

W.L. Morse Elementary School
Grade 1 English Language Arts
Trimester 2

	November 13- December 22	January 2 – January 26	January 30- February 16	February 26- March 29
Unit	Reading and Writing Narratives	Forming Opinions	Informational Reading and Writing (Instruct)	Informational Reading and Writing (persuade)
Reading Skills	<ul style="list-style-type: none"> ● Participate in collaborative discussions ● Use reading strategies <ul style="list-style-type: none"> ○ Look at the pictures for clues ○ Use knowledge of letter sounds to get mouth ready for first sound ○ Look at the ending sound to help read words ○ Look for a little word in a big word to help read unknown words ○ Skip word, go back and try the word again ○ Use knowledge of word families to read new words ● Identify elements of a narrative ● Describe key details ● Express ideas and feelings about stories ● Make “text to self” and “text to text” connections ● Ask questions about a text ● Read with fluency and expression ● Recognize a growing number of sight words 	<ul style="list-style-type: none"> ● Engage in class discussions to compare and contrast books by the same author or on the same topic ● Engage in class discussions to share opinion and reasons for opinion ● Form an opinion about a topic or book ● Give reasons to support opinion ● Learn differences between fiction and informational texts ● Ask and answer questions to comprehend ● Make predictions ● Continue developing reading strategies <ul style="list-style-type: none"> ○ Look at the pictures for clues ○ Use knowledge of letter sounds to get mouth ready for first sound ○ Look at the ending sound to help them read ○ Look for a little word in a big word to help them read unknown words ○ Skip word, go back and try the word again ○ Use knowledge of word families to read new words ● Recognize a growing number of high frequency words ● Build reading stamina 	<ul style="list-style-type: none"> ● Read and understand procedural text ● Explain why readers read procedures ● Identify the main topic ● Retell key details ● Ask and answer questions while reading ● Use punctuation while reading to enhance fluency and expression ● Understand the format of procedural text 	<ul style="list-style-type: none"> ● Ask and answer questions to comprehend texts ● Identify main idea and details ● Stop, think and react to information ● Build reading stamina ● Identify cause and effect
Writing Skills	<ul style="list-style-type: none"> ● Generate ideas for writing ● Include a title, a beginning, middle and end that includes a sense of closure ● Include a picture that matches the writing 	<ul style="list-style-type: none"> ● Orally share their written opinion ● Introduce the topic they are writing about ● Write reasons to support their opinion ● Provide a closure ● Include information and details 	<ul style="list-style-type: none"> ● Write as an “expert” on something ● Base writing on research and prior knowledge ● Include facts and details 	<ul style="list-style-type: none"> ● Use facts and opinions to persuade others ● Gather and record information as they research

	<ul style="list-style-type: none"> • Use sequence words • Use conventions: spaces, spelling strategies, capitalization, punctuation • Edit and revise 	<ul style="list-style-type: none"> • Include a title, labeled illustrations, beginning, middle and end • Use capitalization, punctuation, spaces, spelling rules and write legibly • Continue developing writing strategies <ul style="list-style-type: none"> ○ Write simple sentences ○ Begin sentences with capital letters ○ End each sentence with punctuation ○ Use spaces in between words ○ Ask- Does my writing make sense? • Use editing checklist to improve their writing 	<ul style="list-style-type: none"> • Include a title • Provide a list of materials • Present steps in a logical sequence using sequence words (first, next, then, finally) • Support the text with illustrations • Number the steps • Use capital letters, spaces and punctuation (conventions) • Use editing checklist to improve their writing • Add details to strengthen writing 	<ul style="list-style-type: none"> • Illustrate and label ideas • Include a title, topic sentence, 2 or more supporting facts and a closing • Put information in own words • Use capitalization, punctuation, spaces, spelling rules and writes legibly
Academic Vocabulary	who, what, when, where, why, narrative, beginning, middle, end, first, next, then, finally, fiction, non-fiction, biography, brainstorm, draft, revise, edit, illustrate	Who, what, when, where, why, predictions, stamina, problem, solution, interview	procedure, list, sequence, order, details, first, next, then, finally, last	who, what, when, where, why, predictions, stamina, problem, solution, fact, opinion, persuade, source, paraphrase, supporting, reason, convince
CCLS	RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.9, RL.1.11, RI.1.1, RI.1.2, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.10, W.1.1, W.1.2, W.1.3, W.1.5, W.1.7, W.1.8, W.1.11, L.1.4, L.1.5, SL.1.1, SL.1.4, SL.1.5, SL.1.6	RI.1.1, RI.1.2., RI.1.5, RI.1.6, RI.1.7, RL.1.2, RL.1.9a, RL.1.11, W.1.2, W.1.7, W.1.8, W.1.11, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, L.1.2, L.1.4, L.1.5a	RI 1.1, 1.2, 1.3, 1.4, 1.5, 1.7 W 1.1, 1.3, 1.6, 1.8	RL 1.1, 1.9, 1.9a, 1.11 RI 1.1, 1.2, 1.5, 1.6, 1.7, 1.9 W 1.2, 1.7, 1.8, 1.11