuals, events, ideas, or pieces of  information in a text.  **RI1.8 –** Identify the reasons an author gives to support points in a text.  **RI1.9** – Identify basic similarities in and differences between two texts on the  same topic (e.g., in illustrations, descriptions, or procedures).  ***Integration of Knowledge & Ideas***  **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.  ***Literature:***  ***Craft and Structure***  **RL1.1** – Ask and answer questions about key details in a text.  **RL1.4 -**Identify words or phrases in stories or poems that suggest feeling  **Integration of Knowledge & Ideas**  .  **RL1.5** Explain major differences between books that tell stories and books that give  information, drawing on a wide reading of a range of text types.  **RL1.9**– Compare and contrast the adventures and experiences of characters in  stories.  **RL1.10** With prompt and support, read prose and poetry of appropriate complexity  for 1st grade. | **Writing**  ***Text Types and Purposes***  ***Theme: Using Conventions***  **W1.1 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.**  **W1.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.  **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.  **L.1.1** 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.).  g - Use frequently occurring conjunctions (e.g., and, but, or, so, because).  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.   c. Use commas in dates and to separate single words in a series.  d. Use conventional spelling for words with common spelling patterns and for  frequently occurring irregular words.  ***Theme: Author’s As Mentors***  **W1.3** 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.  **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.  **L1.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Use common, proper, and possessive nouns. 2. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.). 3. Use frequently occurring prepositions (eg., during, beyond, toward)   **Ll.1.2**- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize dates and names of people.   c Use commas in dates and to separate single words in a series. | **Speaking and Listening**  **Presentation of Knowledge and Ideas**  **SL1.1** – Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.   1. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. 2. Ask questions to clear up any confusion about the topics and texts under discussion.   **SL1.3** – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  **SL1.5** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | **Language**  ***Conventions of Standard English***  ***Vocabulary Acquisition and Use***  **L1.5** With guidance and support from adults, explore word relationships and nuances in word meanings.  c – Identify real-life connections between words and their use (e.g., note places at home that are cozy)  Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. |
| **Essential Vocabulary:**  Biography, Compare, Contrast, Expression, Opinion, Reread, Support, Timeline, Work Bank, Words in Context Cause, Effect, Revision, 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> | |