

## 1st Grade Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	First	
<b>Unit of Study</b>	Reading Literary	
<b>Duration of Unit</b>	All year	
Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. <b>(address “supporting” standards in daily lesson plans)</b>		
ELAGSE1RL1: Ask and answer questions about key details in a text.		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Ask Answer	Key details in a text	1
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
I will ask questions about key details in a text. I will answer questions about key details in a text.		How do I ask and answer questions about key details in a text?
<b>Essential Unit Vocabulary</b>		
key details text events question/questioning ask answer question words--who, what, where, when, why beginning, middle, end character plot setting		
<b>Next step, create assessments and engaging learning experiences</b>		

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<b>Duration of Unit</b>	All year	
Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. ( <b>address “supporting” standards in daily lesson plans</b> )		
ELAGSE1RL2- Retell stories, including key details, and demonstrate understanding of their central message or lesson.		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
Retell	Key details	1
Demonstrate	Central message or lesson	2
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Retell stories in order, using key details for support.		How do you retell stories?
Understand central message or lesson of text		What is the central message of the text?
<b>Essential Unit Vocabulary</b>		
author characters central message events key details lesson problem retell sequence settings solution		
<b>Next step, create assessments and engaging learning experiences</b>		

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<b>Unit of Study</b>	Reading Literary	
<b>Duration of Unit</b>	All Year	
<p>Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. (<b>address “supporting” standards in daily lesson plans</b>)</p>		
<p>ELAGSE1RL3-Describe characters, settings, and major events in a story, using key details.</p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
Describe	characters settings major events key details	1
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Students will <ul style="list-style-type: none"> <li>● describe the characters in a story using key details</li> <li>● describe the setting of a story using key details</li> <li>● describe the major events in a story using key details</li> </ul>		When describing the main characters in this story, what details from the text did you include?  Compare the main character in this story to yourself. How would your reaction to the plot differ from the main character?  Does your description of the setting setting in this story help to paint a picture?  Describe with detail the major events in the story?
<b>Essential Unit Vocabulary</b>		
<b>characters</b> <b>describe</b> <b>key details</b> <b>major events</b> <b>settings</b> <b>visualize</b>		
<b>Next step, create assessments and engaging learning experiences</b>		

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<b>Content Area</b>	ELA	
<b>Grade/Course</b>	First	
<b>Unit of Study</b>	Reading Literary	
<b>Duration of Unit</b>	All year	
Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. <b>(address “supporting” standards in daily lesson plans)</b>		
ELAGSE1RL9-Compare and contrast the adventures and experiences of characters in stories.		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Compare Contrast	Similarities and differences of characters’ experiences in stories	1
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Students will <ul style="list-style-type: none"> <li>● compare the adventures and experiences of characters in stories</li> <li>● contrast the adventures and experience of characters in stories</li> </ul>		How are the experiences in this story the same as the experiences of other characters from another story? How are they different?  How are the characters’ experiences similar to something you have experienced?
<b>Essential Unit Vocabulary</b>		
<b>compare</b> <b>contrast</b> <b>character</b> <b>experiences</b> <b>adventures</b>		
<b>Next step, create assessments and engaging learning experiences</b>		

## 1st Grade Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	First	
<b>Unit of Study</b>	Reading Literary	
<b>Duration of Unit</b>	3rd and 4th 9 weeks	
<p>Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. (<b>address “supporting” standards in daily lesson plans</b>)</p>		
<p>ELAGSE1RL10-With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Read	Skills necessary to be able to read on grade level (1st grade) prose and poetry	1
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Students will</p> <ul style="list-style-type: none"> <li>with prompting and support, read and understand prose and poetry on an appropriately complex first grade level</li> </ul>		<p>*See all essential questions included in previous reading literary unwrapped standards information charts</p>
<b>Essential Unit Vocabulary</b>		
<b>*See all essential vocabulary listed in previous charts for reading literary standards</b>		
<b>Next step, create assessments and engaging learning experiences</b>		

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	First	
<b>Unit of Study</b>	Reading Informational	
<b>Duration of Unit</b>	All year	
Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. ( <b>address “supporting” standards in daily lesson plans</b> )		
ELAGSE1RI1: Ask and answer questions about key details in a text.		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Ask Answer	Key details in a text	1
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)	<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
Students will <ul style="list-style-type: none"> <li>ask questions about key details in a text</li> <li>answer questions about key details in a text</li> </ul>	Who? What? Where? When? Why? How? What is the main idea?	
<b>Essential Unit Vocabulary</b>		
key details text main idea details		
<b>Next step, create assessments and engaging learning experiences</b>		

## 1st Grade Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	First	
<b>Unit of Study</b>	Reading Informational	
<b>Duration of Unit</b>	All year	
<p>Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. (<b>address “supporting” standards in daily lesson plans</b>)</p>		
<p>ELAGSE1RI2: Identify the main topic and retell key details of a text.</p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Identify Retell	Main topic and key details of text	1
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Students will</p> <ul style="list-style-type: none"> <li>● identify the main topic of a text</li> <li>● retell key details from a text</li> </ul>		<p>What is the main idea/main topic of the text?</p> <p>Summarize/retell the key details of this text to a friend.</p> <p>Distinguish between the main idea and key details of the text.</p>
<b>Essential Unit Vocabulary</b>		
<p>key details text main idea/topic details retell identify</p>		
<b>Next step, create assessments and engaging learning experiences</b>		

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<b>Content Area</b>	ELA	
<b>Grade/Course</b>	First	
<b>Unit of Study</b>	Reading Informational	
<b>Duration of Unit</b>	All year	
<p>Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. (<b>address “supporting” standards in daily lesson plans</b>)</p>		
<p>ELAGSE1RI4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Ask Answer Determine Clarify	Meaning of words and phrases in a text	2
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Students will</p> <ul style="list-style-type: none"> <li>● ask questions to help determine or clarify the meaning of words within a text</li> <li>● answer questions to help determine or clarify the meaning of words within a text</li> <li>● ask questions to help determine or clarify the meaning of phrases in a text</li> <li>● answer questions to help determine or clarify the meaning of phrases in a text</li> </ul>	<p>How can I determine the meaning of new words in a text?</p> <p>What strategies can you use when you come to an unknown word in a text?</p>	
<b>Essential Unit Vocabulary</b>		
<p>question ask answer phrases words meaning clarify text</p>		
<b>Next step, create assessments and engaging learning experiences</b>		



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<b>Content Area</b>	ELA	
<b>Grade/Course</b>	First	
<b>Unit of Study</b>	Reading Informational	
<b>Duration of Unit</b>	All year	
<p>Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. (<b>address “supporting” standards in daily lesson plans</b>)</p>		
<p>ELAGSE1RI5-Know and use various text features (e.g. headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
Know Use Locate	Text features--Headings, table of contents, glossary, index, electronic menus, icon in text Key facts and text information	1  2
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Students will</p> <ul style="list-style-type: none"> <li>use various text features to locate key facts or information in a text</li> </ul>		<p>What is the importance of knowing how to use text features?</p> <p>How are the different text features used to locate information in a text?</p> <p>What are different text features that we can use to help locate key facts or information in a text?</p>
<b>Essential Unit Vocabulary</b>		
<p><b>electronic menu</b> <b>glossary</b> <b>headings</b> <b>icons</b> <b>table of contents</b> <b>text features</b></p>		
<b>Next step, create assessments and engaging learning experiences</b>		

## 1st Grade Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	First	
<b>Unit of Study</b>	Reading Informational	
<b>Duration of Unit</b>	All year	
Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. ( <b>address “supporting” standards in daily lesson plans</b> )		
ELAGSE1RI8-Identify the reasons an author gives to support points in a text.		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
Identify	Reasons author gives to support points in text	1  2
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Students will <ul style="list-style-type: none"> <li>• identify reasons an author gives to support points in a text</li> </ul>		What are the reasons the author wrote this piece?  What details has the author used to support the points in the text?
<b>Essential Unit Vocabulary</b>		
<b>author</b> <b>point of view</b> <b>supporting details</b> <b>reason</b> <b>explanation</b>		
<b>Next step, create assessments and engaging learning experiences</b>		

## 1st Grade Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	First	
<b>Unit of Study</b>	Reading Informational	
<b>Duration of Unit</b>	2nd, 3rd, 4th 9 weeks	
<p>Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. (<b>address “supporting” standards in daily lesson plans</b>)</p>		
<p>ELAGSE1RI10: With prompting and support, read informational texts appropriately complex for grade 1.</p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Read	Skills necessary to be able to read on grade level (1st grade) informational texts	1
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Students will</p> <ul style="list-style-type: none"> <li>with prompting and support, read and understand informational text on an appropriately complex first grade level</li> </ul>		*See essential questions for previous unwrapped reading informational standards
<b>Essential Unit Vocabulary</b>		
<p><b>background knowledge</b> <b>informational Text</b> <b>nonfiction</b></p>		
<b>Next step, create assessments and engaging learning experiences</b>		

## 1st Grade Prioritized Standards

Content Area	ELA	
Grade/Course	First	
Unit of Study	Reading Foundational	
Duration of Unit	All year	
<p>Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)</p>		
<p>ELAGSE1RF1-Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g, first word, capitalization, ending punctuation)</p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level</b> / Bloom’s
Demonstrate Recognize	Organization and basic features of print Features of a sentence First word Capitalization Ending punctuation	2
<b>Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)</b>		<b>Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)</b>
Students will <ul style="list-style-type: none"> <li>● recognize the distinguishing features of a sentence</li> <li>● recognize the first word of a sentence by the capitalization</li> <li>● recognize capitalization</li> <li>● recognize ending punctuation of a sentence</li> </ul>		What are the important features of a sentence?  What is the first word/last word in the sentence?  How many words are in the sentence?  Where do you see capitals in a sentence?  What ending punctuation is at the end of the sentence?
<b>Essential Unit Vocabulary</b>		
<b>sentence</b> <b>punctuation</b> <b>beginning of a sentence</b>		

**capital letter**  
**exclamation mark**  
**period**  
**question mark**

Next step, create assessments and engaging learning experiences

## 1st Grade Prioritized Standards

<b>Content Area</b>	ELA
<b>Grade/Course</b>	First
<b>Unit of Study</b>	Reading Foundational
<b>Duration of Unit</b>	All year

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. (**address “supporting” standards in daily lesson plans**)

ELAGSE1RF2-Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
Distinguish Produce Blend Isolate Pronounce Segment	Long and short vowels Sounds (phonemes) Consonant blends Initial sounds, medial vowel, and final sounds Blend sounds	1

**Step 5: Determine BIG Ideas** (enduring understandings students will remember long after the unit of study)

**Step 6: Write Essential Questions** (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

- Students will
- distinguish long from short vowel sounds in single-syllable words
  - orally produce single-syllable words by blending the sounds including consonant blends
  - isolate and pronounce the beginning, middle, and end sounds in a word
  - segment single-syllable words by individual sounds in sequence

- What is a syllable?
- What is a phoneme?
- How many sounds do you hear in this word?
- What is the beginning sound?
- What is the middle sound?
- What is the ending sound?
- Does the word have a short sound or long sound?

**Essential Unit Vocabulary**

**syllables**

**short vowel**

**long vowel**

**phoneme**

**blends**

**initial sounds (beginning sound)**

**medial sounds (middle sound)**

**final sounds (ending sound)**

**segment (stretch, break apart)**

**sounds**

**Next step, create assessments and engaging learning experiences**

## 1st Grade Prioritized Standards

<b>Content Area</b>	ELA
<b>Grade/Course</b>	First
<b>Unit of Study</b>	Reading Foundational
<b>Duration of Unit</b>	All year

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. **(address “supporting” standards in daily lesson plans)**

ELAGSE1RF3-Know and apply grade level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.

<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
Know Apply Decode Read	Consonant digraphs Final -e and common vowel teams representing long vowel sounds Vowel sound is in every syllable of a word Patterns in words can be used to help decode Inflectional endings	2 2 2

**Step 5: Determine BIG Ideas** (enduring understandings students will remember long after the unit of study)

**Step 6: Write Essential Questions** (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

- Students will
- know the spelling-sound correspondences for common consonant digraphs
  - decode one-syllable words
  - know final -e for long vowel sounds
  - know common vowel teams for long vowel sounds
  - understand that every syllable has a

- Why do you need to know how to decode words?
- What sound does the \_\_\_ digraph make?
- What sound does the \_\_\_ vowel make?
- How does the final -e change the vowel/word?
- How many syllables are in this word and how do you know?



vowel

- count the number of syllables in a word
- decode two-syllable words by breaking words into syllables
- read words with inflectional endings
- recognize grade-appropriate irregularly spelled words
- read grade-appropriate irregularly spelled words

**Essential Unit Vocabulary**

**decode  
digraph  
irregular  
vowel team  
inflectional endings  
final -e  
syllables  
blends**

**Next step, create assessments and engaging learning experiences**

## 1st Grade Prioritized Standards

<b>Content Area</b>	Reading
<b>Grade/Course</b>	First
<b>Unit of Study</b>	Reading Fluency
<b>Duration of Unit</b>	All year

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. **(address “supporting” standards in daily lesson plans)**

**ELAGSE1RF4: Read with sufficient accuracy and fluency to support comprehension.**

- a. Read emergent-reader texts with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- d. Read grade-appropriate irregularly spelled words.

<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
Read Use	Read for purpose and understanding Reading with accuracy, rate, and expression Context helps to confirm or self-correct word recognition for understanding Irregularly spelled words	2

**Step 5: Determine BIG Ideas** (enduring understandings students will remember long after the unit of study)

**Step 6: Write Essential Questions** (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

Students will

- read on-level text with purpose and understanding
- read on-level text with accuracy on successive readings
- read on-level text using an appropriate rate on successive readings
- read on-level text with expression on successive readings
- use context (meaning) to confirm or self-correct word recognition, rereading if necessary
- use context (meaning) to understand text, rereading if necessary

What is your purpose for reading?

Did that make sense?

Did that look right?

Did that sound right?

**Essential Unit Vocabulary**

**fluency**  
**expression**  
**appropriate rate**  
**accuracy**  
**on-level text**  
**reread**

**Next step, create assessments and engaging learning experiences**

## 1st Grade Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	First	
<b>Unit of Study</b>	Writing	
<b>Duration of Unit</b>	All year	
<p>Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. (<b>address “supporting” standards in daily lesson plans</b>)</p>		
<p>ELAGSE1W1-Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Write Introduce State Supply Provide	Opinion pieces Topic or name of book Opinion Reasons for opinion Sense of closure	2
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Students will</p> <ul style="list-style-type: none"> <li>● can write an opinion paper that includes the topic (or book title)</li> <li>● write an opinion paper that states an opinion</li> <li>● write an opinion paper that supplies a reason for the opinion</li> <li>● write an opinion paper that provides some sense of closure</li> </ul>		<p>Why did you choose your topic?</p> <p>What is your opinion and why?</p> <p>What is an opposing opinion?</p> <p>Why do you need to provide a sense of closure?</p>
<b>Essential Unit Vocabulary</b>		
<p><b>opinion</b> <b>topic</b> <b>reason (detail)</b> <b>closure</b> <b>text</b></p>		
<b>Next step, create assessments and engaging learning experiences</b>		

## 1st Grade Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	First	
<b>Unit of Study</b>	Writing	
<b>Duration of Unit</b>	All year	
Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. ( <b>address “supporting” standards in daily lesson plans</b> )		
ELAGSE1W2-Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Write Name Supply Provide	Informative/explanatory pieces Topic Facts about topic Sense of closure	2
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Students will <ul style="list-style-type: none"> <li>● write an informative/explanatory text that includes the topic</li> <li>● write an informative/explanatory text that includes some facts about the topic</li> <li>● write an informative/explanatory text that includes some sense of closure</li> </ul>		What is an informative/explanatory story?  How do you know these facts to be true?  Do you know of any similar topics?  What is the most interesting part of your topic?
<b>Essential Unit Vocabulary</b>		
informative/explanatory topic facts closure text		
<b>Next step, create assessments and engaging learning experiences</b>		

## 1<sup>st</sup> Grade Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	First	
<b>Unit of Study</b>	Writing	
<b>Duration of Unit</b>	All year	
<p>Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. (<b>address “supporting” standards in daily lesson plans</b>)</p>		
<p>ELAGSE1W3- 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.</p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Write Recount Include Use Provide	Narrative pieces Sequenced events Details Temporal words to signal order Sense of closure	1
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Students will</p> <ul style="list-style-type: none"> <li>● write a narrative that tells about two or more sequenced events</li> <li>● write a narrative that includes some details regarding what happened.</li> <li>● write a narrative that uses temporal words to signal event order</li> <li>● write a narrative that provides some sense of closure</li> </ul>		<p>What is a narrative?</p> <p>What are temporal words?</p> <p>What is the most interesting part of your narrative story?</p>
<b>Essential Unit Vocabulary</b>		
<p>events imaginary narrative real recount sequence temporal words closure</p>		
<b>Next step, create assessments and engaging learning experiences</b>		

## 1st Grade Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	First	
<b>Unit of Study</b>	Speaking and Listening	
<b>Duration of Unit</b>	All year	
<p>Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. (<b>address “supporting” standards in daily lesson plans</b>)</p>		
<p>ELAGSE1SL1-Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>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).</li> <li>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ol>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Participate Follow Build Ask	Collaborative conversations Rules for discussions On conversations by responding to the comments of others Questions to clear up confusion about topics and texts being discussed	1,2,3
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Student will</p> <ul style="list-style-type: none"> <li>● follow agreed-upon rules for discussions</li> <li>● respond to the comments of others</li> <li>● ask questions about the topic or text</li> </ul>		<p>Why should you participate in conversations with your peers and teacher?</p> <p>Why do we use both small and large groups?</p> <p>How do we show respect when listening and speaking?</p> <p>What does good listening look like and sound like?</p> <p>What are some questions we can ask the speaker?</p> <p>What are the rules for discussion and why?</p>
<b>Essential Unit Vocabulary</b>		
<b>collaborative</b>		

**conversation**  
**diverse**  
**collaboration**  
**conversation**  
**discussion**  
**questions**  
**comments**  
**topic**

**Next step, create assessments and engaging learning experiences**



## 1st Grade Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	First	
<b>Unit of Study</b>	Speaking and Listening	
<b>Duration of Unit</b>	All year	
<p>Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. (<b>address “supporting” standards in daily lesson plans</b>)</p>		
<p>ELAGSE1SL3-Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Ask Answer	Questions the speaker to gather additional information or clarify something that is not understood	1
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Students will</p> <ul style="list-style-type: none"> <li>● ask questions about what a speaker says in order to gather additional information or clarify</li> <li>● answer questions about what a speaker says in order to gather additional information</li> </ul>		<p>What questions will help you gather additional information or clarify something that you did not understand?</p> <p>How can I ask questions to better understand what someone has says?</p>
<b>Essential Unit Vocabulary</b>		
<p>listening information clarification/clarify questions gather</p>		
<b>Next step, create assessments and engaging learning experiences</b>		

## 1st Grade Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	1st	
<b>Unit of Study</b>	Speaking and Listening	
<b>Duration of Unit</b>	All year	
Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. ( <b>address “supporting” standards in daily lesson plans</b> )		
ELAGSE1SL6-Produce complete sentences when appropriate to task and situation.		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Produce	Complete sentences when speaking or writing	1
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Students will <ul style="list-style-type: none"> <li>orally produce a complete sentence that is appropriate to the task and situation (speaking or writing)</li> </ul>		Why is it appropriate to speak and write in complete sentences?
<b>Essential Unit Vocabulary</b>		
speaking complete sentences		
<b>Next step, create assessments and engaging learning experiences</b>		

## 1st Grade Prioritized Standards

<b>Content Area</b>	ELA
<b>Grade/Course</b>	1st
<b>Unit of Study</b>	Language
<b>Duration of Unit</b>	All year

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. (**address “supporting” standards in daily lesson plans**)

ELAGSE1L1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences.
- d. Use personal, possessive, and indefinite pronouns.
- e. Use verbs to convey a sense of past, present, and future.
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g. and, but, or, so because)
- h. Use determiners (e.g. articles, demonstratives)
- i. Use frequently occurring prepositions (e.g. during, beyond, towards)
- j. Produce and expand complete simple and compound sentences in response to (declarative, interrogative, imperative, and exclamatory).
- k. Prints with appropriate spacing between words and sentences.

<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
Print  Use  Produce Expand	Upper- and lowercase letters With appropriate spacing between words and sentences Singular and plural nouns with matching verbs Personal, possessive, and indefinite pronouns Verbs to convey past, present, and future Adjectives Conjunctions Determiners Prepositions Complete simple and compound sentences	1,2

**Step 5: Determine BIG Ideas** (enduring understandings students will remember long after the unit of study)

**Step 6: Write Essential Questions** (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

<p>Students will</p> <ul style="list-style-type: none"> <li>● use correct conventions to produce and expand upon a declarative sentence in response to a prompt</li> <li>● use correct conventions to produce and expand upon an interrogative sentence in response to a prompt</li> <li>● use correct conventions to produce and expand upon an exclamatory sentence in response to a prompt</li> <li>● independently identify and legibly write all upper-and lowercase letters</li> <li>● produce grade-appropriate text using legible writing</li> <li>● use common, proper, and possessive nouns</li> <li>● use singular and plural nouns with matching verbs in basic sentences</li> <li>● use personal, possessive, and indefinite pronouns</li> <li>● use verbs to convey a sense of past, present, and future</li> <li>● use frequently occurring adjectives.</li> <li>● use frequently occurring conjunctions (e.g., <i>and, but, or, so because</i>)</li> <li>● use determiners (e.g., <i>articles, demonstratives</i>)</li> <li>● use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>)</li> <li>● produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts</li> </ul>	<p>Does it make sense?</p> <p>Does it sound right?</p>
<b>Essential Unit Vocabulary</b>	
<p><b>common nouns</b>  <b>proper nouns</b>  <b>possessive nouns</b>  <b>singular nouns</b>  <b>plural nouns</b>  <b>matching verbs</b>  <b>personal pronouns</b>  <b>possessive pronouns</b></p>	

**verbs**  
**past**  
**present**  
**future**  
**adjectives**  
**conjunctions**  
**determiners**  
**prepositions**  
**simple**  
**compound**  
**declarative**  
**interrogative**  
**imperative**  
**exclamatory**  
**responses**  
**prompt**

**Next step, create assessments and engaging learning experiences**

## 1st Grade Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	1st	
<b>Unit of Study</b>	Language	
<b>Duration of Unit</b>	All year	
<p>Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. (<b>address “supporting” standards in daily lesson plans</b>)</p>		
<p>ELAGSE1L2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
<p>Capitalize</p> <p>Use</p> <p>Spell</p>	<p>Dates and names of people are capitalized</p> <p>Punctuation at end of sentences</p> <p>Commas used in dates and to separate single words in a series</p> <p>Conventional spelling</p> <p>Phonetically using phonemic awareness and spelling conventions</p>	2
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Students will</p> <ul style="list-style-type: none"> <li>● use appropriate end punctuation (period, question mark, exclamation point)</li> <li>● capitalize first word in a sentence and common proper nouns</li> <li>● use commas in a series of items &amp; dates</li> <li>● use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>● spell untaught words phonetically, drawing on phonemic awareness and spelling conventions</li> </ul>		<p>How do you know when to use a capital letter and the correct punctuation?</p> <p>How do you apply spelling patterns and phonics skills to sound out words when writing?</p> <p>How does punctuation add to the meaning of a sentence?</p> <p>Show the spelling pattern for .....</p>
<b>Essential Unit Vocabulary</b>		
<b>capitalization</b>		

**question  
mark  
dates  
names  
punctuation  
end punctuation  
period  
exclamation point  
sentences  
commas  
series  
irregular words  
spelling patterns  
phonetically  
conventions**

**Next step, create assessments and engaging learning experiences**

## 1st Grade Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	First	
<b>Unit of Study</b>	Language	
<b>Duration of Unit</b>	All year	
<p>Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. <b>(address “supporting” standards in daily lesson plans)</b></p>		
<p>ELAGSE1L4-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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.  b. Use frequently occurring affixes as a clue to the meaning of a word.  c. Identify frequently occurring root words (e.g, look) and their inflectional forms (e.g., looks, looked, and looking)</p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Determine Clarify Use  Identify	Meaning of unknown and multiple-meaning words and phrases Sentence-level as a clue to meaning of word or phrase Affixes as a clue to meaning of word Root words and inflectional forms	2
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Students will</p> <ul style="list-style-type: none"> <li>● use context clues to determine the meaning of unknown and multiple meaning words and phrases</li> <li>● use affixes to help with the meaning of a word</li> <li>● identify root words and their inflectional forms</li> </ul>		<p>How can you determine the meaning of unknown words by using context clues?</p> <p>How can you use affixes to help determine the meaning of words?</p>
<b>Essential Unit Vocabulary</b>		
<p>multiple-meaning  context clue  word meaning  phrases  affixes  prefixes  suffixes  root words</p>		
<b>Next step, create assessments and engaging learning experiences</b>		