

Milford Public Schools Curriculum



Department: English Language Arts, Grade 1
Course Name: Reading and Writing Units of Study
Course Description:

The goal of the English language arts curriculum is to provide students multiple opportunities to read, create, discuss, and analyze varied text through multiple genres. Students in the Milford Public Schools engage in a balanced literacy approach to reading and writing. Through the readers and writers workshop students participate in interactive read alouds, guided reading, independent reading and writing, bookclubs, reading conferences and writing conferences. In kindergarten, first, and second grade students participate in foundational work that teaches phonemic awareness, phonics, fluency, comprehension and vocabulary using the *Wilson Foundations Program*.

UNIT 1 Reading

Unit Title: Launching the Year in Reading

LEARNING GOALS

Enduring Understanding(s):

- Readers read to get smarter and to learn more about themselves, other people, and the world.
- Readers are willing to share their thinking and to respect the ideas and opinions of others.

Essential Question(s):

- How do we build a reading community?
- How do readers become stronger?
- How do readers think and talk about books?
- Who do we want to become as readers?

Content and Skills:

Students will be able to:

- Learn the classroom expectations and routines for reading workshop.
- Build their reading stamina.
- Recognize and choose just right books.
- Actively participate in partnerships to become stronger readers.

Standards Addressed:

Connecticut Core Standards:

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.

CCSS.ELA-Literacy.RL.1.10

With prompting and support, read prose and poetry of appropriate complexity for grade 1.

CCSS.ELA-Literacy.RI.1.10

With prompting and support, read informational texts appropriately complex for grade 1.

CCSS.ELA-Literacy.RF.1.1

Demonstrate understanding of the organization and basic features of print.

CCSS.ELA-Literacy.RF.1.4.a

Read grade-level text with purpose and understanding.

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.1.1.a

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).

Unit 2

Unit Title: Print Strategies

LEARNING GOALS

Enduring Understanding(s):

- Readers are active problem-solvers who use a variety of strategies to read and understand tricky words.
- Readers use a variety of strategies to help them read for meaning.

Essential Question(s):

- What strategies can we use when we come to a tricky word?
- How do reading strategies help us read for meaning?
- How do readers use visual cues, syntax, and meaning as information sources to read unknown words?

Content and Skills:

Students will be able to:

- Use multiple strategies to read tricky words in continuous texts.
- Use multiple strategies to monitor and self-correct in continuous texts.
- Use multiple strategies to read for meaning.

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-Literacy.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-Literacy.RI.1.2

Identify the main topic and retell key details of a text.

CCSS.ELA-Literacy.RI.1.4

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

CCSS.ELA-Literacy.RF.1.1

Demonstrate understanding of the organization and basic features of print.

CCSS.ELA-Literacy.RF.1.1.a

Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CCSS.ELA-Literacy.RF.1.3

Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-Literacy.RF.1.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.1.4.a

Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.1.4.b

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-Literacy.RF.1.4.c

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.1.1.a

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).

Unit 3 Reading

Unit Title: Readers Meet the Characters in Books

LEARNING GOALS

Enduring Understanding(s):

- Readers understand that all stories have the same elements.
- Readers understand that tracking characters' actions and feelings across a story helps them understand the story better.
- Readers understand that characters often learn something in a story.

Essential Question(s):

- How does paying attention to story elements help me understand how stories work?
- How does paying attention to characters' actions and feelings across a whole story help me understand stories better?
- How does figuring out something a character learned help me understand the story better?

Content and Skills:

Students will be able to:

- Identify story elements
- Use text and illustrations to discover how characters act, feel, and think
- Retell a story by tracking characters' actions and feelings across the whole story
- Demonstrate an understanding that characters often learn something in stories
- Support ideas about characters with text evidence

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-Literacy.RL.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-Literacy.RL.1.3

Describe characters, settings, and major events in a story, using key details.

CCSS.ELA-Literacy.RL.1.4

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CCSS.ELA-Literacy.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

CCSS.ELA-Literacy.RL.1.10

With prompting and support, read prose and poetry of appropriate complexity for grade 1.

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.1.1.a

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).

CCSS.ELA-Literacy.SL.1.1.b

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-Literacy.SL.1.1.c

Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-Literacy.RF.1.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.1.4.a

Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.1.4.b

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-Literacy.RF.1.4.c

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.1.5.d

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.

UNIT 4 Reading

Unit Title: Navigating Nonfiction

LEARNING GOALS

Enduring Understanding(s):

- Readers explore informational texts to learn about the world.
- Readers use the text, the pictures and the features to help them learn new information.
- Readers share their knowledge with others through speaking, drawing and writing.

Essential Question(s):

- Why do we read informational text?
- How do we use all of the features of informational text to help us learn new information?
- How do we share information we have learned?

Content and Skills:

Students will be able to:

- Identify the purpose for reading an informational text
- Identify and use text features to learn information about a topic
- Use many strategies to determine the meaning of unknown words in informational texts
- Share their knowledge with others through speaking, drawing and writing

Standards Addressed:

Connecticut Core Standards:

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.

CCSS.ELA-Literacy.RI.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RI.1.2

Identify the main topic and retell key details of a text.

CCSS.ELA-Literacy.RI.1.4

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

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.

CCSS.ELA-Literacy.RI.1.6

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

CCSS.ELA-Literacy.RI.1.7

Use the illustrations and details in a text to describe its key ideas.

CCSS.ELA-Literacy.RI.1.10

With prompting and support, read informational texts appropriately complex for grade 1.

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.1.4.a

Use sentence-level context as a clue to the meaning of a word or phrase.

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.1.1.a

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).

CCSS.ELA-Literacy.SL.1.1.b

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

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.RF.1.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.1.4.a

Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.1.4.b

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-Literacy.RF.1.4.c

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

UNIT 5 Reading

Unit Title: Learning More about Characters

LEARNING GOALS

Enduring Understanding(s):

- Readers understand the stories they read and can retell them.
- Readers think about a character's actions and words to learn more about the character.
- Readers understand that by studying a character they can learn something about themselves and others.

Essential Question(s):

- How do I better understand what happens in a story?
- How does thinking about character traits help me understand characters better?
- How does looking deeply at characters help me learn about myself and others?
- How can I collaborate with others to learn more about characters?

Content and Skills:

Students will be able to:

- Retell a story in sequence, including key details
- Notice and name important character traits
- Share text evidence to support their thinking about character traits
- Learn more about themselves and others by thinking deeply about characters

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-Literacy.RL.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-Literacy.RL.1.3

Describe characters, settings, and major events in a story, using key details.

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.

CCSS.ELA-Literacy.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

CCSS.ELA-Literacy.RL.1.9

Compare and contrast the adventures and experiences of characters in stories.

CCSS.ELA-Literacy.RL.1.10

With prompting and support, read prose and poetry of appropriate complexity for grade 1.

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.1.5.d

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.

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.1.1.a

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).

CCSS.ELA-Literacy.SL.1.1.b

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-Literacy.SL.1.1.c

Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-Literacy.SL.1.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-Literacy.RF.1.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.1.4.a

Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.1.4.b

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-Literacy.RF.1.4.c

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

UNIT 6 Reading

Unit Title: Investigating Informational Books

LEARNING GOALS

Enduring Understanding(s):

- Reading informational texts helps us to learn more about our world.
- Readers use the features and structures of informational texts to help them navigate and comprehend the books they are reading.
- Readers share their knowledge with others through speaking, drawing and writing.

Essential Question(s):

- Why do we read informational texts?
- How do we use everything we know about informational texts to help us learn new information?
- How do we talk about and share information we have learned?

Content and Skills:

Students will be able to:

- Retell an informational text, including the main topic and important information, in a logical manner
- Use illustrations, words and gestures to deepen understanding of informational text
- Ask and answer questions to deepen understanding of informational text
- Work in collaborative groups to research a topic of interest
- Compare and contrast the features and basic information of two texts on the same topic
- Share information with others through speaking, drawing and writing

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-Literacy.RI.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RI.1.2

Identify the main topic and retell key details of a text.

CCSS.ELA-Literacy.RI.1.3

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

CCSS.ELA-Literacy.RI.1.4

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

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.

CCSS.ELA-Literacy.RI.1.6

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

CCSS.ELA-Literacy.RI.1.7

Use the illustrations and details in a text to describe its key ideas.

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).

CCSS.ELA-Literacy.RI.1.10

With prompting and support, read informational texts appropriately complex for grade 1.

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.1.4.a

Use sentence-level context as a clue to the meaning of a word or phrase.

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.1.1.a

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).

CCSS.ELA-Literacy.SL.1.1.b

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-Literacy.SL.1.1.c

Ask questions to clear up any confusion about the topics and texts under discussion.

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.

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.

CCSS.ELA-Literacy.RF.1.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.1.4.a

Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.1.4.b

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
CCSS.ELA-Literacy.RF.1.4.c
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

UNIT 7 Reading

Unit Title: Bringing Stories to Life

LEARNING GOALS

Enduring Understanding(s):

- Readers ask and answer questions about a character's actions, words and feelings to learn more about the character.
- Reading books in a series helps readers to compare the adventures of a character in different stories.
- Talking about stories helps readers to better understand characters and their adventures.

Essential Question(s):

- How does thinking about character traits deepen my understanding of characters?
- How does reading books in a series help me become a stronger reader?
- How do readers have purposeful conversations about the stories they are reading?

Content and Skills:

- Identify and describe the characters, setting and events of a fiction story
- Provide text evidence to support their thinking about character traits
- Compare and contrast the adventures of characters in stories

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-Literacy.RL.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RL.1.3

Describe characters, settings, and major events in a story, using key details.

CCSS.ELA-Literacy.RL.1.4

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CCSS.ELA-Literacy.RL.1.6

Identify who is telling the story at various points in a text.

CCSS.ELA-Literacy.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

CCSS.ELA-Literacy.RL.1.9

Compare and contrast the adventures and experiences of characters in stories.

CCSS.ELA-Literacy.RL.1.10

With prompting and support, read prose and poetry of appropriate complexity for grade 1.

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.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.1.1.a

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).

CCSS.ELA-Literacy.SL.1.1.b

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-Literacy.SL.1.1.c

Ask questions to clear up any confusion about the topics and texts under discussion.

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.RF.1.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.1.4.a

Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.1.4.b

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

*Note: Writing unit overviews are adapted from the Schoolwide Writing Fundamentals Units of Study (2015).

UNIT 1 Writing

Unit Title: How Writers Work

LEARNING GOALS

Enduring Understanding(s):

- I am a writer and a reader.
- Writers get stronger by writing every day.
- Writing workshop is a community of writers.

Essential Question(s):

- What is my job in writers workshop?
- What inspires me that I might want to write about?
- What kind of stories do I enjoy reading and writing?

Content and Skills:

Students will be able to:

- Learn the rituals and routines of writing workshop
- Select a topic
- Tell stories to a writing partner
- Begin to think about the decisions writers make in their writing and the reasons why they make them.
- Complete graphic organizers during prewriting to grow their ideas
- Incorporate techniques they have learned from mentor texts
- Use the writing process to create a personal narrative story
- Reread and edit a piece of writing
- Publish writing pieces

Standards Addressed:

Connecticut Core Standards:

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.

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.

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.

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).

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.1.1.A

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).

CCSS.ELA-LITERACY.SL.1.1.B

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-LITERACY.SL.1.1.C

Ask questions to clear up any confusion about the topics and texts under discussion.

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.

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.)

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.1.1.A

Print all upper- and lowercase letters.

CCSS.ELA-LITERACY.L.1.1.B

Use common, proper, and possessive nouns.

CCSS.ELA-LITERACY.L.1.1.G

Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).

CCSS.ELA-LITERACY.L.1.1.H

Use determiners (e.g., articles, demonstratives).

CCSS.ELA-LITERACY.L.1.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.1.2.A

Capitalize dates and names of people.

CCSS.ELA-LITERACY.L.1.2.B

Use end punctuation for sentences.

CCSS.ELA-LITERACY.L.1.2.D

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

CCSS.ELA-LITERACY.L.1.2.E

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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.1.5.A

Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

CCSS.ELA-LITERACY.L.1.5.B

Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

CCSS.ELA-LITERACY.L.1.5.D

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.

UNIT 2 Writing

Unit Title: Personal Narrative

LEARNING GOALS

Enduring Understanding(s):

- Stories are about our experiences, our feelings and our hopes.
- Stories bring characters to life in small moments.
- Writers grow stories by adding thoughts, feelings and details.

Essential Question(s):

- Where can I get ideas for my stories?
- How do writers create a character?
- What do I need to include in my writing so that my story makes sense?
- What kinds of details can I add to my story?

Content and Skills:

Students will be able to:

- Explore new books and research new authors
- Select a story idea to focus on, develop, and publish
- Tell stories to a writing partner
- Complete graphic organizers during prewriting to grow their ideas
- Use various narrative techniques and identify them in books
- Use the writing process to create a personal narrative story
- Write with more volume and detail
- Understand what a small moment story is
- Understand that a personal narrative is told from the “first person” point of view
- Add thoughts and feelings
- Add sensory details to their stories
- Show, Not Tell their feelings
- Add descriptive language and craft techniques to their writing
- Revise and edit a piece of writing
- Publish a personal narrative story

Standards Addressed:

Connecticut Core Standards:

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.

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.

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.

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.1.1.A

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).

CCSS.ELA-LITERACY.SL.1.1.B

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-LITERACY.SL.1.1.C

Ask questions to clear up any confusion about the topics and texts under discussion.

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.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.

CCSS.ELA-LITERACY.L.1.2.A

Capitalize dates and names of people.

CCSS.ELA-LITERACY.L.1.2.B

Use end punctuation for sentences.

CCSS.ELA-LITERACY.L.1.2.D

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

CCSS.ELA-LITERACY.L.1.2.E

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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.1.4.A

Use sentence-level context as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.1.4.B

Use frequently occurring affixes as a clue to the meaning of a word.

CCSS.ELA-LITERACY.L.1.5.D

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.

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 3 Writing

Unit Title: Writing an Opinion

LEARNING GOALS

Enduring Understanding(s):

- Writers will understand the difference between a fact and an opinion.
- Writers will understand that they can form an opinion about a topic that they care a lot about.
- Writers will understand that they can form their own opinion and write a persuasive piece.
- Writers will take positions and have conversations about a topic.
- Writers will understand that a persuasive piece of writing includes many elements: a hook, an opinion statement, and reasons to support your opinion and a conclusion.

Essential Question(s):

- How are important decisions reflected through writing?
- How is an opinion written and supported with a reason?

Content and Skills:

Students will:

- Write an opinion piece on a topic that is important to them.
- Write their own opinion/ persuasive piece.

Standards Addressed:

Connecticut Core Standards:

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.

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.

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.

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.

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.

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).

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.

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.1.1.A

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).

CCSS.ELA-LITERACY.SL.1.1.B

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-LITERACY.SL.1.1.C

Ask questions to clear up any confusion about the topics and texts under discussion.

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.

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.)

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.1.1.A

Print all upper- and lowercase letters.

CCSS.ELA-LITERACY.L.1.1.B

Use common, proper, and possessive nouns.

CCSS.ELA-LITERACY.L.1.1.C

Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

CCSS.ELA-LITERACY.L.1.1.D

Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

CCSS.ELA-LITERACY.L.1.1.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).

CCSS.ELA-LITERACY.L.1.1.G

Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).

CCSS.ELA-LITERACY.L.1.1.J

Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

CCSS.ELA-LITERACY.L.1.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.1.2.A

Capitalize dates and names of people.

CCSS.ELA-LITERACY.L.1.2.B

Use end punctuation for sentences.

CCSS.ELA-LITERACY.L.1.2.C

Use commas in dates and to separate single words in a series.

CCSS.ELA-LITERACY.L.1.2.D

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

CCSS.ELA-LITERACY.L.1.2.E

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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.1.4.A

Use sentence-level context as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.1.4.B

Use frequently occurring affixes as a clue to the meaning of a word.

CCSS.ELA-LITERACY.L.1.4.C

Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

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.1.5.A

Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

CCSS.ELA-LITERACY.L.1.5.C

Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

CCSS.ELA-LITERACY.L.1.5.D

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.

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 4 Writing

Unit Title: Writing Non Fiction Mini- Unit Question/ Answer Books

LEARNING GOALS

Enduring Understanding(s):

- Writers choose topics they are interested in to explore and write about.
- Writers use text features and other resources to find the answers to their questions.

Essential Question(s):

- What topics interest me to learn more about?
- What tools do writers use to find and write notes about important information?

Content and Skills:

Students will be able to:

- Select a nonfiction topic to research and write a Question/ Answer book.
- Write about “What They Already Know” about their topic.
- Generate 3 questions they want to learn about their topic.
- Read and take notes in order to answer their questions.
- Learn to answer questions in their own words.
- Create a poster or display of work from their Question/ Answer book.

Standards Addressed:

Connecticut Core Standards:

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.

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.

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).

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.

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.1.1.C

Ask questions to clear up any confusion about the topics and texts under discussion.

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.

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.)

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.1.1.A

Print all upper- and lowercase letters.

CCSS.ELA-LITERACY.L.1.1.B

Use common, proper, and possessive nouns.

CCSS.ELA-LITERACY.L.1.1.C

Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

CCSS.ELA-LITERACY.L.1.1.G

Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).

CCSS.ELA-LITERACY.L.1.1.H

Use determiners (e.g., articles, demonstratives).

CCSS.ELA-LITERACY.L.1.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.1.2.A

Capitalize dates and names of people.

CCSS.ELA-LITERACY.L.1.2.B

Use end punctuation for sentences.

CCSS.ELA-LITERACY.L.1.2.C

Use commas in dates and to separate single words in a series.

CCSS.ELA-LITERACY.L.1.2.D

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

CCSS.ELA-LITERACY.L.1.2.E

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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.1.4.A

Use sentence-level context as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.1.4.B

Use frequently occurring affixes as a clue to the meaning of a word.

CCSS.ELA-LITERACY.L.1.4.C

Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).

CCSS.ELA-LITERACY.L.1.5.A

Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

CCSS.ELA-LITERACY.L.1.5.B

Define words by category and by one or more key attributes (e.g., *a duck* is a bird that swims; *a tiger* is a large cat with stripes).

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 5 Writing

Unit Title: Author Study, Mem Fox

LEARNING GOALS

Enduring Understanding(s):

- Writers have common features in their stories.
- To begin writing a story, authors answer who, what, when, and where questions.

Essential Question(s):

- How can I learn from mentor writers?
- How do I begin a story?

Content and Skills:

Students will be able to:

- Select a topic.
- Use mentor texts.
- Tell stories to a writing partner.
- Complete graphic organizers during prewriting to grow their ideas.
- Use the writing process to create a personal narrative story.
- Show elaboration and add details to their narrative stories.
- Add sensory imagery to their stories.
- Show, not tell their feelings.
- Add descriptive language and craft techniques to their writing.
- Choose an appropriate ending to their narrative story.
- Edit, revise, and publish their narrative story.

Standards Addressed:

Connecticut Core Standards:

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.

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.

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.

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.1.1.A

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).

CCSS.ELA-LITERACY.SL.1.1.B

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

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.)

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.1.1.A

Print all upper- and lowercase letters.

CCSS.ELA-LITERACY.L.1.1.B

Use common, proper, and possessive nouns.

CCSS.ELA-LITERACY.L.1.1.C

Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

CCSS.ELA-LITERACY.L.1.1.D

Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

CCSS.ELA-LITERACY.L.1.1.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).

CCSS.ELA-LITERACY.L.1.1.F

Use frequently occurring adjectives.

CCSS.ELA-LITERACY.L.1.1.G

Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).

CCSS.ELA-LITERACY.L.1.1.H

Use determiners (e.g., articles, demonstratives).

CCSS.ELA-LITERACY.L.1.1.I

Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*).

CCSS.ELA-LITERACY.L.1.1.J

Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

CCSS.ELA-LITERACY.L.1.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.1.2.A

Capitalize dates and names of people.

CCSS.ELA-LITERACY.L.1.2.B

Use end punctuation for sentences.

CCSS.ELA-LITERACY.L.1.2.C

Use commas in dates and to separate single words in a series.

CCSS.ELA-LITERACY.L.1.2.D

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

CCSS.ELA-LITERACY.L.1.2.E

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

CCSS.ELA-LITERACY.L.1.5.B

Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

CCSS.ELA-LITERACY.L.1.5.C

Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

CCSS.ELA-LITERACY.L.1.5.D

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.

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 6

Unit Title: Nonfiction

LEARNING GOALS

Enduring Understanding(s):

- Writers research and organize information and create “all about” books.
- Writers have tools to help them write when they get stuck.
- Writers draft, edit, revise, and publish their

Essential Question(s):

- What is an “all about book” and how do I write one?
- What are the features of an “all about book”?
- How can I get help if I am stuck in my writing?

writing.

- How do authors find information about a topic and organize that information so it makes sense?

Content and Skills:

Students will be able to:

- Select a nonfiction topic to research and write an All About Book.
- Read books and take notes on a nonfiction topic.
- Include text features: table of contents, diagrams, illustrations, glossary and fun facts.
- Revise, edit, and publish an “All About Book”.

Standards Addressed:

Connecticut Core Standards:

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.

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.

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.

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).

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.

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.1.1.A

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).

CCSS.ELA-LITERACY.SL.1.1.B

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-LITERACY.SL.1.1.C

Ask questions to clear up any confusion about the topics and texts under discussion.

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.

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.

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.1.1.A

Print all upper- and lowercase letters.

CCSS.ELA-LITERACY.L.1.2.D

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

CCSS.ELA-LITERACY.L.1.2.E

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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.A

Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

CCSS.ELA-LITERACY.L.1.5.B

Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).