Preston English/Language Arts Curriculum
Unit Planning Organizer – Unit 1
1st Grade

Unit of Study: Reading **-** Foundational Skills; Writing - Reader Response Journal, Free Writing, Captions
Pacing: 45 days

Overarching Common Core State Standards:
- **CC.1.R.F.1: Demonstrate understanding of the organization and basic features of print.**
- CC.1.R.F.1.a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **CC.1.R.F.2: Demonstrate understanding of spoken words, syllables and sounds.**
- CC.1.R.F.2.a: Distinguish long from short vowel sounds in spoken, single-syllable words.
- CC.1.R.F.2.b: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- CC.1.R.F.2.c: Isolate and pronounce initial, medial vowel and final sounds (phonemes) in spoken single-syllable words.
- CC.1.R.F.2.d: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- **CC.1.R.F.3: Know and apply grade-level phonics and word analysis skills in decoding words.**
- CC.1.R.F.3.a: Know the spelling-sound correspondences for common consonant digraphs.
- CC.1.R.F.3.b: Decode regularly spelled one-syllable words.
- CC.1.R.F.3.c: Know final –e and common vowel team conventions for representing long vowel sounds.
- CC.1.R.F.3.d: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- CC.1.R.F.3.e: Decode two-syllable words following basic patterns by breaking the words into syllables.
- CC.1.R.F.3.f: Read words with inflectional endings..
- CC.1.R.F.3.g: Recognize and read grade appropriate irregularly spelled words.
- **CC.1.R.F.4: Read with sufficient accuracy and fluency to support comprehension.**
- CC.1.R.F.4.a: Read grade-level text with purpose and understanding.
- CC.1.R.F.4.b: Read grade-level text orally with accuracy, appropriate rate and expression.
- CC.1.R.F.4.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Overarching CT Standards/Grade Level Expectations:
- CT.1.R.5: Identify initial, medial and final sounds in words.
- CT.1.R.6: Distinguish long and short vowel sounds in spoken one syllable words.
- CT.1.R.8: Identify the number of syllables in a spoken word.
- CT.1.R.9: Blend up to four orally presented phonemes into a correct word.

- CT.1.R.10: Segment one-syllable spoken words into phonemes.
- CT.1.R.12: Match sounds to letters to read words.
- CT.1.R.13: Know sounds for common letter patterns (e.g., sh, th, eh, oo, ee, igh, ing, ed).
- CT.1.R.14: Decode words with common letter patterns (e.g., -ake, ick).
- CT.1.R.15: Decode orthographically regular one-syllable words (e.g., sit, take, need and nonsense words).
- CT.1.R.16: Decode compound words, contractions and words with common inflectional endings (e.g., -s, -es, -ed, -ing).
- CT.1.R.17: Use context clues and pictures to aid in the decoding of new words.
- CT.1.R.18: Read at least 110 high-frequency words.
- CT.1.R.19: Read aloud, attending to punctuation (e.g., pause at commas and periods, use inflection with questions marks, use excitement with exclamation marks).
- CT.1.R.20: Read aloud familiar informational/expository text and literary/narrative text in a manner that sounds like natural speech.
- CT.1.R.39: Use cueing system to determine meaning of unknown words (e.g., meaning, structure and visual).
- CT.2.R.8: Decode orthographically regular two-syllable words by using knowledge of sound-symbol relationships, syllable division and the alphabetic principle.

Priority Standards:
    CC.1.R.F.1: Demonstrate understanding of the organization and basic features of print.
    CC.1.R.F.2: Demonstrate understanding of spoken words, syllables and sounds.
    CC.1.R.F.3: Know and apply grade-level phonics and word analysis skills in decoding words.
    CC.1.R.F.4: Read with sufficient accuracy and fluency to support comprehension.

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom's Revised Taxonomy Level
Organization and basic features of print	Demonstrate understanding	Understanding
Spoken words, syllables and sounds	Demonstrate understanding	Understanding
Grade-level phonics and word analysis skills	Know and apply	Remembering
Comprehension	Read with accuracy and fluency	Applying

Essential Questions	Big Ideas
What do you need to do to be a reader?	A reader is able to read words and understand them.
What do you need to do to be a writer?	A writer is able to use words to convey meaning.

Preston English/Language Arts Curriculum
Unit Planning Organizer – Unit 2
1st Grade

Unit of Study: Reading – Engaging with Fiction; Writing – Narrative (Descriptive)
Pacing: 45 days

Overarching Common Core State Standards:
- **CC.1.R.L.1: Ask and answer questions about key details in a text.**
- **CC.1.R.L.2: Retell stories including key details and demonstrate understanding of their central message or lesson.**
- **CC.1.R.L.3: Describe characters, settings and major events in a story, using key details.**
- CC 1.R.L.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **CC.1.R.L.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.**
- CC.1.R.L.6: Identify who is telling the story at various points in a text.
- CC.1.R.L.7: Use illustrations and details in a story to describe its characters, setting or events.
- CC.1.R.L.9: Compare and contrast the adventures and experiences of characters in stories.
- CC.1.R.L.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- **CC.1.W.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.**
- CC.1.W.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.

   NOTE: Applicable standards from Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Overarching CT Standards/Grade Level Expectations:
- CT.K.R.35: Retell information from a story, using proper sequence.
- CT.1.R.26: Identify the elements of a genre to help understand the characteristics of different text.
- CT.1.R.28: Tell the purpose for reading a text when the objective is stated.
- CT.1.R.30: Ask and answer questions about text.
- CT.1.R.41: Identify story elements (e.g., characters, setting, plot, theme, conflict and point of view) using key details.
- CT.1.R.45: Identify whether text is fiction or nonfiction.
- **CT.1.R.47: Make text-to-self and text-to-text connections.**

- CT.1.R.48: Identify the words an author or orator uses to create an image in the reader's mind.
- CT.1.R.51: Select "just right" books to independently read based on known criteria.
- CT.1.R.52: Choose a variety of genres to read.
- CT.2.R.30: Identify the speaker in a poem and the narrator in a story.
- CT.1.W.12: Publish and present completed drafts (e.g., Author's Chair, PowerPoint, Kid Pix, Kidspiration, reading aloud).
- CT.1.W.13: State the way in which changes to the writing made it better.
- CT.1.W.16: Write personal and fictional narratives that consist of three or more related sentences.
- CT.1.W.17: Use action verbs
- CT.1.W.18: Demonstrate voice (e.g., tone, expressive language).

Priority Standards:
- **CC.1.R.L.1: Ask and answer questions about key details in a text.**
- **CC.1.R.L.2: Retell stories including key details and demonstrate understanding of their central message or lesson.**
- **CC.1.R.L.3: Describe characters, settings and major events in a story, using key details.**
- **CC.1.R.L.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.**
- **CC.1.W.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.**
- **CT.1.R.47: Make text-to-self and text-to-text connections.**

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom's Revised Taxonomy Level
Key details in a text	Ask and answer questions	Remembering
Stories including key details	Retell	Remembering
Central message or lesson	Demonstrate understanding	Understanding
Major differences between books that tell stories and books that give information	Explain	Understanding
Narratives with two or more sequenced events, some details, temporal words and a sense of closure	Write	Creating
Text-to-text and text-to-self connections	Make connections	Analyzing

Essential Questions	Big Ideas
What is the purpose of narrative text?	The purpose of narrative text is to entertain the reader
How does narrative text entertain the reader?	A narrative text entertains by telling a story about characters in a specific place involving a problem and its solution.

Preston English/Language Arts Curriculum
Unit Planning Organizer – Unit 3
1st Grade

Unit of Study: Reading – Engaging with Non-Fiction; Writing – Expository/Opinion Pieces
Pacing: 45 days

Overarching Common Core State Standards:
- **CC.1.R.I.1: Ask and answer questions about key details in a text.**
- **CC 1.R.I.2: Identify the main topic and retell key details of a text.**
- **CC.1.R.I.3: Describe the connection between two individuals, events, ideas or pieces of information in a text.**
- CC.1.R.I.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- CC.1.R.I.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.
- CC.1.R.I.6: Distinguish between information provided by pictures and other illustrations and information provided by the words in a text.
- CC.1.R.I.7: Use the illustrations and details in a text to describe its key ideas.
- **CC.1.R.I.8: Identify the reasons an author gives to support points in a text.**
- **CC.1.R.I.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).**
- CC.1.R.I.10: With prompting and support, read informational texts appropriately complex for grade 1.
- **CC.1.W.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.**
- **CC.1.W.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.**
- CC.1.W.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.

    NOTE: Applicable standards from Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Overarching CT Standards/Grade Level Expectations:
- CT.1.R.17: Use context clues and pictures to aid in the decoding of new words.
- CT.1.R.30: Ask and answer questions about text.

- CT.1.R.32: Read nonfiction text to gain specific information (e.g., main idea and details).
- CT.1.R.34: Create mental imagery about text when prompted by the teacher.
- CT.1.R.35: Make text-to-text and text-to-self connections.
- CT.1.R.39: Use cueing system to determine meaning of unknown words (e.g., meaning, structure, visual).
- CT.1.R.42: Identify the topic of and two facts about nonfiction text.
- CT.1.R.48: Identify the words an author or orator uses to create an image in the reader's mind.
- CT.1.R.51: Select "just right" books to independently read based on known criteria.
- CT.1.R.52: Choose a variety of genres to read.
- CT.2.R.42: Read several texts within a genre, about a single topic or by a single author and compare similarities and differences.
- CT.1.W.10: Revise a completed draft by adding, deleting and/or rearranging words.
- CT.1.W.11: Edit drafts for errors in beginning, capitalization and ending punctuation.
- CT.1.W.13: State the way in which changes to the writing made it better.
- CT.1.W.19: Write personal correspondence (e.g., email, thank you note, friendly letter).
- CT.1.W.21: Write reasons for liking something.
- CT.1.W.20: Write to explain a process.

Priority Standards:
- **CC.1.R.I.1: Ask and answer questions about key details in a text.**
- **CC 1.R.I.2: Identify the main topic and retell key details of a text.**
- **CC.1.R.I.3: Describe the connection between two individuals, events, ideas or pieces of information in a text.**
- **CC.1.R.I.8: Identify the reasons an author gives to support points in a text.**
- **CC.1.R.I.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).**
- **CC.1.W.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.**
- **CC.1.W.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.**

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom's Revised Taxonomy Level
Key details in a text	Ask and answer	Remembering
Main topic	Identify	Understanding
Key details	Retell	Remembering
Connection between two individuals, events, ideas or pieces of information in a text	Describe	Remembering
Basic similarities in and differences between two texts on the same topic	Identify	Understanding
Opinion pieces that introduce topic, state an opinion, supply a reason for the opinion and provide closure.	Write	Creating
Informative/explanatory texts that name a topic, supply some facts and provide closure.	Write	Creating

Essential Questions	Big Ideas
What is the purpose of expository text?	The purpose of expository text is to inform or educate the reader.
How does expository text inform or educate the reader?	Expository text gives factual information about a specific topic through table of contents, headings, diagrams and maps.

Preston English/Language Arts Curriculum
Unit Planning Organizer – Unit 4
1st Grade

Unit of Study: Reading - Comparing Fiction and Non-Fiction; Writing – Research and Presentation
Pacing: 45 days

Overarching Common Core State Standards:
- **CC.1.R.L.2: Retell stories including key details and demonstrate understanding of their central message or lesson.**
- **CC.1.R.L.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.**
- **CC 1.R.I.2: Identify the main topic and retell key details of a text.**
- CC.1.R.I.3: Describe the connection between two individuals, events, ideas or pieces of information in a text.
- CC.1.W.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.
- CC.1.W.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.
- CC.1.W.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.
- CC.1.W.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.

Overarching CT Standards/Grade Level Expectations:
- CT.K.R.35: Retell information from a story, using proper sequence.
- CT.1.R.26: Identify the elements of a genre to help understand the characteristics of different text.
- CT.1.R.28: Tell the purpose for reading a text when the objective is stated.
- CT.1.R.32: Read nonfiction text to gain specific information (e.g., main idea and details).
- CT.1.R.35: Make text-to-text and text-to-self connections.
- CT.1.R.42: Identify the topic of and two facts about nonfiction text.
- CT.1.R.45: Identify whether text is fiction or nonfiction.
- CT.1.W.13: State the way in which changes to the writing made it better.
- CT.1.W.16: Write personal and fictional narratives that consist of three or more related sentences.
- CT.1.W.17: Use action verbs.

- CT.1.W.18: Demonstrate voice (e.g., tone, expressive language).
- CT.1.W.19: Write personal correspondence (e.g., email, thank you note, friendly letter).
- CT.1.W.20: Write to explain a process.
- CT.1.W.21: Write reasons for liking something.

Priority Standards:
- **CC.1.R.L.2: Retell stories including key details and demonstrate understanding of their central message or lesson.**
- **CC.1.R.L.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.**
- **CC 1.R.I.2: Identify the main topic and retell key details of a text.**
- **CC.1.W.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).**

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom's Revised Taxonomy Level
Stories including key details	Retell	Remembering
Central message or lesson	Demonstrate understanding	Understanding
Major differences between books that tell stories and books that give information	Explain	Understanding
Main topic	Identify	Understanding
Key details of text	Retell	Remembering
Shared research and writing projects	Participate	Applying

Essential Questions	Big Ideas
How are narrative texts and expository texts different from each other?	Narrative texts entertain the reader with story components; expository text educates the reader with facts and information

Summative Unit Assessments – 1st Grade

Reading Unit	Writing Unit	Assessment Format	Assessment Description	Check if Pre/Post Design	Check if Rubric Required
1 – Foundational Skills—Reader Response Journal, Free Writing, Open-Ended Questions	1 - Foundational Skills—Reader Response Journal, Free Writing, Open-Ended Questions	Performance	Multiple assessments are needed to address Foundational Skills: --organization and basic features of print: students demonstrate book knowledge by showing how to hold a book, where to being reading, etc. --spoken words, syllables and sounds: students will distinguish short from long vowel sounds in single-syllable words; blend sounds to produce single-syllable words; articulate initial, medial and final sounds in single syllable words. --phonics and word analysis skills: read and spell common consonant diagraphs; read and spell vowel-e and common vowel teams for representing long vowels; break two-syllable words into syllables, read and spell inflectional endings; read and spell grade appropriate irregularly spelled words. --accuracy and fluency: DRA.	√ - measure growth	
2 – Engaging with Fiction/Narrative (description)	2 – Writing Fiction/Narrative (description)	Performance	--Students will retell a story including multiple events, sequence and story components (characters, setting, plot, problem, solution). Assessment may be conducted through DRA or Reader's Theater. --Students will write a narrative with a central message or lesson. Narratives should include two or more appropriately sequenced events, appropriate details, use of temporal words and closure.		√ content-specific rubric for narrative piece

3 – Engaging with Non-Fiction/Expository (opinion)	3 – Writing Non-Fiction/Expository (opinion)	Selected response; open-ended responses	--Students will identify the main topic and key details of a given text. In addition, students will identify the reasons given in support of specific points. --Students will write an informative/explanatory piece in which they name a topic, supply facts about the topic, support a specific point with reasons and give a sense of closure.		√ - content-specific rubric for informative/ explanatory piece
4 – Comparing Fiction and Non-Fiction	4 – Research and Presentation	Performance	--Students will identify differences between narrative and explanatory texts (i.e., Reader's Response Journal, book reports); citing previously read texts as examples, students to complete a graphic organizer detailing the differences in content and structure between narrative and non-fiction texts. --Students will participate in a shared research and writing project (i.e., constructing a narrative with a central message/lesson, constructing a "how to" book on a specific topic).		√ - content- and process-specific rubrics for shared research projects