

**1<sup>st</sup> Grade Scope and Sequence ELA**

<b>Unit of Study</b>	<b>Big Idea</b>	<b>Essential Questions</b>	<b>Resources</b>	<b>Standards</b>
<p>Unit 1</p> <p>September 6 – October 14</p> <p>(6 weeks)</p>	<p>Main Idea</p>	<p>How do strategic readers create meaning from informational and literary text?</p> <p>What is this text really about?</p> <p>What makes a good story?</p>	<p><u>Journeys Unit 1</u></p> <ul style="list-style-type: none"> <li>-What is a Pal? (Level C), Friends Forever (G)</li> <li>-The Storm (C), Storms! (H)</li> <li>-Curious George at School (C), School Long Ago (G) (<i>can revisit for text structure unit</i>)</li> <li>-Lucia’s Neighborhood (D), City Mouse and Country Mouse (C)</li> <li>- How Animals Communicate (D), Insect Messages (H)</li> </ul> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>-Main Idea Web- Graphic Organizer #5 (Grab and Go)</li> <li>-Characters and Action Map (Grab and Go)</li> <li>-T-Map Graphic Organizer #2 (Grab and Go)</li> </ul>	<p>CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CC.1.2.1.A Identify the main idea and retell key details of text.</p> <p>CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.</p> <p>CC.1.4.1.M Write narratives to develop real or imagined experiences or events.</p>
<p>Unit 2</p> <p>October 17 – November 23</p> <p>(6 weeks)</p>	<p>Text Structure (Sequencing)</p>	<p>How does story structure and sequence help you to understand a story?</p> <p>How do the decisions and actions of characters reveal their personalities?</p> <p>How do you write to inform?</p>	<p><u>Journeys Unit 2</u></p> <ul style="list-style-type: none"> <li>-Gus Takes the Train (D), City Zoo (D)</li> <li>-Jack and the Wolf (Level D), The Three Little Pigs (D)</li> <li>-A Musical Day (D), Drums (G)</li> <li>-A Cupcake Party (D), Happy Times (F)</li> <li>-How Leopard Got Its Spots (F), The Rainforest (I) (*from Journeys Unit 3)</li> </ul> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>-Venn Diagram Graphic Organizer # 8 (Grab and Go)</li> <li>-Story Map Graphic Organizer #1 (Grab and Go)</li> <li>-Flow Chart # Organizer #6 (Grab and Go)</li> <li>- Sequence Chart (TE p. 237, SB p. 95)</li> </ul>	<p>CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CC.1.2.1.C Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.</p> <p>CC.1.4.1.A Write informative/ explanatory texts to examine a topic and convey ideas and information. (Note: step by step, recipe, how to)</p>

<p>Unit 3</p> <p>November 28 – January 13</p> <p>(6 weeks)</p>	<p>Text Features</p>	<p>How can you use text features to locate key facts?</p> <p>How do the illustrations help us to understand the narrative?</p> <p>How do you write to inform?</p>	<p><u>Journeys Unit 3</u></p> <ul style="list-style-type: none"> <li>-Dr. Seuss (E), 2 Poems from Dr. Seuss (G) (*from Journeys Unit 2)</li> <li>-At Home in the Ocean (G), Water (H)</li> <li>-Seasons (G), Four Seasons for Animals (G)</li> <li>-The Big Race (G), Rules and Laws (J)</li> <li>-Animal Groups (H), Animal Picnic (F)</li> </ul> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>-T-Map (labeled- Pictures/What I Learned (Teacher made from Grab and Go)</li> <li>-Unit 3 Lesson 3 Season Organizer</li> <li>-Unit 3 Lesson 4 The Big Race Characterization Organizer</li> </ul>	<p>CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CC.1.2.1.E Use various text features and search tools to locate key facts or information in a text.</p> <p>CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas.</p> <p>CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events.</p> <p>CC.1.4.1.A Write informative/explanatory texts to examine a topic and convey ideas and information.</p>
<p>Unit 4</p> <p>January 17 - February 24</p> <p>(6 weeks)</p>	<p>Comparison</p>	<p>How does comparing texts deepen your understanding key information and story elements?</p> <p>How does interaction with text provoke thinking and response?</p>	<p><u>Journeys Unit 4</u></p> <ul style="list-style-type: none"> <li>-Let's Go to the Moon! (Level H), Mae Jemison (I)</li> <li>-The Big Trip (H), Lewis and Clark's Big Trip (K)</li> <li>-Where Does Food Come From? (G), Jack and the Beanstalk (F)</li> <li>-Tomas Rivera (H), Life Then and Now (G)</li> <li>-Little Rabbit's Tale (G), Silly Poems (G)</li> </ul> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>-Venn Diagram- Unit 4 Lesson 1; Moon/Earth Comparison.</li> <li>-Venn Diagram- TE p. T147, SB. P. 74</li> <li>-Written Response- TE p. 369. SB 150</li> <li>-Little Rabbit's Tale/Chicken Little Assessment</li> </ul>	<p>CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.</p> <p>CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories</p> <p>CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts (*note: this is a gr. 3 standard for writing in response to literature, we recommend gr. 1 appropriate exposure to this standard)</p>
<p>Unit 5</p> <p>February 27 – April 7</p> <p>(6 weeks)</p>	<p>Inferencing (Context)</p>	<p>How do strategic readers create meaning from informational and literary text?</p> <p>How does interaction with text provoke thinking and response?</p>	<p><u>Journeys Unit 5</u></p> <ul style="list-style-type: none"> <li>-Frog and Toad Together (Level H), Garden Good Guys (H)</li> <li>-Amazing Animals (I), Ugly Duckling (F)</li> <li>-Whistle for Willie (G), Pet Poems (G)</li> <li>-A Tree is a Plant (I), Grow, Apples, Grow! (H)</li> <li>-Hi! Fly Guy (H), Busy Bugs (H) (*from</li> </ul>	<p>CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CC.1.2.1.B Ask and answer questions about key details in a text. (note: precursor to inference)</p> <p>CC.1.3.1.B Ask and answer questions about key details in a text. (note:</p>

			<p>Journeys Unit 6)</p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>-Inference Map Graphic Organizer #7, (Grab and Go)</li> <li>-Written Response- Why does the author's think the animals are amazing?</li> <li>-Written Response- How does Willie's continued practice help him to whistle in the end?</li> <li>-A Tree is a Plant Questioning Response.</li> <li>-Written Response: Why is Fly Guy a Good Pet</li> </ul>	<p>precursor to inference)</p> <p>CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts (*note: this is a gr. 3 standard for writing in response to literature, we recommend gr. 1 appropriate exposure to this standard)</p>
<p>Unit 6</p> <p>April 10 – May 26</p> <p>(6 weeks)</p>	<p>Point of View</p>	<p>Why does the author use certain details to support points in a text?</p> <p>What can a reader know about an author's intentions based only on a reading of the text?</p> <p>How can I organize my thoughts and words to express and support my opinion?</p>	<p><u>Journeys Unit 6</u></p> <ul style="list-style-type: none"> <li>-The New Friend (I), Symbols of our Country (K) (*from Journeys Unit 5)</li> <li>-The Dot (Level H), Artists Create Art! (K)</li> <li>-What Can You Do? (I), The Wind and the Sun (G)</li> <li>-The Kite (Frog and Toad) (G), Measuring Weather (I)</li> <li>-Winners Never Quit! (H), Be a Team Player (H)</li> </ul> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>- The New Friend Question and answer?</li> <li>- Point of View Written Response- <i>The Dot</i>.</li> <li>- Wind and Sun Self Reflection Checklist</li> <li>- Robin vs Toads Point of View</li> </ul>	<p>CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CC.1.2.1.H Identify the reasons an author gives to support points in a text.</p> <p>CC.1.3.1.D Identify who is telling the story at various points in a text.</p> <p>CC.1.4.1.G Write opinion pieces on familiar topics.</p>

\*\*\*\*\*Please note: Standards 1.2.- J, K, and L and 1.3- I, J, and K (regarding vocabulary and range of reading) are embedded throughout the curriculum.\*\*\*\*\*

\*\*\*\*\*Please note: Standard CC.1.1.1.E/Fluency is embedded throughout the curriculum and measured through DIBELS monitoring.\*\*\*\*\*