

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Grade 1

English Language Arts

2025

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Curriculum Writing Team

Kate Engeldrum, ELA Program Leader

Jennifer Olimpieri, Literacy Consultant

Paige Pellegrini, Grade 1 Teacher

Sue Velez, Grade 1 Teacher

Dr. Susan C. Iwanicki, Assistant Superintendent of Teaching and Learning

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CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write** effectively, therefore communicating in an articulate and coherent manner. All students will participate in activities that present **problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

The Bookworms English Language Arts (ELA) block, a 45-minute component of the program's three daily instructional blocks, is built on the core belief that both teachers and students will embrace their identities as writers and engage in daily writing. This ELA block meticulously focuses on genre-based writing instruction, interactive read-alouds with robust vocabulary development, and explicit instruction in grammar and language standards. It's designed to seamlessly complement the "Shared Reading" and "Differentiated Instruction" blocks, together forming a comprehensive literacy program that fosters a deep engagement with high-quality texts and explicit skill development. An additional approximate 25-30 minutes should be spent daily on Word Study (based on the Foundations program). Writers understand the writing process and focus on that process as they work through generating ideas, drafting, rehearsing, revising, and editing. They demonstrate their many drafts by using different colored pens to revise and edit. They realize the importance of the process (the HOW) over the product (the WHAT).

COURSE GOALS

The course goals derive from the 2010 Connecticut Core Standards for Literacy. Goals specific to a module of study are listed in this guide at the beginning of each unit. Many standards recur over the course of the year. The lessons therein encourage student engagement through the writing process so that each student will see himself/herself as a writer and reflect on the processes learned.

COURSE ENDURING UNDERSTANDINGS

Students will understand that:

- they will be responsible for their writing folders and writing supplies.
- they will increase their stamina and volume of writing as the year progresses.

- they will write every day and view themselves as writers.
- they will develop a repertoire of revising and editing strategies.
- they will confer with a partner or partners to reflect on their writing.
- they can utilize craft moves demonstrated in mentor texts and other books they read.
- they will learn to value the celebration of their writing pieces.

COURSE ESSENTIAL QUESTIONS

- Who am I as a writer?
- What are my writing tools?
- How do I get writing ideas that matter to me?
- How do I become a narrative story writer?
- How do I become a persuasive writer?
- How do I become an informational writer?
- Who is my writing audience?
- How do I revise my writing to add details?
- How do I hook my reader?
- How do I edit my writing pieces?
- How do I work with others to improve my writing?
- How do I share my writing with others?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- that writing is a process
- key writing vocabulary: sketch/draw, label, stamina, details, feelings, action, dialogue, opinion/fact, reason/evidence, transitions, punctuation, beginning, middle, end, mentor text, and publish.

Students will be able to . . .

- write a narrative, informational, and opinion piece.
- provide reasons and/or details to support a main idea in writing.
- use transitional and linking words in writing.
- compose a beginning, middle, and end to a written piece.
- incorporate dialogue, action, and internal thought into written pieces.

Grade 1 ELA YEAR AT A GLANCE

September- mid November	Bookworms ELA Module 1 Module 1 will include three units: Becoming a Writer, Learning and Growing, and Learning about Fall. - Unit 1: Becoming a Writer teaches students how to write complete sentences and the elements of descriptive and opinion sentences. - Unit 2: Learning and Growing includes three realistic fiction books where the characters learn and grow in their world: Alexander and the Terrible, Horrible, No Good, Very Bad Day, Pepper's Journal, and The Art Lesson. - Unit 3: Learning About Fall will include four informational books related to the fall season.	Module 1 Grammar Capitalization (beginning), periods (statements), sentence structure (complete idea, subject, predicate), question marks Exclamation points, adding details to simple sentences (oral & written) Sentence Composing (imitating, combining, unscrambling, expanding), Dictation, Shared & Interactive Writing, Grammar in Context
mid November- early February	Bookworms ELA Module 2 Module 2 will include two units: Stories from Our Past and Making Good Decisions. - Unit 1: Stories from Our Past includes stories and writing activities that will help students learn more about our cultural history. - Unit 2: Making Good Decisions includes texts and writing activities that help students think about making good decisions.	Module 2 Grammar Review of common nouns (people, places, things), introduction to proper nouns (specific names, days, months - capitalization) Identifying and using proper nouns in sentences Sentence Composing, Dictation, Shared & Interactive Writing, Grammar in Context, Word Study
February-May	Bookworms ELA Module 3 Module 3 will include four units: Telling Our Stories, United States Symbols, Telling Stories, and Wonderful You! - Unit 1: The Telling Our Stories unit will help students explore realistic fiction texts and the narrative writing genre. - Unit 2: The United States Symbols unit will help students explore nonfiction texts and domain-specific vocabulary about United States history. - Unit 3: The Telling Stories unit in ELA builds on the concepts that students learned about narrative elements and the fantasy genre from the Telling Stories unit in Shared Reading.	Module 3 Grammar Review of action verbs, introduction to "being" verbs (am, is, are) Matching correct verb form with the subject Sentence Composing, Dictation, Shared & Interactive Writing, Grammar in Context, Word Study

May - June	Bookworms ELA Module 4 Module 4 will include one unit: Exploring Our World. Unit 1: The Exploring Our World unit includes books and writing lessons that explore the world around us.	Module 4 Grammar Review of adjectives, using adjectives to add detail to sentences Hearing and using basic comparative adjectives (e.g., big/bigger, small/smaller) in context Consistent integration of grammar through reading and writing activities Sentence Composing, Dictation, Shared & Interactive Writing, Grammar in Context, Word Study
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ELA Module 1:
Becoming a Writer, Learning and Growing, and Learning about Fall

Connecticut Framework: The Common Core State Standards

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and 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.

RF.1.1 Demonstrate understanding of the organization and basic features of print.

RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

- W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure
- 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** 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.
- SL.1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 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.
- L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1.a** Print all upper- and lowercase letters.
- L.1.1.b** Use common, proper, and possessive nouns.
- L.1.1.c** Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- L.1.1.f** Use frequently occurring adjectives.
- L.1.1.g** Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.1.j 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.1.2.b Use end punctuation for sentences.

L.1.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.1.5.c 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).

SUBJECT

Grade 1 ELA

MODULE 1:

Becoming a Writer, Learning and Growing, and Learning about Fall

Unwrapped Performance Standards**Concepts**

Need to know about:

- Complete sentences
- Elements of descriptive and opinion sentences
- Characters who learn and grow in realistic fiction
- Narrative elements
- Opinion writing
- The fall season
- Descriptive sentences in written responses
- Purpose and structure of informative writing
- Quality of informative writing
- Text comprehension and literacy skills
- Genre-based writing rubrics

Skills

Need to be able to:

- Write complete and descriptive sentences
- Write sentences to state an opinion
- Identify narrative elements in fiction
- Analyze characters who learn and grow
- Conduct collaborative research
- Write informative texts (research reports)
- Understand the purpose and structure of informative writing
- Evaluate and revise written work
- Demonstrate comprehension of informational and narrative texts
- Apply literacy skills in written responses

SUBJECT

Grade 1 ELA

MODULE 1:

Becoming a Writer, Learning and Growing, and Learning about Fall

Big Ideas*Student's statements of enduring ideas*

1. Learning how to write sentences that describe something or someone is an important way to communicate.
2. It's fun to share my ideas and to listen to the opinions of others. This helps me form questions that I can answer in my writing.
3. I can use the facts that I learn to write information that teaches others.

Essential Questions*Teacher's guiding questions*

1. How can I become a stronger writer by using complete sentences and expressing my ideas clearly in descriptive and opinion writing?
2. What can I learn from characters who grow and change, and how can I use those ideas to write about my own thoughts and experiences?
3. What changes happen in the fall season, and how can I share what I learn through informative writing with others?

SUBJECT

Grade 1 ELA

MODULE 1:

Becoming a Writer, Learning and Growing, and Learning about Fall

LEARNING OBJECTIVES*The students will be able to:***Students will be able to:**

1. Write complete sentences using correct subject-predicate structure.
2. Identify and use elements of descriptive and opinion sentences in written responses.
3. Recognize narrative elements (character, setting, events) in realistic fiction texts.
4. Write opinion sentences about characters or events in stories.
5. Describe seasonal changes in fall using information from texts.
6. Write descriptive sentences in response to fall-themed readings.
7. Understand the purpose and structure of informative writing through collaborative tasks.
8. Plan, draft, and revise an informative text (Fall Research Report) using information from Shared Reading.
9. Evaluate the quality of their writing using genre-based rubrics.
10. Demonstrate comprehension, content knowledge, and literacy skills through written and spoken responses.
11. Participate in collaborative discussions by listening, sharing ideas, and building on others' contributions.

Apply the Vision of the Graduate by:

- a. Students become clear and confident communicators through daily practice with writing, speaking, and listening.
- b. Students begin developing critical thinking skills as they analyze texts and collaborate with peers to produce clear and purposeful writing.

SUBJECT

Grade 1 ELA

MODULE 1:

Becoming a Writer, Learning and Growing, and Learning about Fall

Instructional Strategies

Based on our department philosophy for student learning, teachers will:

Explicit Sentence Instruction

Provide direct instruction on how to write complete, descriptive, and opinion sentences during the *Becoming a Writer* unit.

Modeling and Guided Practice

Model writing techniques and guide students through sentence construction, using think-alouds and scaffolded practice.

Read-Alouds and Shared Reading

In the *Learning and Growing* and *Learning about Fall* units, teachers will conduct read-alouds of realistic fiction and nonfiction texts to build comprehension and support vocabulary development.

Character and Narrative Element Analysis

Lead discussions and activities to help students identify and analyze characters, narrative structure, and growth in stories.

Genre-Based Writing Practice

Students will practice opinion, descriptive, and informative writing in alignment with the focus of each unit. Teachers will use genre-based rubrics to guide instruction and feedback.

Collaborative Research Writing

For the *Culminating Task: Fall Research Report*, teachers will guide students through the collaborative process of researching, organizing, and writing an informative text.

Writing Rubric Use for Assessment and Feedback

Collaboratively choose specific writing tasks to formally assess using grade-level rubrics and provide formative feedback on others to monitor student progress.

1. **Speaking and Listening Practice:** Incorporate structured opportunities for students to discuss texts, share ideas, and present information, using group or individual rubrics to monitor oral language development.
2. **Focused Feedback Cycles:** Provide students with revision and editing feedback using the Grade 1: Editing and Revision Rubric to support growth in writing quality.
3. **Progress Monitoring in Oral and Written Language:** Document students' development in speaking, listening, and writing once per month using recommended rubrics to track growth in literacy and content knowledge integration.

SUBJECT

Grade 1 ELA

MODULE 1:

Becoming a Writer, Learning and Growing, and Learning about Fall

Culminating Task

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

Informative Writing: Fall Research Report (ELA, Module 1, Unit 3 Lessons 42-45)

This culminating task will take four days to complete. The task requires students to research and write an informative description about changes in the fall using the books from the Changes in Fall unit as their sources. Students will learn the purpose and structure of informative writing and learn how to evaluate the quality of their informative writing pieces. They will collaboratively research, plan, and write the first draft of a descriptive paragraph, a subgenre of informative writing, about the changes that occur in the fall. Successful completion of both parts of the task will demonstrate students' content knowledge and literacy skills.

Students will plan and write a collaborative research report about changes in the fall in this Culminating Task. The collaboration is structured to provide the scaffolding that first-grade writers need. To complete this task, students must apply what they have learned so far during Shared Reading about making meaning from texts and how to use sounds to spell words and from English Language Arts about how to share their thoughts and understandings in written sentences.

Teachers will use the culminating task rubric to document student progress in content knowledge, literacy knowledge, and integration of knowledge and ideas.

SUBJECT Grade 1 ELA	
MODULE 1: Becoming a Writer, Learning and Growing, and Learning about Fall	
Pacing & Resources	
<i>45 Days</i> Time Allotment: September- mid November - Unit 1: Becoming a Writer will help students learn to write complete sentences and learn the elements of descriptive and opinion sentences. - Unit 2: Learning and Growing unit will introduce students to characters who learn and grow in realistic fiction books, narrative elements, and opinion writing. - Unit 3: Learning about Fall unit will include texts that help students learn about the fall season. Students will also practice writing descriptive sentences during written responses.	
Unit 1 Becoming a Writer	
Learning to Write Sentences Lessons 1-25	Throughout Lessons 1–25, students will explore sentence structure and idea generation by connecting characters and events from shared reading books. Using <i>Hooray for Snail!</i> (Lessons 1–6) and <i>Soccer Game!</i> (Lessons 6–10), students will identify parts of a sentence and write about story events. In Lessons 10–14, “ <i>What Is That?</i> ” <i>Said the Cat</i> supports brainstorming and evaluating complete sentences. Students will then describe favorite characters (Lesson 15) and expand sentences using <i>Biscuit</i> (Lessons 15–20). By Lesson 25, they will express opinions in writing, demonstrating their understanding of <i>Biscuit</i> through detailed, text-based sentences.
Unit 2 Learning and Growing	
Alexander and the Terrible, Horrible, No Good, Very Bad Day Lessons 26 & 27	Alexander and the Terrible, Horrible, No Good, Very Bad Day is the story of a young boy having the worst day he can imagine. This realistic fiction text is a picture book with a narrative structure. Students will collaboratively create a story map to identify key elements of narrative structure.
Pepper’s Journal Lessons 28-30	Pepper’s Journal is a story about a girl who keeps a journal of how her new kitten develops over time. The book straddles the line between fiction and nonfiction. The left-hand side of each two-page spread is realistic fiction; the right-hand side is nonfiction. It’s possible to read the book first for the story and then again with the facts added.
The Art Lesson Lessons 31-32	The Art Lesson is about a boy who wanted to become an artist but found that there were too many rules about how to draw pictures. You may wish to reveal in advance that Tomie dePaola based this story on events in his life.

Book Reviews Lessons 33-34	In Lessons 33–35, students will learn the elements of a book review using <i>The Art Lesson</i> and <i>Pepper’s Journal</i> to identify key components. They will then apply this knowledge by observing a modeled review of <i>Biscuit Finds a Friend</i> and writing their own review of <i>The Fat Cat Sat on the Mat</i> .
Unit 3 Learning About Fall	
How Do Apples Grow? Lessons 1-2	How Do Apples Grow? is an informational text that includes facts about how apples grow throughout the seasons of the year. The book follows the process of how an apple grows and has domain-specific vocabulary words that may be unfamiliar to students. Teachers will create a chart of words that may be unfamiliar to students to review their meanings.
Possum’s Harvest Moon Lesson 38	Possum’s Harvest Moon tells the story of Possum, who decides to have a party to celebrate the harvest right before winter comes. While we primarily approach this as a narrative text, you will want to point out how the animals in the story are preparing for winter.
Why Do Leaves Change Color? Lesson 39 & 40	Why Do Leaves Change Color? explains how leaves change over the seasons, beginning in spring, then summer, fall, winter, and back to springtime again. This informational text is a picture book with a cycle structure. Students will review a cycle diagram with the teacher to call attention to the book’s structure. They will also suggest content as the teacher creates a tree diagram showing the relationship between important words and concepts in the book.
In November Lesson 41	In November tells about the things the author remembers when she thinks about November. The book goes from one thought to another, with no particular order. Although this book is nonfiction, its purpose is not to introduce many technical words. It is better to fast scaffold words like <i>cider</i> and <i>cinnamon</i> since they are Tier 2 words. You may wish to provide small cups of cider after the Read Aloud for your students! After reading the page with the pie, you could mention that they will have a chance to taste some cider.
Informative Writing: Fall Research Report Lessons 42-45	The task requires students to research and write an informative description about changes in the fall using the books from the Changes in Fall unit as their sources. Students will learn the purpose and structure of informative writing and learn how to evaluate the quality of their informative writing pieces. They will collaboratively research, plan, and write the first draft of a descriptive paragraph, a subgenre of informative writing, about the changes that occur in the fall. Successful completion of both parts of the task will demonstrate students’ content knowledge and literacy skills.

MODULE 2:

Stories from Our Past and Making Good Decisions

Connecticut Framework: The Common Core State Standards

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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.

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and 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.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

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.

L.1.1.b Use common, proper, and possessive nouns.

L.1.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.1.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

L.1.1.e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

L.1.1.f Use frequently occurring adjectives.

L.1.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.1.h Use determiners (e.g., articles, demonstratives).

L.1.1.i Use frequently occurring prepositions (e.g., during, beyond, toward).

L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2.a Capitalize dates and names of people.

L.1.2.b Use end punctuation for sentences.

L.1.2.c Use commas in dates and to separate single words in a series.

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

L.1.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

L.1.5.d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

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).

SUBJECT

Grade 1 ELA

MODULE 2:

Stories from Our Past and Making Good Decisions

Unwrapped Performance Standards**Concepts**

Need to know about:

- Folktales and Biographies
- Famous Americans from the past
- Characters make decisions that impact their lives
- Text comprehension skills
- Author Syd Hoff
- Book reviews
- Informative texts about decision-making
- Elements of opinion and informative writing
- The full writing process: planning, drafting, revising, and editing
- Evidence from text
- Group discussions
- Speaking and listening skills
- Oral communication

Skills

Need to be able to:

- Read and understand folktales and biographies
- Analyze and interpret narrative texts
- Identify key details and main ideas in informational texts
- Compare and evaluate texts, such as different Syd Hoff books
- Write self-descriptions and book reviews
- Compose opinion writing pieces
- Create informative texts about decision-making
- Identify and use elements of opinion and informative writing
- Plan, draft, revise, and edit written work
- Persuade readers using evidence from texts
- Evaluate writing using genre-specific rubrics
- Share ideas in group discussions
- Listen actively to others and respond thoughtfully during conversations
- Demonstrate growth in oral communication
- Reflect on personal and others' decision-making
- Draw conclusions from stories and real-life examples
- Support opinions with reasons and evidence

SUBJECT

Grade 1 ELA

MODULE 2:

Stories from Our Past and Making Good Decisions

Big Ideas*Student's statements of enduring ideas*

1. Reading stories about people from the past and how they made good choices helps me think about what I would do, and I can write to tell others what I think.
2. Working with my classmates to share ideas and help each other with our writing is important to my growth as a writer. I listen carefully when others talk and use what I learn to make my writing stronger.
3. Using text evidence helps to support my opinion writing. I can plan, write, and then fix my work to make it better.

Essential Questions*Teacher's guiding questions*

1. What can stories from the past teach us about ourselves and the people who came before us?
2. How do people make good decisions, and how can we share our ideas through writing?
3. How can I use opinion and informative writing to express my thoughts and support them with evidence from what I read?

SUBJECT

Grade 1 ELA

MODULE 2:

Stories from Our Past and Making Good Decisions

LEARNING OBJECTIVES*The students will be able to:***Students will be able to:**

1. Identify key elements of folktales and biographies to build understanding of cultural history.
2. Write book reviews and self-descriptions to make personal connections to texts.
3. Explain how characters in stories make decisions and how those decisions impact outcomes.
4. Write opinion and informative texts that reflect on how to make good decisions.
5. Recognize and evaluate elements of opinion and informative writing in sample texts.
6. Plan, draft, revise, and edit writing collaboratively with peers and teacher guidance.
7. Use details from a text to support their opinion in writing.
8. Complete an opinion writing task by selecting a favorite Syd Hoff book and justifying their choice with story evidence.
9. Demonstrate comprehension and writing skills by applying what they've learned across Shared Reading and ELA.
10. Participate in discussions by listening actively, sharing ideas, and responding to others respectfully.

Apply the Vision of the Graduate by:

- a. Students will think critically about stories from the past and the choices people make.
- b. Students strengthen their ability to express informed opinions and collaborate with others to produce well-structured writing.

SUBJECT Grade 1 ELA
MODULE 2: Stories from Our Past and Making Good Decisions
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>
Use of Interactive Read Alouds Model how characters make important decisions and explore cultural history through folktales and biographies. Explicit teaching of opinion and informative writing Guide students in analyzing and composing texts in both genres. Incorporation of personal writing Use book reviews and self-descriptions to connect learning to students' own experiences. Genre-based writing instruction Focus on identifying and evaluating features of opinion and informative texts. Collaborative writing process Include planning, drafting, revising, and editing with peers. Integration of reading and writing instruction Integrate Shared Reading and ELA to deepen comprehension and writing outcomes. Culminating task ("The Best of Syd Hoff") Synthesize reading and writing skills by having students write a persuasive opinion piece using text evidence. Use of rubrics (genre-based and Grade 1: Editing and Revision Rubric) to assess writing and provide feedback. Teacher collaboration Determine which writing pieces to formally assess and which to use for formative feedback. Speaking and listening practice Use structured rubrics (Group and Individual) to support communication skills. Monthly documentation of oral language growth Use speaking and listening rubrics.

SUBJECT

Grade 1 ELA

MODULE 2:

Stories from Our Past and Making Good Decisions

Culminating Task

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

Opinion Writing: The Best of Syd Hoff (ELA, Module 2, Unit 2 Lessons 41-45)

This culminating task will take five days to complete. It builds on the opinion writing lessons from Module 2 and the six Syd Hoff books students read during Shared Reading Module 2. The text-based opinion writing task asks students to make a good decision about which Syd Hoff book they think is the best and convince someone why it is his best by including information from the story.

Students will review the purpose and structure of opinion writing and learn how to evaluate the quality of their opinion writing pieces. They will gather information from their chosen book, plan, write the first draft, revise, edit, and write a final draft of their opinion piece. Successful completion of the task will allow students to demonstrate how well they are increasing their knowledge of the opinion writing genre and their ability to use the writing process. They will also demonstrate their understanding of story elements, the author and illustrator's craft, and literacy skills.

In this culminating task, students will plan, write, and revise an opinion writing piece about the best Syd Hoff book with teacher modeling and peer support. The support is structured to provide the scaffolding that first-grade writers need. Students must apply what they have learned so far during Shared Reading about making meaning from texts and using sounds to spell words to complete this task. From English Language Arts, they will demonstrate how to share their thoughts and understandings using the opinion writing genre structure.

Teachers will use the culminating task rubric to document student progress in content knowledge, literacy knowledge, and integration of knowledge and ideas.

SUBJECT Grade 1 ELA	
MODULE 2: Stories from Our Past and Making Good Decisions	
Pacing & Resources 45 Days Time Allotment: mid November - February	
- Unit 1: Stories from Our Past provides information about our cultural history. The unit includes folktales and biographies about famous Americans from our past. - Unit 2: Making Good Decisions will include writing activities that help students think about making good decisions.	
Unit 1 Stories From Our Past	
Raven Lesson 1	Raven is a Native American trickster tale about how a clever raven returns the sun to the people of the Pacific Northwest. This folktale is a picture book with a narrative structure. Students will suggest content as teachers create a story map to identify key elements of narrative structure.
Why Mosquitoes Buzz in People's Ears Lesson 2-4	<i>Why Mosquitoes Buzz in People's Ears</i> is a West African pourquoi tale that explains why mosquitoes buzz in people's ears through a humorous chain of events caused by a mosquito's tall tale. Students will help map the story's narrative structure and explore its use of onomatopoeia to enhance the oral storytelling tradition. The Caldecott-winning illustrations, created with watercolors, pastels, ink, and cut-out shapes, add depth and invite close examination. To support comprehension, students can compare the actual sizes of West African mosquitoes and yams to better understand the mosquito's exaggerated story.
Stone Soup Lesson 5	Stone Soup is a European trickster tale about a clever young man who ends up enjoying a delicious soup from a stone. This folktale is a picture book with a narrative structure. Students will suggest content as teachers create a story map to identify key elements of narrative structure.
Strega Nona Lessons 6 & 7	Strega Nona (Grandma Witch) is an Italian folktale about an older woman who is very busy helping others in her town, so she hires a silly young man named Big Anthony to help her. This folktale is a picture book with a narrative structure. Students will collaboratively create a story map to identify key elements of narrative structure. There are many YouTube videos about Strega Nona. Here's one with a brief Reading Rockets interview with Tomie dePaola.

Opinion Writing: Book Reviews Lessons 8-10	In Lessons 8–10, students will explore book reviews using <i>Danny and the Dinosaur</i> and <i>Danny and the Dinosaur Go to Camp</i> to evaluate examples. They will then plan and write their own reviews of the folktales <i>Why Mosquitoes Buzz in People's Ears</i> , <i>Stone Soup</i> , <i>Strega Nona</i> , or <i>Raven</i> , with teacher modeling and support throughout the process.
Eleanor Lessons 11-13	<i>Eleanor</i> is a picture book biography of Eleanor Roosevelt's childhood, told through a sequence of events. Students will help create a timeline of key moments in her early life. The book's theme centers on perseverance and strength despite adversity, highlighting how Eleanor overcame cruelty and personal loss to become a respected leader. Teachers are encouraged to read the book ahead of time to thoughtfully frame its more serious topics for students.
A. Lincoln and Me Lessons 14 & 15	<i>A. Lincoln and Me</i> tells the story of a boy who is very much like Abraham Lincoln. This fiction text is a picture book with a narrative structure. Students will collaboratively create a story map to identify key elements of narrative structure. Although the book is fiction, it provides information about Abraham Lincoln's life. You may wish to bring in a calendar showing February, a penny, and a five-dollar bill as visual aids to support comprehension.
Now and Ben Lessons 16-18	<i>Now and Ben</i> is an informational text that describes some of Benjamin Franklin's inventions. Students will collaboratively create a list of Benjamin Franklin's inventions mentioned in the book. It would be helpful to gather a few physical examples of Franklin's inventions, such as a pair of bifocals or flippers. You may also choose to search the internet to find more examples of Franklin's inventions. There are YouTube videos of a glass armonica. In <u>this YouTube video</u> , Dean Shostak of Colonial Williamsburg plays the <i>Dance of the Sugar Plum Fairy</i> .
Duke Ellington Lessons 19 & 20	<i>Duke Ellington</i> is a biography that traces the life and musical genius of the legendary jazz composer, highlighting his influence on American music and history. The book, which won both the Coretta Scott King Award and the Caldecott Medal, features vibrant illustrations that bring Ellington's music to life through movement, color, and shape. Students will build a timeline of key events in Ellington's life and explore jazz-related vocabulary, sensory language, and the sounds of his music through listening activities that deepen understanding of the text.
Information Writing: All About Me Lessons 21-25	In Lesson 21, students will connect to <i>Eleanor</i> , <i>Now and Ben</i> , <i>A. Lincoln and Me</i> , and <i>Duke Ellington</i> by discussing how each book provides information about famous Americans from the past.

	In Lesson 25, students will revisit the same texts to examine how illustrations contribute to understanding the story. They will then create their own pictures to enhance the meaning of their self-descriptions.
Unit 2 Making Good Decisions	
When I Grow Up Lessons 26-27	When I Grow Up is the story of a boy named Billy and all of the wonderful things he imagines he could be when he grows up. The author is Al Yankovic, who you may recognize as musical satirist Weird Al Yankovic. This book is written in clever, Seuss-like couplets, though it contains many words first graders may not know. The gist is clear, and fast-scaffolding some of the words will support student understanding. This fiction text is a picture book with a narrative structure. Students will collaboratively create a story map to identify key elements of narrative structure.
Opinion Writing: Best Job for Me Lessons 28-30	In Lessons 28–30, students will write opinion pieces about the best job for them, connecting to the <i>When I Grow Up</i> text and the theme of Making Good Decisions. Building on brainstorming from Lesson 27, they will review opinion writing elements and move through planning, drafting, revising, and editing their responses.
Do I Need It? Or Do I Want It?: Making Budget Choices Lessons 31 & 32	Do I Need It? Or Do I Want It? is an informational text that teaches students to make sound financial decisions by thinking about things they need versus things they want. Students will create a diagram to show the relationship between important vocabulary and concepts in the book.
Information Writing: Needs and Wants Lesson 33-35	In Lessons 33–35, students will write an informative piece about an item that is both a need and a want, using ideas from <i>Do I Need It? Or Do I Want It?</i> and the Making Good Decisions theme. They will review informative writing elements and go through the planning, drafting, revising, and editing process.
Max’s Words Lessons 36-37	Max’s Words is the story of a boy who decides he will begin collecting words. This fiction text is a picture book with a narrative structure. Students will collaboratively create a story map to identify key elements of narrative structure.
Just a Dream Lessons 38-40	Just a Dream is about a boy who learns that his decisions to care for his community may influence his future. Although this book is fiction, it shows how the earth could look for future generations if people do not care for their communities. This fiction text is a picture book with a narrative structure. Students will collaboratively create a story map to identify key elements of narrative structure.
Opinion Writing: The Best of Syd Hof Lessons 40-45	This five-day culminating task builds on opinion writing lessons and six Syd Hoff books from Module 2. Students will write an opinion piece choosing the best Syd Hoff book, using story details to support their choice. With teacher modeling and peer support, they will plan, draft, revise, and edit their writing, demonstrating their growing skills in opinion writing, story understanding, and literacy.

MODULE 3:

Telling Our Stories, United States Symbols, Telling Stories, and Wonderful You!

Connecticut Framework: The Common Core State Standards

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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.1.6 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.1.9 Compare and contrast the adventures and experiences of characters in stories.

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and 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.1.9 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.

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

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.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL.1.1.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 orally or through other media.

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.

L.1.1.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

L.1.1.e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

L.1.1.f Use frequently occurring adjectives.

L.1.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.1.i Use frequently occurring prepositions (e.g., during, beyond, toward).

L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2.a Capitalize dates and names of people.

L.1.2.b Use end punctuation for sentences.

L.1.2.c Use commas in dates and to separate single words in a series.

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

L.1.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.1.5.c 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).

SUBJECT

Grade 1 ELA

MODULE 3:

Telling Our Stories, United States Symbols, Telling Stories, and Wonderful You!

Unwrapped Performance Standards**Concepts**

Need to know about:

- Realistic fiction and fantasy genres
- Narrative elements (characters, setting, events)
- Key events in stories
- Characters and their growth
- Genre features (realistic fiction vs. fantasy)
- How characters solve problems and overcome challenges
- Personal narratives with logical event sequences
- Stories about family adventures
- Opinion texts, including book reviews
- Narrative writing elements
- The full writing process: planning, drafting, revising, and editing
- Personal growth as a reader and writer
- Personal development in the culminating task ("Wonderful Me!")
- U.S. symbols and their historical significance
- Domain-specific vocabulary related to U.S. history
- Nonfiction texts and their features (e.g., headings, captions, bold print)
- Genre-specific and editing/revision rubrics for writing tasks

Skills

Need to be able to:

- Read and understand realistic fiction, fantasy, and nonfiction texts
- Identify and sequence key events in a story
- Compare and contrast characters and their growth
- Analyze narrative elements such as setting, characters, and plot
- Recognize and use text features in nonfiction (e.g., headings, captions, bold words)
- Discuss the historical significance of U.S. symbols
- Use evidence from texts to support thinking
- Write personal narratives with a clear sequence of events
- Compose imaginative stories based on family adventures
- Write opinion pieces, such as book reviews
- Plan, draft, revise, and edit writing collaboratively
- Identify and apply elements of narrative and opinion writing
- Reflect on and write about personal growth as a reader and writer
- Evaluate writing using rubrics
- Participate in discussions during Interactive Read Alouds
- Share ideas clearly with peers
- Listen actively and respond thoughtfully
- Reflect on speaking and listening progressThink about how characters face and solve problems
- Reflect on personal development over time
- Evaluate texts and writing using learned criteria

SUBJECT

Grade 1 ELA

MODULE 3:

Telling Our Stories, United States Symbols, Telling Stories, and Wonderful You!

Big Ideas*Student's statements of enduring ideas*

1. I can tell the difference between fantasy and realistic stories. I know how to find the characters, setting, and big events in the books we read.
2. I can write a story about something that happened to me and put the events in the right order. I learned how to plan, write, and fix my story to make it better.
3. I can tell the difference between fantasy and realistic stories. I know how to find the characters, setting, and big events in the books we read.

Essential Questions*Teacher's guiding questions*

1. How do writers use narrative elements to tell meaningful personal and imaginative stories?
2. What can we learn from different types of texts—realistic fiction, fantasy, and nonfiction—about ourselves, others, and the world?
3. How can students reflect on their growth as readers and writers and express that growth through writing?

SUBJECT Grade 1 ELA
MODULE 3: Telling Our Stories, United States Symbols, Telling Stories, and Wonderful You!
LEARNING OBJECTIVES <i>The students will be able to:</i>
Students will be able to: 1. Identify elements of realistic fiction, including characters, setting, and a sequence of key events. 2. Write personal narratives that follow a clear sequence of events. 3. Recognize and describe the historical significance of U.S. symbols using domain-specific vocabulary. 4. Identify nonfiction text features (e.g., headings, captions, diagrams) and understand their purpose. 5. Compare elements of the fantasy genre across multiple texts. 6. Write a narrative about a family adventure, applying narrative structure and details from texts. 7. Write book reviews using opinion writing to evaluate texts. 8. Compare how characters learn and grow by overcoming challenges in stories. 9. Reflect on and write about personal growth as a reader and writer throughout the year. 10. Apply narrative writing elements when planning, drafting, revising, and editing. 11. Use opinion writing to express preferences and support them with reasons. 12. Engage in collaborative discussions by listening, sharing, and building on others' ideas. Apply the Vision of the Graduate by: a. Students become effective storytellers who communicate their experiences clearly and thoughtfully. b. Students build self-awareness and develop skills in sequencing, structure, and expression.

SUBJECT Grade 1 ELA
MODULE 3: Telling Our Stories, United States Symbols, Telling Stories, and Wonderful You!
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will use:</i>
Interactive Read Alouds To model comprehension, narrative structure, and genre elements (realistic fiction, fantasy, and nonfiction). Genre-based reading instruction Focus on understanding realistic fiction, fantasy, and nonfiction texts. Explicit instruction in narrative writing Through personal narratives and adventure stories. Sequencing and event analysis To help students understand narrative structure. Use of domain-specific vocabulary Through nonfiction texts related to U.S. symbols and history. Text feature analysis Support comprehension of nonfiction structures (e.g., headings, captions). Compare and contrast strategy Analyze character growth and genre differences. Writing in response to reading Through book reviews, opinion pieces, and narrative writing. Collaborative writing process Including planning, drafting, revising, and editing. Culminating performance task Utilize “Wonderful Me!” to integrate reading and writing skills and reflect on growth. Use of rubrics (genre-based, editing/revision, and “Wonderful Me!”) for assessment and self-evaluation. Speaking and listening routines Supported by group and individual rubrics for oral language development. Formative assessment practices To provide feedback and guide instruction without over-assessing.

MODULE 3:

Telling Our Stories, United States Symbols, Telling Stories, and Wonderful You!

Culminating Task

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

Narrative Writing: Wonderful Me! (ELA, Module 3, Unit 4 Lessons 41-45)

This culminating task will ask students to plan, write, and revise a narrative writing piece about their growth as readers and writers with teacher modeling and peer support. The support is structured to provide the scaffolding that first-grade writers need. Students must apply what they have learned so far during Shared Reading about making meaning from texts and using sounds to spell words to complete this task. From English Language Arts, they will demonstrate how to share their thoughts and understandings using the narrative writing genre structure.

Teachers will use the culminating task rubric to document student progress in content knowledge, literacy knowledge, and integration of knowledge and ideas.

SUBJECT Grade 1 ELA	
MODULE 3: Telling Our Stories, United States Symbols, Telling Stories, and Wonderful You!	
Pacing & Resources 45 days Time Allotment: mid February - May	
- Unit 1: Telling Our Stories will explore realistic fiction texts and the narrative writing genre. - Unit 2: United States Symbols will examine nonfiction texts and domain-specific vocabulary about United States history. - Unit 3: Telling Stories builds on what students learned about narrative elements and the fantasy genre from the <i>Shared Reading</i> Telling Stories unit. - Unit 4: Wonderful You! will explore how story characters cope with problems and overcome obstacles. The <i>Wonderful Me!</i> culminating task asks students to apply their Shared Reading and ELA learning by writing a narrative about how they have grown as readers and writers, building on their understanding of event sequences and narrative writing from Module 3.	
Unit 1 Telling Our Stories	
Narrative Writing: A Very Special Day Lessons 1-5	Students write a narrative that follows a clear sequence of events, referencing stories and characters discussed during Shared Reading.
The Relatives Came Lessons 6 & 7	The Relatives Came is about a family gathering that lasts the entire summer. This realistic fiction text is a picture book with a narrative structure. Students will suggest content as teachers create a story map to identify key elements of narrative structure.
Thunder Cake Lessons 8 & 9	Thunder Cake is the story of how a young girl's grandmother helps her overcome her fear of thunderstorms by baking a cake. This realistic fiction text is a picture book with a narrative structure. Students will collaboratively create a story map to identify key elements of narrative structure.
Owl Moon Lesson 10	Owl Moon is the story of a girl and her father who go owling on a cold winter night. This realistic fiction text is a picture book with a narrative structure. Students will suggest content as teachers create a story map to identify key elements of narrative structure.
A Chair for My Mother Lessons 11 & 12	A Chair for My Mother is the story of a young girl whose family lost their home in a fire and how she works to help buy a chair for her mother to rest in after she comes home from work. This realistic fiction text is a picture book with a narrative structure. Students will suggest content as teachers create a story map to identify key elements of narrative structure.

Metal Man Lessons 13 & 14	Metal Man is a story about a boy who loves watching a neighborhood man make art out of metal. This realistic fiction text is a picture book with a narrative structure. Students will collaboratively create a story map to identify key elements of narrative structure.
My Brother Charlie Lesson 15	My Brother Charlie, written by Holly Robinson Peete and her daughter, Ryan Elizabeth Peete, is based on their experiences with Ryan's twin brother, RJ, who has autism. The book is written from the twin sister's point of view and portrays Charlie as a unique and special person with both strengths and faults. This realistic fiction text is a picture book with a narrative structure. Students will suggest content as teachers create a story map to identify key elements of narrative structure. Because students may have additional questions about autism, it may be valuable for you to read the author's notes on the last page of this book, entitled "Why We Wrote this Book and How It Can Help You."
Narrative Writing: A Special Moment Lessons 16-20	In Lessons 16–20, students will connect Shared Reading and ELA texts like <i>Metal Man</i> and <i>Little Bear's Visit</i> to review narrative elements—setting, characters, and event sequence—and apply this knowledge to a new writing piece. They will also build on earlier personal narratives and practice using planning tools and strategies.
Unit 2 United States Symbols	
Presidents' Day Lessons 21 & 22	Presidents' Day tells the story of students preparing to put on a President's Day play. This picture book follows a sequence of events structure, but its main purpose is to convey facts about our nation's presidents. For this reason, we have primarily approached it as an informative text. Students will suggest content as teachers create a chart of facts they learn about each president.
The Washington Monument Lessons 23 & 24	<i>The Washington Monument</i> provides facts about the location, construction, and purpose of the monument. This nonfiction text is a picture book with a topic-subtopic structure. Students will discuss a diagram showing the relationship among United States symbols and collaboratively create a diagram representing the topic-subtopic structure in this book.
Is a Bald Eagle Really Bald? Lesson 25	Is a Bald Eagle Really Bald? describes the events that happen the day a bald eagle comes to visit a classroom. It provides information about the bald eagle in the narrative and the text boxes included in the illustrations. We have approached the book as informational text because its primary purpose is to convey facts about the bald eagle. This informational text is a picture book organized into chapters and appendices. Students will suggest content as teachers create a diagram of information about the bald eagle.
Unit 3 Telling Stories	
Blueberries for Sal Lessons 26 & 27	Blueberries for Sal tells what happens when a girl and her mother go out to pick blueberries one day. This fantasy text is a picture book with a narrative structure. Students will suggest content as teachers create a story map to identify key elements of narrative structure.

Narrative Writing: My Family Adventure Lessons 28-32	In Lessons 28–32, students will build on their narrative writing skills by analyzing <i>Metal Man</i> and <i>Blueberries for Sal</i> to explore story structure, engaging beginnings, strong endings, and the role of illustrations. They will revise and edit their work, reflect on their growth since earlier writing lessons, and apply strategies to strengthen their own narratives.
Wings Lessons 33 & 34	<i>Wings</i> is a fantasy picture book about a winged boy named Ikarus who learns to embrace his true self with the help of a kind friend. Students will help map the story's narrative structure and discuss how the illustrations enhance the fantasy setting. The character's name alludes to the Greek myth of Icarus, though this story offers a different message—celebrating individuality and the beauty of our differences.
Opinion Writing: Wings Book Review Lesson 35	In these lessons, we will help students make connections to what they have learned so far. In Lesson 35, we will connect to <i>Wings</i> by asking students to write a book review about the story.
Unit 4 Wonderful You!	
The Rainbow Tulip Lessons 36-38	<i>The Rainbow Tulip</i> by Pat Mora is a realistic fiction picture book based on her mother's childhood as the daughter of Mexican immigrants in 1920s El Paso. The story explores family, identity, and the challenges of being different. Students will help map the narrative structure, observe how Estelita's costume resembles a tulip, and encounter Spanish words throughout the text, supported by pronunciation guides.
Stand Tall, Molly Lou Melon! Lesson 39	<i>Stand Tall, Molly Lou Melon!</i> is about a child who views her differences as benefits, not problems. This fiction text is a picture book with a narrative structure. Students will suggest content as teachers create a story map to identify key elements of narrative structure.
Narrative Writing: Wonderful Me! Lessons 40-45	This culminating task will ask students to plan, write, and revise a narrative writing piece about their growth as readers and writers with teacher modeling and peer support. The support is structured to provide the scaffolding that first-grade writers need. Students must apply what they have learned so far during Shared Reading about making meaning from texts and using sounds to spell words to complete this task. From English Language Arts, they will demonstrate how to share their thoughts and understandings using the narrative writing genre structure.

MODULE 4:
Exploring Our World

Connecticut Framework: The Common Core State Standards

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and 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.

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

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.1.7 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

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups

SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

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.

L.1.1.e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

L.1.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.1.i Use frequently occurring prepositions (e.g., during, beyond, toward).

L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2.a Capitalize dates and names of people

L.1.2.c Use commas in dates and to separate single words in a series.

L.1.4.c 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.1.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.1.5.b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

L.1.5.c 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).

SUBJECT Grade 1 ELA	
MODULE 4: Exploring Our World	
Unwrapped Performance Standards	
Concepts Need to know about: • The natural world through narrative and informational texts • Facts and information from texts and real-world observations • Authors present information in different text types • Narrative vs. informational texts • Research and observations • Opinion pieces based on text analysis • The opinion writing genre • The full writing process: planning, drafting, revising, and editing • Persuasive writing with evidence from texts • Oral presentation skills • Speaking and listening • Discussion • Genre-based and editing/revision rubrics • Formative feedback and key pieces for assessment • Growth in reading, writing, and speaking throughout the year	
Skills Need to be able to: • Read and analyze narrative and informational texts about the natural world • Identify facts and details from texts and observations • Compare how authors present information in different genres • Gather and organize information from multiple sources • Write informative texts using facts and research • Compose opinion pieces supported by evidence • Plan, draft, revise, and edit writing independently and collaboratively • Create a persuasive commercial promoting a favorite book • Apply knowledge of opinion and informative writing genres • Use text evidence to support opinions and reasoning	

- Present ideas clearly and persuasively in oral form
- Listen actively and respond appropriately in discussions
- Use speaking and listening rubrics to reflect on communication growth
- Evaluate writing using rubrics for specific genres
- Reflect on personal growth as a reader, writer, and speaker
- Choose strong evidence and reasons to support final writing tasks
- Demonstrate cumulative knowledge from the year in a culminating task

SUBJECT

Grade 1 ELA

MODULE 4:

Exploring Our World

Big Ideas

Student's statements of enduring ideas

1. I can find facts in books and from things I see in the world, then use them to write about what I've learned.
2. I can share my opinion about a book and use reasons from the story to explain why it's my favorite.
3. I can plan, write, and revise my work to make it better, and I can speak clearly when I share my ideas with others.

Essential Questions

Teacher's guiding questions

1. How can we use facts from books and observations to teach others about the world around us?
2. How do authors share information and opinions differently in narrative and informational texts?
3. How can we clearly express our opinions and support them with strong reasons and evidence from texts?

SUBJECT

Grade 1 ELA

MODULE 4:

Exploring Our World

LEARNING OBJECTIVES***The students will be able to:***

1. Gather information from narrative and informational texts about the natural world.
2. Observe and collect real-world data to support their writing.
3. Write informative pieces using facts from books and personal observations.
4. Compose opinion pieces that include reasons and text evidence.
5. Compare how authors present information in narrative and informational formats.
6. Use the writing process to plan, draft, revise, and edit their work.
7. Evaluate and strengthen their writing using rubrics and feedback.
8. Present their opinions clearly through a persuasive Book of the Year commercial.
9. Reflect on their growth as readers, writers, and speakers.
10. Participate in discussions by listening carefully and responding thoughtfully.

Apply the Vision of the Graduate by:

- a. Students will explore and communicate ideas about the natural world.
- b. Students will research, observe, and write to develop curiosity, critical thinking, and the ability to express informed opinions and explanations.

SUBJECT

Grade 1 ELA

MODULE 4:

Exploring Our World

Instructional Strategies*Based on our department philosophy for student learning, teachers will:***Close Reading of Narrative and Informational Texts**

Guide students in reading a variety of texts about the natural world, helping them identify facts and key details to support comprehension and research skills.

Explicit Instruction in Informative and Opinion Writing

Model and guide students in composing informative writing pieces based on observations and research, as well as opinion pieces that evaluate how information is presented in different text types.

Observation-Based Research

Engage students in collecting data from real-world observations and text-based sources to support informative writing, fostering inquiry and evidence gathering.

Genre Integration and Review

During the *Summing It Up* unit, teachers will provide structured opportunities for students to write across the three major genres—narrative, informative, and opinion—using texts they have read throughout the year as inspiration.

Student Choice and Text-to-Writing Connections

Encourage student agency by allowing them to select favorite texts for writing, helping them make meaningful connections between reading and writing.

Culminating Task Support and Scaffolding

Scaffold the *Book of the Year* culminating task by revisiting previously taught opinion writing structures, supporting students in using text evidence to justify their choices and persuading an audience through writing and oral presentation.

Rubric-Based Assessment and Feedback

Use the Grade 1: Editing and Revision Rubric to assess selected writing pieces, providing formative feedback on others. The *Book of the Year Rubric* will be used to evaluate the culminating opinion piece.

Speaking and Listening Integration

Build in opportunities for students to practice oral language skills through presentations and group discussions, using the Grade 1: Speaking and Listening (Group or Individual) Rubrics to monitor growth.

Monthly Progress Monitoring

Document and reflect on student progress in speaking, listening, and writing skills using standardized rubrics.

Year-End Literacy Reflection

Facilitate opportunities for students to reflect on and showcase their learning through final writing pieces and oral presentations, highlighting growth in comprehension, writing fluency, and the integration of ideas.

MODULE 4:
Exploring Our World

Culminating Task

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

Opinion Writing: Book of the Year (ELA, Module 4, Unit 2 Lessons 41-45)

This culminating task will take five days to complete. It builds on concepts and knowledge learned from books across the curriculum and on earlier opinion writing lessons. This opinion writing task asks students to choose their favorite book and create a commercial to persuade others that it is the Book of the Year.

Students will plan, write, and revise a persuasive “script” for their commercial with teacher modeling and partner support. To complete this task, students must apply what they have learned so far during Shared Reading about making meaning from texts and using spelling patterns to write words and sentences. From English Language Arts, they will demonstrate how to share their thoughts and understandings using the opinion writing structure to persuade others why their book should be considered the Book of the Year.

Teachers will use the culminating task rubric to document student progress in content knowledge, literacy knowledge, and integration of knowledge and ideas.

SUBJECT Grade 1 ELA	
MODULE 4: Exploring Our World	
Pacing & Resources	
29 days Time Allotment: May - June	
Unit 1: Exploring Our World includes books and writing lessons that explore the world around us. Students will gather information from narrative and informational texts presenting facts about the natural world.	
Unit 1 Exploring Our World	
The Popcorn Book Lessons 1 & 2	The Popcorn Book is the story of two brothers making popcorn while reading a book about popcorn. The book includes a fictional frame story, but we primarily treat it as nonfiction because it provides much information about popcorn. Students will suggest content as the teacher creates a tree diagram including facts about the different types of corn. Students will use information from this book to complete the subsequent informative writing project, "How to Make Popcorn."
Informative Writing: How to Make Popcorn Lessons 3-10	Students will use <i>The Popcorn Book</i> as a model for "How to" writing, building on their previous informative writing experiences. They will analyze how the author uses illustrations, temporal words, and clear steps to explain the popcorn-making process. Students will also gather facts from the text to support their own introductions and conclusions as they write and illustrate their own "How to" pieces.
Tops and Bottoms Lessons 11 & 12	Tops and Bottoms is a story about a clever rabbit and a lazy bear who doesn't pay enough attention to his tops and bottoms! This fiction text is a picture book with a narrative structure. Students will suggest content as teachers create a story map to identify key elements of narrative structure.
From Seed to Plant Lessons 13 & 14	From Seed to Plant explains the plant life cycle. This informational text is a picture book that follows a cycle structure. Students will collaboratively create a cycle diagram that illustrates the plant life cycle.
Opinion Writing: Our Favorite Plant Book Lesson 15	Students will make connections to what they have learned so far. In Lesson 15, they will connect to Tops and Bottoms and From Seed to Plant by pointing out that they are about the same subject but written differently. Students will then decide which book they would prefer to read again and explain their reasons using examples from the text.
Newtown & Me Lessons 16 & 17	Newton and Me explains how a boy and his dog experience force and motion throughout a day. This picture book follows a sequence of events structure, but its primary purpose is

	to help students learn how we experience force and motion in our everyday lives. For this reason, we have approached the book as an informational text. Students will work collaboratively with the teacher to create diagrams demonstrating gravity and the interaction between force and motion.
Force & Motion: Observation Report Lessons 18-20	Students will use <i>Newton and Me</i> to support their understanding of force, motion, position, and friction as they write an observation report. They will review informative writing elements using the Informative Checklist and return to the text to gather details for their reports. Students will also apply writing process skills by revising and editing their work.
Opinion Writing: Book of the Year! Lessons 41-45	Over five days, students will apply opinion writing skills to create a persuasive commercial for their favorite book, drawing on texts read across the curriculum. With teacher modeling and partner support, they will plan, write, revise, and present a script that uses opinion writing structure to convince others their book deserves the title "Book of the Year."