Grade: 1
Course: ELA
Year: 2024

Unit: 1 Knowledge-**Fables and Stories**
Essential Question: What can we learn from the characters and lessons in fables and stories?
Big Idea: ● Fables and stories have delighted generations of people around the world and are essential for cultural literacy.
Big Idea: ● They contain valuable lessons about ethics and behavior, and students will develop an understanding of different types of fiction.
Big Idea: ● This domain helps students develop a strong foundation for the understanding and enjoyment of fiction
Vocabulary: startled, balanced, greedy, budge, disguise, bunch, waste, advice, mischief, satisfied

Connection to Social Emotional Standards and/or Social Justice Standards

Connection to Vision of a Lakewood Ranger

Global Awareness
Communication

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students 1now and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
10 days				
	Content Statement -			
	RL.1.1 Ask and answer questions about key details in a text. RL.1.2:Analyze literary text development. RL.1.3:Describe characters, settings, and major events in a story, using key details RL.1.4:Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.7:Use illustrations and details in a story to describe its characters, setting, or events. RL.1.9:Compare and contrast the adventures and experiences of characters in stories RL.1.10:With prompting and support, read prose and poetry of appropriate complexity for grade	Domain Assessment RL.1.1:Ask and answer questions about key details in a text. RL.1.2:Analyze literary text development. RL.1.3:Describe characters, settings, and major events in a story, using key details.	**Literature list**: Why The Sky Is Far Away: A Nigerian Folktale by Mary-Joan Gerson, The Empty Pot by Demi, Doña Flor: A Tall Tale About a Giant Woman with a Great Big Heart by Pat Mora, The Boy Who Cried Wolf, Narrated by the Sheepish But Truthful Wolf by Nancy Loewen, Beaver Steals Fire: A Salish Coyote Story by Confederated Salish and Kootenai Tribes, CKLA Tradebook List **Online Resource:** CKLA Library Resources
	Content Statement -			
	W.1.3:Write narratives to 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. 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). W.1.8:With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Begin to explore the genre of narrative writing 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).	

Grade: 1
Course: ELA
Year: 2024

		W.1.8:With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
	Content Statement -		
	SL.1.1:Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups. SL.1.1a: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). SL.1.1b: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). SL.1.1c:c. Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.2:Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally). 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. SL.1.4:Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.5:Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6:Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) L.1.1:Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.1h: Use determiners (e.g., articles, demonstratives). 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. L.1.4a:Use sentence-level context as a clue to the meaning of a word or phrase. L.1.5:With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. L.1.5a:Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. L.1.5c:Identify real-life connections between words and their use (e.g., note places at home that are cozy). 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)	Set a purpose for listening and understand the meaning behind sayings and phrases L.1.1:Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.1h:Use determiners (e.g., articles, demonstratives).	

Grade: 1
Course: ELA
Year: 2024

Unit:2 Knowledge- **The Human Body**

Essential Question: How do the parts of our body work together to keep us healthy and strong?

Big Idea: ● The body is a network of systems composed of organs that work together to perform vital jobs.

Big Idea: ● There are many parts and functions related to the skeletal, muscular, digestive, circulatory, and nervous systems.

Big Idea: ● Germs can cause disease, some activities will help stop the spread of germs.

Big Idea: ● The five keys of good health are: eat well, exercise, sleep, keep clean, and have regular checkups.

Vocabulary: systems, support, voluntary, digestion, heart, nerves, diseases, healthy, nutrients, complicated

Connection to Social Emotional Standards and/or Social Justice Standards

Connection to Vision of a Lakewood Ranger

Growth Mindset
Critical & Creative Thinking

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
10 days				
	Content Statement -			
	RI.1.1:Ask and answer questions about key details in a text. RI.1.2:Analyze informational text development. a. Identify the main topic. b. Retell key details of a text. RI.1.3:Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.4:Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.1.7:Use the illustrations and details in a text to describe its key ideas. RI.1.9:Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RI.1.10:With prompting and support, read informational texts appropriately complex for grade 1.		Domain Assessment RI.1.1:Ask and answer questions about key details in a text. RI.1.2:Analyze informational text development. RI.1.3:Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.7:Use the illustrations and details in a text to describe its key ideas.	**Literature List:** Little People Big Dreams: Bruce Lee by Maria Isabel Sanchez Vegara, Danza!: Amalia Hernández and El Ballet Folklórico de México by Duncan Tonatiuh, Jingle Dancer by Cynthia Leitich Smith, The Doctor with an Eye For Eyes: The Story of Dr. Patricia Bath by Julia Finley Mosca, Fresh-Picked Poetry: A Day at the Farmers' Market by Michelle Schaub, A Germ's Journey by Thom Rooke M.D., CKLA Tradebook List **Online Resource:** CKLA Library Resources
	Content Statement -			
	W.1.2:Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure 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).		Explore informational writing through collecting and synthesizing information in a group then recording it into a body systems booklet W.1.2:Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.	

Grade: 1
Course: ELA
Year: 2024

	Content Statement -		
	SL.1.1:Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups. SL.1.1a 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). SL.1.2:Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally). SL.1.4:Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.5:Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6:Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) L.1.1:Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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. L.1.4a:Use sentence-level context as a clue to the meaning of a word or phrase. L.1.5c:Identify real-life connections between words and their use (e.g., note places at home that are cozy). 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).	Demonstrate understanding of word meanings by identifying real-life connections between words and their use Use words and phrases acquired through conversations, reading and being read to, and responding to texts	

Grade: 1
Course: ELA
Year: 2024

LAKEWOOD CITY SCHOOLS

Unit:3 Knowledge- **Different Lands, Similar Stories**
Essential Question: How can the same story be told in different ways around the world?
Big Idea: ● The fairy tales and folktales we've grown up with are known throughout the world; each culture has its own unique retelling.
Big Idea: ● There are many common themes in these tales, such as people who are treated unfairly and ultimately find happiness, supernaturally small characters, and cunning animals who try and trick children.
Vocabulary: worthy, cautiously, monstrous, scarcely, deeds, cherished, cunning, fright

Connection to Social Emotional Standards and/or Social Justice Standards

Connection to Vision of a Lakewood Ranger

Critical & Creative Thinking
Empathy
Global Awareness
Communication

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
9 days				
	Content Statement - RL.1.1 Ask and answer questions about key details in a text. RL.1.2:Analyze literary text development. RL.1.3:Describe characters, settings, and major events in a story, using key details RL.1.7:Use illustrations and details in a story to describe its characters, setting, or events. RL.1.9:Compare and contrast the adventures and experiences of characters in stories RL.1.10:With prompting and support, read prose and poetry of appropriate complexity for grade		Domain Assessment RL.1.3 RL.1.9 Compare and contrast Fairy Tales and Folktales	**Literature List:** Rapunzel by Rachel Isadora, Yeh-Shen: A Cinderella Story from China by Ai-Ling Louie, Adelita: A Mexican Cinderella Story by Tomie dePaola, The Rough-Face Girl by Rafe Martin, The Ghanaian Goldilocks by Dr. Tamara Pizzoli CKLA Tradebook List **Online Resource:** CKLA Library Resources
	Content Statement -			
	W.1.2:Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure. 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).			
	Content Statement -			
	SL.1.1:Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups SL.1.1a SL.1.2:Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally). SL.1.4:Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.5:Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings SL.1.6:Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) L.1.1:Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.1h			

Grade: 1
Course: ELA
Year: 2024

	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. L.1.5:With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. L.1.5c 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).

Grade: 1
Course: ELA
Year: 2024

LAKEWOOD CITY SCHOOLS

Unit:4 Knowledge- **Early World Civilizations**
Essential Question: What do artifacts from ancient civilizations teach us about how people lived long ago?
Big Idea: ● Civilizations have fundamental features, including cities and government, forms of communication, and religion.
Big Idea: ● The Tigris and Euphrates rivers were vital to the establishment of Mesopotamia, from which we received the earliest form of writing and first codification of laws.
Big Idea: ● Egypt was founded on the Nile river, and its contributions include hieroglyphics, pharaohs, pyramids, and the significance of mummification.
Vocabulary: trade, symbols, religion, caravan, flooding, accurately, depicted, treasure, visible, tradition, archeologist, triumph, faithful, synagogue, miracle, fast

Connection to Social Emotional Standards and/or Social Justice Standards

Connection to Vision of a Lakewood Ranger

Global Awareness
Communication
Critical & Creative Thinking

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
16 days	**Content Statement -**			
	RL.1.1 Ask and answer questions about key details in a text. RL.1.2:Analyze literary text development. RL.1.3:Describe characters, settings, and major events in a story, using key details RL.1.6:Identify who is telling the story at various points in a text. RL.1.7:Use illustrations and details in a story to describe its characters, setting, or events. RL.1.10:With prompting and support, read prose and poetry of appropriate complexity for grade RI.1.1:Ask and answer questions about key details in a text. RI.1.2:Analyze informational text development. a. Identify the main topic. b. Retell key details of a text. RI.1.3:Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.4:Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 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. RI.1.7:Use the illustrations and details in a text to describe its key ideas. RI.1.9:Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RI.1.10:With prompting and support, read informational texts appropriately complex for grade 1.	● Domain Assessment RI.1.2:Analyze informational text development. RI.1.3:Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.7:Use the illustrations and details in a text to describe its key ideas. RI.1.9:Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)	**Literature List**: The Shipwrecked Sailor: An Egyptian Tale with Hieroglyphs by Tamara Bower, The White Nights of Ramadan by Maha Addasi, Grandma's Chocolate / El Chocolate de Abuela by Mara Price, A Day with Yayah by Nicola I. Campbell, How the Sphinx Got to the Museum by Jessie Harland, We're Sailing Down the Nile by Laurie Krebs, CKLA Tradebook List **Online Resource:** CKLA Library Resources

Grade: 1
Course: ELA
Year: 2024

	Content Statement		
	W.1.2:Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure. W.1.3:Write narratives to 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. 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). W.1.8:With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Explore informational writing by collecting information and recording it in timelines, graphic organizers, and using the information to write a paragraph W.1.3:Write narratives to 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. 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).	
	Content Statement -		
	SL.1.1:With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. SL.1.1a:Use sentence-level context as a clue to the meaning of a word or phrase. SL.1.1c:Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.2:Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally). SL.1.4:Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.5:Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6:Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) L.1.1:Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.1d:Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). L.1.1i:Use frequently occurring prepositions (e.g., during, beyond, toward). 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. L.1.4b:Use frequently occurring affixes as a clue to the meaning of a word. L.1.5:With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. L.1.5a:Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. L.1.5b: 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). L.1.5c: Identify real-life connections between words and their use (e.g., note places at home that are cozy). 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).	SL.1.4:Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. L.1.1d:Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).	

Grade: 1
Course: ELA
Year: 2024

LAKEWOOD CITY SCHOOLS

Unit:5 Knowledge- **Early American Civilizations**
Essential Question: How did early American civilizations shape the way we live and our culture?
Big Idea: ● The Maya, Aztec, and Inca civilizations had shared features, including farming, the establishment of cities and government, and religion.
Big Idea: ● Despite having common features, these civilizations were all unique in their own ways.
Big Idea: ● Much of what we learn about people from the past is discovered by archeologists, who study artifacts from the past and use that information to make informed hypotheses.
Vocabulary: thrilled, constructing, accurate, awe, stationary, emperor, enormous, possessions, forbidden, trek

Connection to Social Emotional Standards and/or Social Justice Standards

Connection to Vision of a Lakewood Ranger

Global Awareness
Collaboration

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
11 Day	**Content Statement -**			
	RL.1.1 Ask and answer questions about key details in a text. RL.1.2:Analyze literary text development. RL.1.3:Describe characters, settings, and major events in a story, using key details RL.1.7:Use illustrations and details in a story to describe its characters, setting, or events. RL.1.10:With prompting and support, read prose and poetry of appropriate complexity for grade RI.1.1:Ask and answer questions about key details in a text. RI.1.2:Analyze informational text development. a. Identify the main topic. b. Retell key details of a text. RI.1.3:Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.4:Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.1.7:Use the illustrations and details in a text to describe its key ideas. RI.1.9:Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RI.1.10:With prompting and support, read informational texts appropriately complex for grade 1.	Domain Assessment RI.1.2:Analyze informational text development.	**Literature List:** The Best Beekeeper of Lalibela: A Tale from Africa by Christina Kessler, Bringing in the New Year by Grace Lin, Abuela's Weave by Omar S. Castaneda, The First Strawberries: A Cherokee Story by Joseph Bruchac, CKLA Tradebook List **Online Resource:** CKLA Library Resources
	Content Statement -			
	W.1.2:Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure. 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	Explore informational writing through collecting and synthesizing information, and recording it in charts,	

Grade: 1
Course: ELA
Year: 2024

	write a sequence of instructions). W.1.8:With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	graphic organizers, and a written paragraph W1.2 Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.	
	Content Statement -		
	SL.1.1:Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups. SL.1.1a: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). SL.1.1b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.2:Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally). SL.1.4:Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.5:Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6:6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) L.1.1:Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.1d:Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). 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. L.1.4a:Use sentence-level context as a clue to the meaning of a word or phrase. L.1.5:With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. L.1.5a: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. L.1.5b: 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). L.1.5c:Identify real-life connections between words and their use (e.g., note places at home that are cozy). L.1.5d: 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. L.1.6:6 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).		

Grade: 1
Course: ELA
Year: 2024

Unit:6 Knowledge- **Astronomy**
Essential Question: What can we learn by observing the sky?
Big Idea: ● The Earth is one of many different celestial bodies within our solar system.
Big Idea: ● The sun, stars, moon, and other planets relate to the earth's position in space in definite ways.
Big Idea: ● The sun is a star and the source of light, heat, and energy for the earth.
Big Idea: ● NASA, the Space Race, the Apollo missions and astronauts have all contributed to what we know about space.
Vocabulary: gas, rotates, dusk, dawn, ancient, clockwise, counterclockwise, launch, determined, abundant

Connection to Social Emotional Standards and/or Social Justice Standards

Connection to Vision of a Lakewood Ranger

Global Awareness
Growth Mindset

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
9 days	**Content Statement:**			
	RL.1.1 Ask and answer questions about key details in a text. RL.1.4:Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 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. RL.1.10:With prompting and support, read prose and poetry of appropriate complexity for grade RI.1.1:Ask and answer questions about key details in a text. RI.1.2:Analyze informational text development. a. Identify the main topic. b. Retell key details of a text. RI.1.3:Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.4:Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.1.6:Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.7:Use the illustrations and details in a text to describe its key ideas. RI.1.8:Identify the reasons an author gives to support points in a text. RI.1.9:Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). Ri.1.10:With prompting and support, read informational texts appropriately complex for grade 1.	Explore informational writing through collecting and synthesizing information, and recording it in charts and graphic organizers. Domain Assessment 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. RI.1.2:Analyze informational text development. RI.1.9:Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**Literature List:** Just Right: Searching For the Goldilocks Planet by Curtis Manley, A Big Mooncake for Little Star by Grace Lin, The Astronaut with a Song for the Stars by Julia Finley Mosca, Mission to Space by John Herrington, If You Had Your Birthday Party on the Moon by Joyce Lapin, If You Were a Kid Docking at the International Space Station by Josh Gregory, Starstruck: The Cosmic Journey of Neil DeGrasse Tyson by Kathleen Krull and Paul Brewer, Mae Among the Stars by Roda Ahmed, CKLA Tradebook List **Online Resource:** CKLA Library Resources
	Content Statement:			

Grade: 1
Course: ELA
Year: 2024

	W.1.1:Write opinion pieces that introduce the topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.2:Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure. 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). W.1.8:With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Explore opinion writing by stating W.1.1:Write opinion pieces that introduce the topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.2:Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure. W.1.8:With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
	Content Statement:		
	SL.1.1:Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups. SL.1.1a: 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). S.L.1.1b:Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.1.1c: Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.2:Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally). SL.1.4:Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.5:Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6:Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) L.1.1:Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.1b:Use common, proper, and possessive nouns. L.1.1g:Use frequently occurring coordinating and subordinating conjunctions (e.g., and, but, or, so, because). 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. L.1.4a:Use sentence-level context as a clue to the meaning of a word or phrase. L.1.4b:Use frequently occurring affixes as a clue to the meaning of a word. L.1.5:With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. L.1.5a:. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. L.1.5b: 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). L.1.5c: Identify real-life connections between words and their use (e.g., note places at home that are cozy).L.1.5d: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. 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).		

Grade: 1
Course: ELA
Year: 2024

LAKEWOOD CITY SCHOOLS

Unit:7 Knowledge- **The History of the Earth**
Essential Question: How has the Earth changed over time, and how do we know?
Big Idea: ● The earth is composed of various layers, each with its own characteristics.
Big Idea: ● Geographical features, such as volcanoes and geysers give us information about these layers
Big Idea: ● Rocks and minerals are important in our daily lives. They are taken from the crust and used in many ways.
Big Idea: ● There are three types of rock, each with their own characteristics. Fossils are found in rock and give us knowledge about the history of living things on Earth.
Vocabulary: surface, layer, solid, destructive, characteristics, sediments, preserved, extinct

Connection to Social Emotional Standards and/or Social Justice Standards

Connection to Vision of a Lakewood Ranger

Growth Mindset
Critical & Creative Thinking

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
8 days				
	Content Statement -			
	RI.1.1:Ask and answer questions about key details in a text. RI.1.2:Analyze informational text development. a. Identify the main topic. b. Retell key details of a text. RI.1.3:Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.4:Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 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. RI.1.6:Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.7:Use the illustrations and details in a text to describe its key ideas. RI.1.10:With prompting and support, read informational texts appropriately complex for grade 1. RF.1.2:Demonstrate understanding of spoken words, syllables, and phonemes (sounds).	Domain Assessment RI.1.2:Analyze informational text development. RI.1.3:Describe the connection between two individuals, events, ideas, or pieces of information in a text. 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. RI.1.7:Use the illustrations and details in a text to describe its key ideas.	**Literature List:** Lizard from the Park by Mark Prett, Tsunami by Kimiko Kajikawa, The Princess and the Warrior: A Tale of Two Volcanoes by Duncan Tonatiuh, Coyote and the Sky: How the Sun, Moon, and Stars Began by Emmett "Shkeme" Garcia, Fossils Tell of Long Ago by Aliki, How the Dinosaur got to the Museum by Jessie Hartland, What If You Had T. Rex Teeth!?: And Other Dinosaur Parts by Sandra Markle, CKLA Tradebook List **Online Resource:** CKLA Library Resources
	Content Statement -			
	W.1.2:Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure. 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. 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	Identify the format and parts of a friendly letter and synthesize important facts and information to write a friendly letter W.1.2:Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.	

Grade: 1
Course: ELA
Year: 2024

	sequence of instructions). W.1.8:With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question		
	Content Statement -		
	SL.1.1:Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.1a SL.1.2:Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).SL.1.4:Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.5:Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6:Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) L.1.1:Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.1g:Use frequently occurring coordinating and subordinating conjunctions (e.g., and, but, or, so, because). 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. L.1.4a: Use sentence-level context as a clue to the meaning of a word or phrase. L.1.4b: Use frequently occurring affixes as a clue to the meaning of a word. L.1.4c: Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). L.1.5:With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. L.1.5a: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. L.1.5c:Identify real-life connections between words and their use (e.g., note places at home that are cozy). 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).		

Grade: 1
Course: ELA
Year: 2024

LAKEWOOD CITY SCHOOLS

Unit:8 Knowledge- **Animals and Habitats**
Essential Question: How do animals survive and thrive in their habitats?
Big Idea: ● All living things are interconnected to both their environments and other living things.
Big Idea: ● Different plants and animals are indigenous to specific habitats, often suited to them through unique characteristics that enable them to adapt to that habitat.
Big Idea: ● Animals can be classified by the types of foods they eat, and one example of interconnectedness is the food chain to which all living things belong.
Vocabulary: shelter, adapted, camouflage, hardy, store, canopy, float, shallow, destroy

Connection to Social Emotional Standards and/or Social Justice Standards

Connection to Vision of a Lakewood Ranger

Empathy
Growth Mindset

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
9 days				
	Content Statement -			
	RI.1.1:Ask and answer questions about key details in a text. RI.1.2:Analyze informational text development. a. Identify the main topic. b. Retell key details of a text. RI.1.3:Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.4Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Ri.1.7:Use the illustrations and details in a text to describe its key ideas. RI.1.8:Identify the reasons an author gives to support points in a text. RI.1.9:Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RI.1.10:With prompting and support, read informational texts appropriately complex for grade 1.	Domain Assessment RI.1.2:Analyze informational text development.	**Literature List:** Over and Under the Pond by Kate Messner, Mela and the Elephant by Dow Phumiruk, Galápagos Girl by Marsha Diane Arnold, Elisapee and Her Baby Seagull by Nancy Mike, CKLA Tradebook List **Online Resource:** CKLA Library Resources
	Content Statement -			
	W.1.1:Write opinion pieces that introduce the topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.2:Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.	Explore informational writing through collecting and synthesizing information, and recording it in a journal and graphic organizers W.1.2:Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.	
	Content Statement -			

Grade: 1
Course: ELA
Year: 2024

	SL.1.1:Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups SL.1.1a: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). SL.1.2:Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally). SL.1.4:Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.6:Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) L.1.1:Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.1g:Use frequently occurring coordinating and subordinating conjunctions (e.g., and, but, or, so, because). 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. L.1.4a:Use sentence-level context as a clue to the meaning of a word or phrase. L.1.5:With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. L.1.5a: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. L.1.5c:Identify real-life connections between words and their use (e.g., note places at home that are cozy). L.1.5d: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. 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).	SL.1.4:Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	

Grade: 1
Course: ELA
Year: 2024

Unit:9 Knowledge- **Fairy Tales**
Essential Question: Why do people tell fairy tales, and what can we learn from them?
Big Idea: ● Fairy tales are a unique type of fiction, with distinct elements, that still maintain traditional story grammar.
Big Idea: ● Students will explore concepts such as bravery and heroism, good and evil, and valuable life lessons.
Big Idea: ● The Brothers Grimm shared these tales with others because of their ability to make people feel happy, sad, and sometimes afraid.
Vocabulary: wisdom, succeed, delight, retrieved, contented, comforted, creep, precious, rude, polite

Connection to Social Emotional Standards and/or Social Justice Standards

Connection to Vision of a Lakewood Ranger

Critical & Creative Thinking
Communication

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
9 days				
	Content Statement -			
	RL.1.1Ask and answer questions about key details in a text. RL.1.2:Analyze literary text development. RL.1.3:Describe characters, settings, and major events in a story, using key details RL.1.4:Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 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. RL.1.7:Use illustrations and details in a story to describe its characters, setting, or events. RL.1.9:Compare and contrast the adventures and experiences of characters in stories RL.1.10:With prompting and support, read prose and poetry of appropriate complexity for grade	Domain Assessment RL.1.2:Analyze literary text development. RL.1.3:Describe characters, settings, and major events in a story, using key details. RL.1.9:Compare and contrast the adventures and experiences of characters in stories.	**Literature List:** Cendrillon: A Caribbean Cinderella by Robert D. San Souci, The Girl with a Brave Heart: A Tale from Tehran by Rita Jahanforuz, The Runaway Tortilla by Eric A. Kimmel, The Girl Who Loved Wild Horses by Paul Goble, The Egyptian Cinderella by Shirley Climo, CKLA Tradebook List **Online Resource:** CKLA Library Resources
	Content Statement -			
	W.1.1:Write opinion pieces that introduce the topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.3:Write narratives to 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. 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. W.1.6:With guidance and support from adults, use a variety of digital tools to produce and publish writing, including	Deepen understanding of narrative writing by planning, drafting, and revising a retelling of a favorite fairy tale W.1.3:Write narratives to 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. 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.	

Grade: 1
Course: ELA
Year: 2024

	in collaboration with peers. W.1.7:to build and present knowledge 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). W.1.8:With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	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). W.1.8:With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
	Content Statement -		
	SL.1.1:Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups. SL.1.1a: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). SL.1.1b:Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.1.2:Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally). SL.1.4:Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.6:Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) L.1.1:Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.1g:Use frequently occurring coordinating and subordinating conjunctions (e.g., and, but, or, so, because). 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. L.1.4a:Use sentence-level context as a clue to the meaning of a word or phrase. L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). L.1.5:With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. L.1.5a:Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.L.1.5c:Identify real-life connections between words and their use (e.g., note places at home that are cozy). L.1.5d: 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. 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).	Deepen understanding of narrative writing by planning, drafting, and revising a retelling of a favorite fairy tale	

Grade: 1
Course: ELA
Year: 2024

Unit:10 Knowledge- **A New Nation: American Independence**
Essential Question: Why did America become its own country, and how did it happen?
Big Idea: ● Several important historical figures and events led to how the thirteen colonies determined and gained their independence from Britain to become the United States of America.
Big Idea:● The British imposed taxes on the thirteen colonies, which led to the Boston Tea Party, the Revolutionary War, and the Declaration of Independence.
Big Idea: ● The roles of women, Native Americans, and African Americans during this time period are highlighted.
Vocabulary: settlements, goods, volunteers, independent, alternating, struggled, president, almanac, anniversary, equally, symbols

Connection to Social Emotional Standards and/or Social Justice Standards

Connection to Vision of a Lakewood Ranger

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
12 days				
	Content Statement -			
	RL.1.1 Ask and answer questions about key details in a text. RL.1.2:Analyze literary text development. RL.1.4:Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.7:Use illustrations and details in a story to describe its characters, setting, or events. RL.1.10:With prompting and support, read prose and poetry of appropriate complexity for grade RI.1.1:Ask and answer questions about key details in a text. RI.1.2:Analyze informational text development. a. Identify the main topic. b. Retell key details of a text. RI.1.3:Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.4:Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.1.6:Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.7:Use the illustrations and details in a text to describe its key ideas. RI.1.8:Identify the reasons an author gives to support points in a text. RI.1.9:Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RI.1.10:With prompting and support, read informational texts appropriately complex for grade 1.	Identify important information and sequence events in a text RI.1.1:Ask and answer questions about key details in a text. RI.1.2:Analyze informational text development. RI.1.6:Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	**Literature List:** A Spy Called James by Anne Rockwell, The Story of Kites: Amazing Chinese Inventions by Ying Chang Compestine, Pepe and the Parade: A Celebration of Hispanic Heritage by Tracey Kyle, Itse Selu: Cherokee Harvest Festival by Daniel Pennington, Hoorade Day by Nancy Raines Day, Sewing the Rainbow: A Story About Gilbert Baker by Gayle E. Pitman, CKLA Tradebook List **Online Resource:** CKLA Library Resources
	Content Statement -			

Grade: 1
Course: ELA
Year: 2024

	W.1.2:Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure 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. W.1.7:7 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). W.1.8:With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Explore informational writing through collecting and synthesizing information, and record it in an informative paragraph		
	Content Statement -		
	SL.1.1:Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups. SL.1.1a: 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). SL.1.1b:Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.1.1c :Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.2:Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally). SL.1.4:Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.5:Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6:Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) L.1.1:Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.1e 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. L.1.4a:Use sentence-level context as a clue to the meaning of a word or phrase. L.1.5:With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. L.1.5a:Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. L.1.5c: Identify real-life connections between words and their use (e.g., note places at home that are cozy). 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).	Identify important information and sequence events in a text SL.1.2:Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).	

Grade: 1
Course: ELA
Year: 2024

LAKEWOOD CITY SCHOOLS

Unit:11 Knowledge- **Frontier Explorers**
Essential Question: What challenges and discoveries did early American explorers face?
Big Idea: ● The American frontier, explorers, and important events all pave the way for westward expansion of the United States.
Big Idea: ● The Appalachian Mountains were difficult to traverse and acted as a barrier to colonists who wanted to settle farther west.
Big Idea: ● Daniel Boone, the Louisiana Purchase, Lewis and Clark's expeditions, and the role of Native Americans are all key to understanding what led to westward expansion.
Vocabulary: barrier, pioneers, mouth, purchase, brave, expedition, honored, protection, record, dull, contentment

Connection to Social Emotional Standards and/or Social Justice Standards

Connection to Vision of a Lakewood Ranger

Empathy
Collaboration
Growth Mindset

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
11 days				
	Content Statement -			
	RI.1.1:Ask and answer questions about key details in a text. RI.1.2:Analyze informational text development. a. Identify the main topic. b. Retell key details of a text. RI.1.3:Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.4:Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.1.7:Use the illustrations and details in a text to describe its key ideas. RI.1.8:Identify the reasons an author gives to support points in a text RI.1.10:With prompting and support, read informational texts appropriately complex for grade 1.	Domain Assessment RL.1.2:Analyze literary text development. RL.1.3:Describe characters, settings, and major events in a story, using key details.	**Literature List:** The Journey of York: The Unsung Hero of the Lewis and Clark Expedition by Hasan Davis, Zheng He, The Great Chinese Explorer: A Bilingual Story of Adventure and Discovery by Li Jian, Abuelo by Arthur Dorros, I am Sacagawea by Brad Meltzer, CKLA Tradebook List **Online Resource:** CKLA Library Resources
	Content Statement -			
	W.1.2:Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure 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. W.1.7:7 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). W.1.8:With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Explore informational writing through collecting and synthesizing information, and record it in an informative paragraph W.1.2:Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure W.1.8:With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question	
	Content Statement -			

Grade: 1
Course: ELA
Year: 2024

	SL.1.1:Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups. SL.1.1a: 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). SL.1.2:Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally). SL.1.4:Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.5:Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6:Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) L.1.1:Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.1j :Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 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. L.1.4a:Use sentence-level context as a clue to the meaning of a word or phrase. L.1.4c: Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). L.1.5:With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. L.1.5a: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. L.1.5c :Identify real-life connections between words and their use (e.g., note places at home that are cozy). 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).	Identify important information and sequence events in a text L.1.5c:Identify real-life connections between words and their use (e.g., note places at home that are cozy).	

Grade: 1
Course: ELA
Year: 2024

Unit: **Skills Unit 1**
Big Idea: Students read the decodable reader “Snap Shots” to practice fluency.
Big Idea: The stories (chapters) in the reader are told from Beth’s point of view. Beth is a young girl who travels to the United Kingdom to visit friends.
Big Idea: Students answer comprehension questions orally and/or in writing after reading each story.
Trick Words: **K words:** a, I, no, so, of, is, all, some, from, word, are, were, have, one, once, to, do, two, who, the, said, says, was, when, where, why, what, which, here, and there

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
32 Days				
	Content Statement -			
	Reading: RL.1.1 Ask and answer questions about key details in a text. RL.1.2:Analyze literary text development. RL.1.6:Identify who is telling the story at various points in a text. RL.1.7:Use illustrations and details in a story to describe its characters, setting, or events. RL.1.10:With prompting and support, read prose and poetry of appropriate complexity for grade RF.1.1:Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.2:Demonstrate understanding of spoken words, syllables, and phonemes (sounds). RF.1.2b:Orally produce single-syllable words by blending phonemes, including consonant blends. RF.1.2c Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words.RF.1.2d: Segment spoken single-syllable words into their complete sequence of individual phonemes. RF.1.3:Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3: Know the spelling-sound correspondences for common consonant digraphs. RF.1.3b: Decode regularly spelled one-syllable words. RF.1.3g: Recognize and read grade-appropriate irregularly spelled words. RF.1.4:Read with sufficient accuracy and fluency to support comprehension. RF.1.4a:Read grade-level text with purpose and understanding. RF.1.4b: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	-Beginning-of-the-Year Placement Assessment -Domain Assessment -Story Reading -Identify Tricky Words (review from K) RL.1.1:Ask and answer questions about key details in a text. RL.1.2:Analyze literary text development. RL.1.7:Use illustrations and details in a story to describe its characters, setting, or events. RF.1.2b:Orally produce single-syllable words by blending phonemes, including consonant blends. RF.1.2c: Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words. RF.1.2d:Segment spoken single-syllable words into their complete sequence of individual phonemes. RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3a: Know the spelling-sound correspondences for common consonant digraphs. RF.1.3b: Decode regularly spelled one-syllable words. RF.1.4a: Read grade-level text with purpose and understanding.	K-2 Code Chart Project Read Decodable Generator Tricky Words
	Content Statement -			
	Speaking & Listening: SL.1.1:Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups. SL.1.1a: 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). SL.1.1b: Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. SL.1.1c:. Ask questions to clear up any confusion about the topics and texts under discussion.SL.1.2:Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally). SL.1.3:Ask and answer questions about what a speaker says in order to gather additional information or clarify something that		

Grade: 1
Course: ELA
Year: 2024

	is not understood. SL.1.6:Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)		
	Content Statement -		
	Language: L.1.1:Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.1a:Print all upper- and lowercase letters. L.1.1b: Use common, proper, and possessive nouns. L.1.1d:Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). L.1.2:Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.1.2a: Capitalize dates and names of people. L.1.2b: Use end punctuation for sentences. L.1.2c:Use commas in dates and to separate single words in a series. L.1.2d: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 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. L.1.4a:Use sentence-level context as a clue to the meaning of a word or phrase. L.1.5:With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	-Identify 5 short vowel sounds and 25 consonant/consonant digraph sounds -Identify Tricky Spellings ‘th’ >/th/, /th/ and ‘s’ pronounced /s/ or /z/L.1.2b L.1.2d	

Grade: 1
Course: ELA
Year: 2024

LAKEWOOD CITY SCHOOLS

Unit: **Skills Unit: 2**
Big Idea: Students read the decodable Reader "Gran" to practice fluency.
Big Idea: The stories follow the character Gran, a well-traveled grandmother who visits her grandchildren, Josh and Jen.
Big Idea: Students answer comprehension questions orally and/or in writing after reading each story.
Trick Words: he, she, we, be, me, we, they, their, my, by, you, your

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
19 Days				
	Content Statement -			
	Reading: RL.1.1 Ask and answer questions about key details in a text. RL.1.2:Analyze literary text development. RL.1.3:Describe characters, settings, and major events in a story, using key details RL.1.4:Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.7:Use illustrations and details in a story to describe its characters, setting, or events. RL.1.10:With prompting and support, read prose and poetry of appropriate complexity for grade RF.1.1:Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.1a: RF.1.2:Demonstrate understanding of spoken words, syllables, and phonemes (sounds). RF.1.2a: Distinguish long from short vowel sounds in spoken single-syllable words. RF.1.2b:. Orally produce single-syllable words by blending phonemes, including consonant blends.RF.1.2c:Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words. RF.1.2d: Segment spoken single-syllable words into their complete sequence of individual phonemes. RF.1.3b:Decode regularly spelled one-syllable words. RF.1.3c:Know final -e and common vowel team conventions for representing long vowel sounds. RF.1.3g:Recognize and read grade-appropriate irregularly spelled words. RF.1.4:Read with sufficient accuracy and fluency to support comprehension. RF.1.4a: Read grade-level text with purpose and understanding. RF.1.4b: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	-Unit Assessment -Identify and spell Tricky Words -Read and write long vowel sounds, including separated vowel digraphs (CVCe words) RL.1.1:Ask and answer questions about key details in a text. RL.1.3:Describe characters, settings, and major events in a story, using key details. RL.1.7:Use illustrations and details in a story to describe its characters, setting, or events. RF.1.2d: Segment spoken single-syllable words into their complete sequence of individual phonemes. RF.1.3b:Decode regularly spelled one-syllable words. RF.1.3c: Know final -e and common vowel team conventions for representing long vowel sounds. RF.1.4: Read with sufficient accuracy and fluency to support comprehension. RF.1.4a: Read grade-level text with purpose and understanding. RF.1.4b: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	Spelling Trees Project Read Decodable Generator Tricky Words K-2 Code Chart
	Content Statement -			
	Speaking & Listening: SL.1.1:Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups. SL.1.1a: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). SL.1.1b:Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.1.1c: Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.2:Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).			

Grade: 1
Course: ELA
Year: 2024

	SL.1.4:Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.6:Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)		
	Content Statement -		
	Language: L.1.1:Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.1b:Use common, proper, and possessive nouns. L.1.2:Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.1.2a:Capitalize dates and names of people. L.1.2b: Use end punctuation for sentences. L.1.2c: Use commas in dates and to separate single words in a series. L.1.2d:Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.1.2e:Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 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. L.1.4a: Use sentence-level context as a clue to the meaning of a word or phrase. L.1.5a:Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. L.1.5:c:Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. 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).	-Identify and use common and proper nouns L.1.2b:Use end punctuation for sentences. L.1.2d: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	

Grade: 1
Course: ELA
Year: 2024

LAKEWOOD CITY SCHOOLS

Unit: **Skills Unit 3:**
Big Idea: Students read the decodable Reader “Fables” to practice fluency.
Big Idea:The Reader has versions of famous fables, most of which are attributable to the ancient Greek storyteller Aesop.
Big Idea: Fables are special types of stories that teach important lessons or morals.
Big Idea: Fables often feature talking animals as main characters.
Big Idea: Students answer comprehension questions orally and/or in writing after reading each story.
Trick Words: should, could, would, down, because

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
19 Days				
	Content Statement -			
	Reading: RL.1.1 Ask and answer questions about key details in a text. RL.1.2:Analyze literary text development. RL.1.3:Describe characters, settings, and major events in a story, using key details RL.1.4:Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.7:Use illustrations and details in a story to describe its characters, setting, or events. RL.1.10:With prompting and support, read prose and poetry of appropriate complexity for grade RF.1.1:Use sentence-level context as a clue to the meaning of a word or phrase. RF.1.1a RF.1.2:Demonstrate understanding of spoken words, syllables, and phonemes (sounds). RF.1.2c: Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words. RF.1.2d: Segment spoken single-syllable words into their complete sequence of individual phonemes. RF.1.3:Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3a:Know the spelling-sound correspondences for common consonant digraphs. RF.1.3b: Decode regularly spelled one-syllable words. RL.1.3g:Recognize and read grade-appropriate irregularly spelled words. RF.1.4:Read with sufficient accuracy and fluency to support comprehension. RF.1.4a: Read grade-level text with purpose and understanding. RF.1.4b: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.1.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	-Read and write words with vowel sounds /oo/, /oo/, /ou/, /oi/, /aw/ -Identify and spell Tricky Words -Weekly Spelling Test RL.1.1:Ask and answer questions about key details in a text. RL.1.3:Describe characters, settings, and major events in a story, using key details. RL.1.7:Use illustrations and details in a story to describe its characters, setting, or events. RL.1.10:With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons. RF.1.2d:. Segment spoken single-syllable words into their complete sequence of individual phonemes. RF.1.3b:Decode regularly spelled one-syllable words. RF.1.4a:Read grade-level text with purpose and understanding. RF.1.4b:Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.1.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Spelling Trees Project Read Decodable Generator Tricky Words K-2 Code Chart
	Content Statement-			
	Writing: W.1.1:Write opinion pieces that introduce the topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.3:Write narratives to 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.	-Read and write words with vowel sounds /oo/, /oo/, /ou/, /oi/, /aw/ -Use the writing process to compose a narrative W.1.1:Write opinion pieces that introduce the topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.3:Write narratives to recount two or more appropriately sequenced events,	

Grade: 1
Course: ELA
Year: 2024

	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.	include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. 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.	
	Content Statement -		
	Speaking & Listening: SL.1.1:Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups. SL.1.1a: 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). SL.1.1b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.1.1c: Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.2:Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally). SL.1.4:Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.5:Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6:Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	Distinguish between similar vowel sounds /ue/, /oo/, /oo/ and /u/	
	Content Statement -		
	Language: L.1.1:Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.1e: 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). L.1.1j:Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. L.1.2:Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.1.2a:. Capitalize dates and names of people. L.1.2b:Use end punctuation for sentences. L.1.2c:Use commas in dates and to separate single words in a series. L.1.2d:Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.1.2e:Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	-Identify and use verbs and verb tenses L.1.1j:Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. L.1.2b: Use end punctuation for sentences. L.1.2d:Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.1.2e: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	

Grade: 1
Course: ELA
Year: 2024

Unit: **Skills Unit: 4**
Big Idea: Students read the decodable Reader "The Green Fern Zoo" to practice fluency.
Big Idea: The main character is fictional, but the information in the book is factual.
Big Idea: Informational text features such as headings and a picture glossary are introduced.
Big Idea: Students answer comprehension questions orally and/or in writing after reading each story.
Trick Words: today, yesterday, tomorrow

Connection to Social Emotional Standards and/or Social Justice Standards

Connection to Vision of a Lakewood Ranger

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
28 Days				
	Content Statement -			
	Reading: 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. RI.1.1:Ask and answer questions about key details in a text. RI.1.2:Analyze informational text development. a. Identify the main topic. b. Retell key details of a text. RI.1.3:Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.4:Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 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. RI.1.7:Use the illustrations and details in a text to describe its key ideas. RI.1.8:Identify the reasons an author gives to support points in a text. RI.1.9:Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RI.1.10: With prompting and support, read informational texts appropriately complex for grade 1. RF.1.1a:Distinguish long from short vowel sounds in spoken single-syllable words. RF.1.2:Demonstrate understanding of spoken words, syllables, and phonemes (sounds). RF.1.2b:Orally produce single-syllable words by blending phonemes, including consonant blends. RF.1.2c: Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words. RF.1.2d: Segment spoken single-syllable words into their complete sequence of individual phonemes. RF.1.3:Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3a:Know the spelling-sound	-Read and write words with r-controlled vowels -Identify and use contractions -Read and spell Tricky Words -Weekly spelling test -Mid-Year Assessment RL.1.1:Ask and answer questions about key details in a text. RI.1.1:Ask and answer questions about key details in a text. RI.1.10:With prompting and support, read informational texts appropriately complex for grade 1. RF.1.2:Demonstrate understanding of spoken words, syllables, and phonemes (sounds). RF.1.2c: Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words RF.1.3b:Decode regularly spelled one-syllable words. RF.1.3d:Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. RF.1.3e: Decode two-syllable words following basic patterns by breaking the words into syllables. RF.1.3f: Read words with inflectional endings. RF.1.4a:. Read grade-level text with purpose and understanding. RF.1.4b:. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings	Spelling Trees Project Read Decodable Generator Tricky Words K-2 Code Chart

Grade: 1
Course: ELA
Year: 2024

	correspondences for common consonant digraphs. RF.1.3b: Decode regularly spelled one-syllable words.RF.1.3c: Know final -e and common vowel team conventions for representing long vowel sounds. RF.1.3d: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. RF.1.3e:Decode two-syllable words following basic patterns by breaking the words into syllables. RF.1.3f:Read words with inflectional endings. RF.1.3g: Recognize and read grade-appropriate irregularly spelled words. RF.1.4:Read with sufficient accuracy and fluency to support comprehension. RF.1.4a:Read grade-level text with purpose and understanding. RF.1.4b:Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.		
	Content Statement-		
	Writing: W.1.2:Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure 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. 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. W.1.8:With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	-Read and write words with r-controlled vowels -Compose descriptive writing pieces W.1.2:Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure. 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.	
	Content Statement -		
	Speaking & Listening: SL.1.1:Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups. SL.1.1a:. 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). SL.1.1b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.1.2:Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally). SL.1.4:Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.6:Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)		
	Content Statement -		
	Language: L.1.1:Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.1a: Print all upper- and lowercase letters. L.1.1b: Use common, proper, and possessive nouns. L.1.1c: Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).L.1.1e: 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).L.1.1f : Use frequently occurring adjectives. L.1.2:Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	-Identify and use contractions -Read and write past tense verbs with -ed L.1.1b:Use common, proper, and possessive nouns. and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, L.1.1e: 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). L.1.1f : Use frequently	

Grade: 1
Course: ELA
Year: 2024

	L.1.2a: Capitalize dates and names of people. L.1.2b:Use end punctuation for sentences. L.1.2c: Use commas in dates and to separate single words in a series. L.1.2d:Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 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. L.1.4b:Use frequently occurring affixes as a clue to the meaning of a word. L.1.4c: Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). L.1.5:With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. L.1.5a: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. 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).	occurring adjectives L.1.2:Demonstrate command of the conventions of standard English capitalization, punctuation, and spell L.1.2c: Use commas in dates and to separate single words in a series L.1.2d:Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	

Grade: 1
Course: ELA
Year: 2024

Unit: **Skills Unit:5**
Big Idea: Students read the decodable Reader "Kate's Book" to practice fluency.
Big Idea: The Reader tells the story of a girl named Kate who writes a book about her summer vacation. The premise is that students are reading the book that Kate wrote, which her grandmother also illustrated.
Big Idea: Students answer comprehension questions orally and/or in writing after reading each story.
Trick Words: how, picture, coach

Suggested Pacing	Content Standards		Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
22 Days					
	Content Statement -				
	Reading: RL.1.1 Ask and answer questions about key details in a text. RL.1.2:Analyze literary text development. RL.1.3:Describe characters, settings, and major events in a story, using key details RL.1.7:Use illustrations and details in a story to describe its characters, setting, or events. RL.1.10:With prompting and support, read prose and poetry of appropriate complexity for grade RF.1.1:Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.1a RF.1.2:Demonstrate understanding of spoken words, syllables, and phonemes (sounds). RF.1.2a: Distinguish long from short vowel sounds in spoken single-syllable words. RF.1.2b:Orally produce single-syllable words by blending phonemes, including consonant blends. RF.1.2c: Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words. RF.1.2d:Segment spoken single-syllable words into their complete sequence of individual phonemes. RF.1.3:Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3a:Know the spelling-sound correspondences for common consonant digraphs. RF.1.3b:Decode regularly spelled one-syllable words. RF.1.3e:Decode two-syllable words following basic patterns by breaking the words into syllables. RF.1.3f:Read words with inflectional endings. RF.1.3g:Recognize and read grade-appropriate irregularly spelled words. RF.1.4:Read with sufficient accuracy and fluency to support comprehension. RF.1.4a:Read grade-level text with purpose and understanding. RF.1.4b:Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.1.4c:Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	-Weekly Spelling Test -Unit Assessment RL.1.1:Ask and answer questions about key details in a text. RL.1.10:With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons. RF.1.1a:Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.3:Know and apply grade-level phonics and word analysis skills in decoding words.RF.1.3a: Know the spelling-sound correspondences for common consonant digraphs. RF.1.3b: Decode regularly spelled one-syllable words. RF.1.3e:Decode two-syllable words following basic patterns by breaking the words into syllables. RF.1.3f: Read words with inflectional endings. RF.1.4:Read with sufficient accuracy and fluency to support comprehension. RF.1.4a: Read grade-level text with purpose and understanding. RF.1.4b:Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	Spelling Trees Project Read Decodable Generator Tricky Words K-2 Code Chart
	Content Statement-				
	Writing: W.1.1:Write opinion pieces that introduce the topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.5:5 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. W.1.6:With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with		-Use the writing process to compose a letter expressing an opinion W.1.1:Write opinion pieces that introduce the topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.	

Grade: 1
Course: ELA
Year: 2024

	peers. 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).		
	Content Statement -		
	Speaking & Listening: SL.1.1:Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups. SL.1.1a: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). SL.1.1b:Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.1.5:Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6:Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)		
	Content Statement -		
	Language: L.1.1:Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.1b:Use common, proper, and possessive nouns. L.1.1c:Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). L.1.1e: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). L.1.1f:Use frequently occurring adjectives. L.1.1i:Use frequently occurring prepositions (e.g., during, beyond, toward). L.1.2:Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.1.2a: Capitalize dates and names of people. L.1.2b Use end punctuation for sentences. L.1.2c Use commas in dates and to separate single words in a series. L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 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. L.1.4a: Use sentence-level context as a clue to the meaning of a word or phrase. L.1.4b Use frequently occurring affixes as a clue to the meaning of a word. L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	-Identify and write different sentence types -Identify and write different sentence types -Nouns & Verbs, punctuation -Adding adjectives -Plural nouns L.1.1c:. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). L.1.1f:Use frequently occurring adjectives. L.1.1j:Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. L.1.2b:Use end punctuation for sentences. L.1.2d:Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.1.4c: Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	

Grade: 1
Course: ELA
Year: 2024

LAKEWOOD CITY SCHOOLS

Unit: **Skills Unit:6**
Big Idea: Students read the decodable Reader "Grace" to practice fluency.
Big Idea: The Reader is about a girl named Grace who lives on a farm in the Midwest. The stories take us through her daily life on a farm and in the country.
Big Idea: Students answer comprehension questions orally and/or in writing after reading each story.

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
25 Days				
	Content Statement -			
	Reading: RL.1.1: Ask and answer questions about key details in a text. RL.1.3:Describe characters, settings, and major events in a story, using key details RL.1.7:Use illustrations and details in a story to describe its characters, setting, or events. RL.1.9:Compare and contrast the adventures and experiences of characters in stories RF.1.1 RF.1.1a RF.1.2 RF.1.2d RF.1.3 RF.1.3a RF.1.3b RF.1.3c RF.1.3f RF.1.3g RF.1.4 RF.1.4a RF.1.4b RF.1.4c	RL.1.1:c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). RL.1.3:Describe characters, settings, and major events in a story, using key details. RL.1.9:Compare and contrast the adventures and experiences of characters in stories. RF.1.2:Demonstrate understanding of spoken words, syllables, and phonemes (sounds). RF.1.3:d word recognition RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3b: Decode regularly spelled one-syllable words. RF.1.3c:Know final -e and common vowel team conventions for representing long vowel sounds. RF.1.3f:Read words with inflectional endings. RF.1.3g: Recognize and read grade-appropriate irregularly spelled words. RF.1.4a: Read grade-level text with purpose and understanding. RF.1.4b:Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. -Read and write spelling alternatives for /s/, /n/, /ng/, /w/ -Unit Assessment	Spelling Trees Project Read Decodable Generator Tricky Words K-2 Code Chart
	Content Statement-			
	Writing: W.1.1:Write opinion pieces that introduce the topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.3:Write narratives to 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. 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. 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.	W.1.1:Write opinion pieces that introduce the topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.3:Write narratives to 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. 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. 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. -Read and write spelling alternatives for /s/, /n/, /ng/, /w/	

Grade: 1
Course: ELA
Year: 2024

		-Spell grade-level words correctly -Use the writing process to compose a personal narrative	
	Content Statement -		
	Speaking & Listening: SL.1.1:Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups. SL.1.1a:. 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). SL.1.1b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.SL.1.1c: Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.4:Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.6:Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	SL.1.4:Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. -Use past, present, and future verb tenses	
	Content Statement -		
	Language: L.1.1:Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.1b: Use common, proper, and possessive nouns.L.1.1c: Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). L.1.1d: Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). L.1.1e: 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). L.1.1f:Use frequently occurring adjectives L.1.1i: Use frequently occurring prepositions (e.g., during, beyond, toward). L.1.1j :Produce and expand comp L.1.2:2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.1.2a: Capitalize dates and names of people. L.1.2b:. Use end punctuation for sentences. L.1.2c: Use commas in dates and to separate single words in a series. L.1.2d:Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.1.2e:Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 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. L.1.4a:Use sentence-level context as a clue to the meaning of a word or phrase. L.1.4c:c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). L.1.5a:Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	L.1.1c:Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). L.1.1d: Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything) L.1.2d: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.1.2e: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. L.1.4a:Use sentence-level context as a clue to the meaning of a word or phrase. L.1.4c: Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	

Grade: 1
Course: ELA
Year: 2024

Unit: **Skills Unit:7**
Big Idea: The Reader focuses on a young girl, Kay, and her friend Martez, a Mexican-American boy. Kay, Martez, and Kay's family go on a trip to Mexico.
Big Idea: The text incorporates Grade 1 history and geography topics from the CKLA Knowledge strand.
Big Idea: Students answer comprehension questions orally and/or in writing after reading each story.

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
21 Days				
	Content Statement -			
	Reading: RL.1.1:Ask and answer questions about key details in a text. RL.1.2:Analyze literary text development. RL.1.3:Describe characters, settings, and major events in a story, using key details RL.1.9:Compare and contrast the adventures and experiences of characters in stories 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. RF.1.1:Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.2d:Segment spoken single-syllable words into their complete sequence of individual phonemes. RF.1.3:Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3a: Know the spelling-sound correspondences for common consonant digraphs. RF.1.3b: Decode regularly spelled one-syllable words. RF.1.3c: Know final -e and common vowel team conventions for representing long vowel sounds. RF.1.3d:. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. RF.1.3e: Decode two-syllable words following basic patterns by breaking the words into syllables. RF.1.3f: Read words with inflectional endings. RF.1.3g: Recognize and read grade-appropriate irregularly spelled words. RF.1.4:Read with sufficient accuracy and fluency to support comprehension. RF.1.4a: Read grade-level text with purpose and understanding. RF.1.4b: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	RL.1.1:Ask and answer questions about key details in a text. RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RF.1.1a: Know the spelling-sound correspondences for common consonant digraphs. RF.1.3b: Decode regularly spelled one-syllable words. RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds. RF.1.3f:Read words with inflectional endings. RF.1.3g:Recognize and read grade-appropriate irregularly spelled words. RF.1.4a:Read grade-level text with purpose and understanding. -Read and write spelling alternatives for /ae/, /oe/ -End-of-the-Year Assessment	Spelling Trees Project Read Decodable Generator Tricky Words K-2 Code Chart
	Content Statement-			
	Writing: W.1.1:Write opinion pieces that introduce the topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.2:Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure 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.	W.1.1:Write opinion pieces that introduce the topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.2:Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure. 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. -Read and write spelling alternatives for /ae/, /oe/	

Grade: 1
Course: ELA
Year: 2024

		-Write sentences using conjunctions -Use the writing process to compose instructional writing	
	Content Statement -		
	Speaking & Listening: SL.1.1:Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.SL.1.1a:. 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). SL.1.1b:Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.1.1c :Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.2:Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally). 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. SL.1.4:Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.6:Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)		
	Content Statement -		
	Language: L.1.1b: Use common, proper, and possessive nouns. L.1.1c:Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). L.1.1e: 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). L.1.1g: Use frequently occurring coordinating and subordinating conjunctions (e.g., and, but, or, so, because). L.1.1j:. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. L.1.2Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.1.2a: Capitalize dates and names of people. L.1.2b:Use end punctuation for sentences.L.1.2c : Use commas in dates and to separate single words in a series. L.1.2d:Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 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. L.1.4a:Use sentence-level context as a clue to the meaning of a word or phrase L.1.4c:c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). 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).	L.1.1c:Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). L.1.2b:Use end punctuation for sentences. L.1.2c: Use commas in dates and to separate single words in a series. L.1.2d: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.1.4c: Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). End-of-the-Year Assessment -Identify and use correct noun-verb agreement -Identify and use plural nouns	