

First Grade Week 1-10

The following CCSS's are embedded throughout the year, and are present in all units applicable:

READING FOUNDATIONAL SKILLS:

Print Concepts

[CCSS.ELA-Literacy.RF.1.1](#) Demonstrate understanding of the organization and basic features of print.

Phonological Awareness

[CCSS.ELA-Literacy.RF.1.2](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Phonics and Word Recognition

[CCSS.ELA-Literacy.RF.1.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.

Fluency

[CCSS.ELA-Literacy.RF.1.4](#) Read with sufficient accuracy and fluency to support comprehension.

SPEAKING AND LISTENING:

Comprehension and Collaboration

[CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.SL.1.2](#) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

[CCSS.ELA-Literacy.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.

Presentation of Knowledge and Ideas

[CCSS.ELA-Literacy.SL.1.4](#) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

[CCSS.ELA-Literacy.SL.1.5](#) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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

LANGUAGE

Conventions of Standard English

[CCSS.ELA-Literacy.L.1.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.1.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

[CCSS.ELA-Literacy.L.1.4](#) 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.

[CCSS.ELA-Literacy.L.1.5](#) With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

[CCSS.ELA-Literacy.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., *because*).

Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
<p>Reading Unit 1 - Readers Build Good Habits</p> <p>Making Meaning Unit 1: The Reading life</p> <p>Reading: Unit 2 -Tackling Trouble</p> <p>Making Meaning Unit 2 – Making connections</p> <p>Unit 3 Retelling</p>	<p>CCSS.ELA-Literacy.RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>CCSS.ELA-Literacy.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.SL.1.6 Produce complete sentences when appropriate to task and situation.</p> <p>CCSS.ELA-Literacy.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS.ELA-Literacy.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a</p>	<p>I can notice the features of basic text (title, illustrations, details,</p> <p>I can stay focused and read just right books</p> <p>I can read with, talk to, listen to, and question my partner about my books</p> <p>I can turn and talk with my partner.</p> <p>I can read with, talk to, listen to, and question my partner about my books I can segment and blend sounds in words.</p> <p>I can recognize, decode, and spell many common and uncommon patterns in words.</p> <p>I can stay focused and read just right books with accuracy and fluency.</p> <p>I can ask and answer questions about our stories.</p> <p>I can retell using details after I read a story.</p>	<p>Spring Lake Public Schools Literacy Curriculum Binder</p> <p>A Curricular Plan For The Reading Workshop</p> <p>Making Meaning Teacher Manual:</p> <ul style="list-style-type: none"> - Quick as a Cricket - When I was Little - Where Do I live - It's Mine <p>Making Meaning Teacher Manual:</p> <ul style="list-style-type: none"> - Mathew and Tilly - McDuff and the Baby - Chrysanthemum - Caps for Sale - Curious George - 	<p>Fountas and Pinnell</p> <p>Discovery Education</p> <p>Conferring</p>

	<p>text.</p> <p>CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>I can use the illustrations to help my retell.</p>		
Phonics:	<p>CCSS.ELA-Literacy.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>I can segment and blend sounds in words.</p> <p>I can recognize, decode, and spell many common and uncommon patterns in words.</p>	<p>Phonics Scope and Sequence</p> <p>Words Their Way</p> <p>Sitton Spelling</p> <p>Fountas and Pinnell Phonics</p> <p>Haggerty</p>	<p>Discovery Education</p> <p>Fountas and Pinnell phonological assessment</p> <p>Words Their Way – Spelling inventory</p> <p>Sitton cloze tests</p>
Writing: Unit 1 Narrative (Small Moments)	<p>CCSS.ELA-Literacy.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>CCSS.ELA-Literacy.W.1.5 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.</p> <p>CCSS.ELA-Literacy.W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>CCSS.ELA-Literacy.W.1.7 Participate in</p>	<p>I can write a sequenced small moment narrative with two of more events and details.</p> <p>I can revise my writing by working with my writing partner.</p> <p>I can publish a small moment narrative for others to read.</p> <p>I can learn from other</p>	<p>Lucy Calkins Writing Units of Study: Unit 1 Narrative Small Moments</p> <p>- The Night of the Veggie Monster</p> <p>Lucy Calkins Resource CD</p> <p>Lucy Calkins Writing Pathways for assessments and rubrics</p>	<p>Unit 1 On Demand Performance assessment</p> <p>Unit 1 Narrative checklists</p> <p>Unit 1 Learning Progression Rubric</p> <p>Conferring</p>

	<p>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).</p> <p>CCSS.ELA-Literacy.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><i>Some Reading, Speaking & Listening, and Language Standards covered –see back page of Small Moment Manual</i></p>	<p>Authors and try it in my writing.</p> <p>I can zoom in to specific details and write them in my small moment narrative.</p>		
Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment

First Grade Week 11-20

The following CCSS's are embedded throughout the year, and are present in all units applicable:

READING FOUNDATIONAL SKILLS:

Print Concepts

[CCSS.ELA-Literacy.RF.1.1](#) Demonstrate understanding of the organization and basic features of print.

Phonological Awareness

[CCSS.ELA-Literacy.RF.1.2](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Phonics and Word Recognition

[CCSS.ELA-Literacy.RF.1.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.

Fluency

[CCSS.ELA-Literacy.RF.1.4](#) Read with sufficient accuracy and fluency to support comprehension.

SPEAKING AND LISTENING:

Comprehension and Collaboration

[CCSS.ELA-Literacy.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.

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Presentation of Knowledge and Ideas

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[CCSS.ELA-Literacy.SL.1.5](#) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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

LANGUAGE

Conventions of Standard English

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Vocabulary Acquisition and Use

[CCSS.ELA-Literacy.L.1.4](#) 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.

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[CCSS.ELA-Literacy.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., *because*).

Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
<p>Reading Unit 3: Readers Meet the Characters in our Book</p> <p>Making Meaning Unit 4 – Visualizing</p> <p>Reading Unit 4: Nonfiction Readers Learn About the World</p> <p>Making Meaning Unit 5 – Wondering</p>	<p>CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>CCSS.ELA-Literacy.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>CCSS.ELA-Literacy.RL.1.6 Identify who is telling the story at various points in a text.</p> <p>CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>CCSS.ELA-Literacy.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for 1st.</p> <p>CCSS.ELA-Literacy.RI.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.</p>	<p>I can ask and answer questions about my character.</p> <p>I can describe my character and key details.</p> <p>I can recognize my characters feelings.</p> <p>I can identify who is telling the story.</p> <p>I can use the illustrations to help me know and describe my character.</p> <p>I can compare and contrast characters across stories.</p> <p>I can visualize the events of poems.</p> <p>I can and and answer questions about nonfiction text.</p> <p>I can identify the main topic and key details in my nonfiction text.</p>	<p>Spring Lake Public Schools Literacy Curriculum Binder</p> <p>A Curricular Plan For The Reading Workshop</p> <p>Making Meaning Teacher Manual:</p> <ul style="list-style-type: none"> - Mathew and Tilly - McDuff and the Baby - Chrysanthemum - Caps for Sale - Curious George <p>Making Meaning Teacher Manual:</p> <ul style="list-style-type: none"> - An Extraordinary Egg - George Washington and General’s Dog - Down the Road 	<p>Fountas and Pinnell</p> <p>Discovery Education</p> <p>Conferring</p>

	<p>CCSS.ELA-Literacy.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information.</p> <p>CCSS.ELA-Literacy.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>CCSS.ELA-Literacy.RI.1.5 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.</p> <p>CCSS.ELA-Literacy.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>CCSS.ELA-Literacy.RI.1.8 Identify the reasons an author gives to support points in a text.</p> <p>CCSS.ELA-Literacy.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>CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>I can make connections within my nonfiction text.</p> <p>I can ask and answer questions that help me understand words in my nonfiction text.</p> <p>I can learn and use nonfiction text features.</p> <p>I can learn from and use pictures in my nonfiction text.</p> <p>I can learn from and use pictures in my nonfiction text.</p> <p>I can think about why the author put certain information in the nonfiction text.</p> <p>I can recognize similar and different information between nonfiction text.</p> <p>I can read just right nonfiction text.</p>		
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<p>Phonics:</p>	<p>CCSS.ELA-Literacy.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>I can segment and blend sounds in words.</p> <p>I can recognize, decode, and spell many common and uncommon patterns in words.</p>	<p>Phonics Scope and Sequence</p> <p>Words Their Way</p> <p>Sitton Spelling</p> <p>Fountas and Pinnell Phonics</p> <p>Haggerty</p>	<p>Discovery Education</p> <p>Fountas and Pinnell phonological assessment</p> <p>Words Their Way – Spelling inventory</p> <p>Sitton cloze tests</p>
<p>Writing: Unit 2: Nonfiction Chapter Books</p>	<p>CCSS.ELA-Literacy.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>CCSS.ELA-Literacy.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>CCSS.ELA-Literacy.W.1.5 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.</p> <p>CCSS.ELA-Literacy.W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>CCSS.ELA-Literacy.W.1.7 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).</p>	<p>I can write information stories that teach the reader.</p> <p>I can use sequence words (first, next, then...) in my information text.</p> <p>I can revise my information text after talking to my writing partner.</p> <p>I can publish an information text for others to read.</p> <p>I can research my topic to help me write my information text.</p>	<p>Lucy Calkins Writing Units of Study: Unit 2 Nonfiction Chapter Books - Sharks</p> <p>Lucy Calkins Resource CD</p> <p>Lucy Calkins Writing Pathways for assessments and rubrics</p>	<p>Unit 2 On Demand Performance assessment</p> <p>Unit 2 Information checklists</p> <p>Unit 2 Learning Progression Rubric</p> <p>Conferring</p>

	<p><u>CCSS.ELA-Literacy.W.1.8</u> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><i>Some Reading, Speaking & Listening, and Language Standards covered –see back page of Small Moment Manual</i></p>	<p>I can use my experiences to help me write an information text.</p>		
<p>Unit/ Essential Question</p>	<p>CCSS</p>	<p>Learning Target</p>	<p>Resources/ Mentor Texts</p>	<p>Assessment</p>

First Grade Week 21-28

The following CCSS's are embedded throughout the year, and are present in all units applicable:

READING FOUNDATIONAL SKILLS:

Print Concepts

[CCSS.ELA-Literacy.RF.1.1](#) Demonstrate understanding of the organization and basic features of print.

Phonological Awareness

[CCSS.ELA-Literacy.RF.1.2](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Phonics and Word Recognition

[CCSS.ELA-Literacy.RF.1.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.

Fluency

[CCSS.ELA-Literacy.RF.1.4](#) Read with sufficient accuracy and fluency to support comprehension.

SPEAKING AND LISTENING:

Comprehension and Collaboration

[CCSS.ELA-Literacy.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.

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[CCSS.ELA-Literacy.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.

Presentation of Knowledge and Ideas

[CCSS.ELA-Literacy.SL.1.4](#) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

[CCSS.ELA-Literacy.SL.1.5](#) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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

LANGUAGE

Conventions of Standard English

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Vocabulary Acquisition and Use

[CCSS.ELA-Literacy.L.1.4](#) 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.

[CCSS.ELA-Literacy.L.1.5](#) With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

[CCSS.ELA-Literacy.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., *because*).

Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
<p>Reading Unit 5: We Can Be Our Own Teachers When We Work Hard To Figure Out Words</p> <p>Making Meaning Unit 6 Making Connections nonfiction</p> <p>Reading Unit 6: Reading Across Genres to Learn about a topic</p>	<p>CCSS.ELA-Literacy.RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>CCSS.ELA-Literacy.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS.ELA-Literacy.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-Literacy.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information.</p> <p>CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>CCSS.ELA-Literacy.RI.1.8 Identify the reasons an author gives to support points in a text.</p> <p>CCSS.ELA-Literacy.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>CCSS.ELA-Literacy.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>,</p>	<p>I can use punctuation to help know how to read the text.</p> <p>I can use parts of words to help me read new words.</p> <p>I can use reading strategies to help figure out tricky words.</p> <p>I can read with accuracy and expression.</p> <p>I can reread to make the reading sound smooth</p> <p>I can make connections within my nonfiction text.</p> <p>I can find facts and information in fictional stories</p> <p>I can question information that seems untrue.</p> <p>I can connect fiction and nonfiction.</p> <p>I can learn the lingo of a topic.</p>	<p>Spring Lake Public Schools Literacy Curriculum Binder</p> <p>A Curricular Plan For The Reading Workshop</p> <p>Making Meaning Teacher Manual:</p> <ul style="list-style-type: none"> - Hearing - A Good Night Sleep - Dinosaur Babies 	<p>Fountas and Pinnell</p> <p>Discovery Education</p> <p>Conferring</p>

<p>Making Meaning Unit 7 – Wondering Nonfiction</p>	<p>choosing flexibly from an array of strategies.</p> <p>CCSS.ELA-Literacy.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>CCSS.ELA-Literacy.RI.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.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>I can think of other words that go with the topic of the text.</p> <p>I can wonder about nonfiction topics and details.</p> <p>I can compare the same topic across text.</p>	<p>Making Meaning Teacher Manual:</p> <ul style="list-style-type: none"> - The Kangaroo Joey Grows Up - A Harbor Seal Pup Grows Up - Throw your Tooth on your Roof - A Look at Teeth 	
<p>Phonics:</p>	<p>CCSS.ELA-Literacy.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>I can segment and blend sounds in words.</p> <p>I can recognize, decode, and spell many common and uncommon patterns in words.</p>	<p>Phonics Scope and Sequence</p> <p>Words Their Way</p> <p>Sitton Spelling</p> <p>Fountas and Pinnell Phonics</p> <p>Haggerty</p>	<p>Discovery Education</p> <p>Fountas and Pinnell phonological assessment</p> <p>Words Their Way – Spelling inventory</p> <p>Sitton cloze tests</p>
<p>Writing: Unit 3: Writing Reviews</p>	<p>CCSS.ELA-Literacy.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> <p>CCSS.ELA-Literacy.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect</p>	<p>I can try to convince others of my opinion in my writing.</p> <p>I can supply reasons for my opinion in my writing.</p> <p>I can use linking words in my opinion text.</p>	<p>Lucy Calkins Writing Units of Study: Unit 3 Writing Reviews</p> <p>Lucy Calkins Resource CD</p> <p>Lucy Calkins Writing Pathways for assessments and rubrics</p>	<p>Unit 3 On Demand Performance assessment</p> <p>Unit 3 Opinion checklists</p> <p>Unit 3 Learning Progression Rubric</p> <p>Conferring</p>

	<p>opinion and reasons, and provide a concluding statement or section.</p> <p>CCSS.ELA-Literacy.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>CCSS.ELA-Literacy.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>CCSS.ELA-Literacy.W.1.5 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.</p> <p>CCSS.ELA-Literacy.W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>CCSS.ELA-Literacy.W.1.7 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).</p> <p>CCSS.ELA-Literacy.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><i>Some Reading, Speaking & Listening, and Language Standards covered –see back page of Small Moment Manual</i></p>	<p>I can back my opinion with reasons in my writing.</p> <p>I can write a catchy introduction and conclusion.</p> <p>I can write reviews to persuade others.</p> <p>I can share with an audience and try to convince the audience of my opinion.</p> <p>I can study the work of other authors and try their strategies in my writing.</p> <p>I can find others that share my opinion and can help my opinion writing.</p>		
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First Grade Week 29-36

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Fluency

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SPEAKING AND LISTENING:

Comprehension and Collaboration

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

LANGUAGE

Conventions of Standard English

[CCSS.ELA-Literacy.L.1.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.1.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

[CCSS.ELA-Literacy.L.1.4](#) 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.

[CCSS.ELA-Literacy.L.1.5](#) With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

[CCSS.ELA-Literacy.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., *because*).

Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
<p>Reading Unit 7: Dramatize Characters and Deepening Our Comprehension in Reading Clubs</p> <p>Making Meaning Unit 8 Exploring Text Features</p> <p>Reading Unit 8: Readers Can Read about Science topics to Become Experts</p>	<p>CCSS.ELA-Literacy.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CCSS.ELA-Literacy.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>CCSS.ELA-Literacy.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>CCSS.ELA-Literacy.RL.1.6 Identify who is telling the story at various points in a text.</p> <p>CCSS.ELA-Literacy.RI.1.5 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.</p> <p>CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.RI.1.5 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.</p>	<p>I can read like an actor</p> <p>I can pay close attention to what the character does and how the character talks.</p> <p>I can change my voice to match my character’s feelings</p> <p>I can recognize what my character does over a series of books.</p> <p>I can give my character expression</p> <p>I can recognize text features in my text.</p> <p>I can think and talk about the main topic</p> <p>I can use text features to be able to name big ideas.</p>	<p>Spring Lake Public Schools Literacy Curriculum Binder</p> <p>A Curricular Plan For The Reading Workshop</p> <p>Making Meaning Teacher Manual:</p> <ul style="list-style-type: none"> - Raptures - A Day in the Life of a Garbage Collector - An Elephant Grows up. 	<p>Fountas and Pinnell</p> <p>Discovery Education</p> <p>Conferring</p>

	<p>CCSS.ELA-Literacy.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>I can take what I learned in one text to help me with reading another text.</p> <p>I can recognize when I disagree with the author and ask questions about it.</p> <p>I can recognize when two test give different facts about a topic.</p>		
Phonics:	<p>CCSS.ELA-Literacy.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>I can segment and blend sounds in words.</p> <p>I can recognize, decode, and spell many common and uncommon patterns in words.</p>	<p>Phonics Scope and Sequence</p> <p>Words Their Way</p> <p>Sitton Spelling</p> <p>Fountas and Pinnell Phonics</p> <p>Haggerty</p>	<p>Discovery Education</p> <p>Fountas and Pinnell phonological assessment</p> <p>Words Their Way – Spelling inventory</p> <p>Sitton cloze tests</p>
Writing: Unit 4: Writing Fiction – From Scenes to Series	<p>CCSS.ELA-Literacy.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>CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>I can use pretend skills invent characters and adventures.</p> <p>I can use illustrations in important ways.</p> <p>I can get my character out of trouble using feelings and action and dialogue.</p> <p>I can write patterns to elaborate</p>	<p>Lucy Calkins Writing Units of Study: Unit 4 Writing Reviews</p> <p>Lucy Calkins Resource CD</p> <p>Lucy Calkins Writing Pathways for assessments and rubrics</p>	<p>Unit 4 On Demand Performance assessment</p> <p>Unit 4 Opinion checklists</p> <p>Unit 4 Learning Progression Rubric</p> <p>Conferring</p>

	<p>CCSS.ELA-Literacy.W.1.5 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.</p> <p>CCSS.ELA-Literacy.W.1.7 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).</p> <p>CCSS.ELA-Literacy.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><i>Some Reading, Speaking & Listening, and Language Standards covered –see back page of Small Moment Manual</i></p>	<p>I can write dialogue in my text.</p> <p>I can research authors that write series.</p> <p>I can revise my text.</p> <p>I can use my experiences to help write a realistic fiction.</p>		
Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment