

Semester 1 of 2					
Unit Number: Title Duration	Purpose	Priority Grade-Level Standards	Content Goals	Learner Outcomes	Resources and Materials
Unit 0: All About Me: Nursery Rhyme, Fairy Tale, and Informational Text  3 weeks	Students will become acquainted with each other and master learning routines.	<p>1.RF.1 Demonstrate understanding of the organization and basic features of print.</p> <p>1.RF.3b Decode regularly spelled one-syllable words.</p> <p>1.RF.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>1.W.8 With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p> <p>1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>1.SL.2 Ask and answer questions</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> <li>• Who they are</li> <li>• What they can imagine</li> <li>• What happens during their day</li> </ul>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• Review foundational reading skills</li> </ul>	<p>McGraw-Hill Education: <i>Wonders</i>, Unit 0</p> <p>“1, 2, Buckle My Shoe”</p> <p>“Jack and the Beanstalk”</p> <p>“Work, Play, and Learn Together”</p>

		about key details in a text read aloud or information presented orally or through other media.			
<p>Unit 1: Getting to Know Us: Realistic Fiction, Fantasy, and Informational Text</p> <p>5 weeks</p>	Students will learn how they are alike.	<p>1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>1.RL.1 Ask and answer questions about key details in a text.</p> <p>1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> <li>• What they do at school</li> <li>• What is it like where they live</li> <li>• What makes a pet special</li> <li>• What friends do together</li> <li>• How their body moves</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use short <i>a</i> in phonics and writing</li> <li>• Use short <i>i</i> in phonics and writing</li> <li>• Use beginning consonant / blends in phonics and writing</li> <li>• Use uppercase and lowercase letters</li> <li>• Identify key details in a text</li> <li>• Write a personal narrative using correct punctuation and capitalization</li> </ul>	<p>McGraw-Hill Education: <i>Wonders</i>, Unit 1</p> <p><i>Nat and Sam</i></p> <p><i>Go, Pip!</i></p> <p><i>Flip</i></p> <p><i>Friends</i></p> <p><i>Move It!</i></p>

<p>Unit 2: Our Community: Realistic Fiction, Fantasy, and Informational Text</p> <p>5 weeks</p>	<p>Students will learn about their community.</p>	<p>1.RF.2 Demonstrate understanding of spoken words, syllables, and phonemes.</p> <p>1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>1.RL.1 Ask and answer questions about key details in a text.</p> <p>1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> <li>• Jobs that need to be done in a community</li> <li>• What buildings are made of</li> <li>• Places animals live together</li> <li>• How people help the community</li> <li>• How to find your way around</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use short <i>e/ea</i> in phonics and writing</li> <li>• Use short <i>u</i> in phonics and writing</li> <li>• Use ending consonant blends <i>-nd, -nk, -nt, -st, -sk, -mp</i> in phonics and writing</li> <li>• Use uppercase and lowercase letters</li> <li>• Use consonant digraphs in writing, <i>sh, th, ng, wh, ph, ch, tch</i></li> <li>• Identify key details in a text</li> <li>• Write about the people, places, and thing in our community.</li> </ul>	<p>McGraw-Hill Education: <i>Wonders</i>, Unit 2</p> <p><i>The Red Hat</i></p> <p><i>The Pigs, the Wolf, and the Mud</i></p> <p><i>At a Pond</i></p> <p><i>Neil's Books</i></p> <p><i>Fun with Maps</i></p>
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<p>Unit 3: Changes Over Time: Fantasy, Drama, Folktale, and Informational Text</p> <p>5 weeks</p>	<p>Students will learn about changes that occur over time.</p>	<p>1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>1.RF.2 Demonstrate understanding of spoken words, syllables, and phonemes.</p> <p>1.RL.3 Describe characters, settings, and major events in a story, using key details.</p> <p>1.W.3 Write narratives in which they recount two or more appropriately sequenced events including some details regarding what happened, use temporal words to signal event order, and</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> <li>• How we measure time</li> <li>• How plants change as they grow</li> <li>• The function of a folktale</li> <li>• How life today is different than it was long ago</li> <li>• How we get our food</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use long <i>a_e</i> in phonics and writing</li> <li>• Use long <i>i_e</i> in phonics and writing</li> <li>• Use soft <i>c, g</i> and <i>dge</i> in phonics and writing</li> <li>• Use long <i>o_e</i> in phonics and writing</li> <li>• Use long <i>u_e</i> in phonics and writing</li> <li>• Use uppercase and lowercase letters</li> <li>• Identify cvce syllables</li> <li>• Describe characters, settings, and major events in a story, using key details.</li> <li>• Use correct capitalization and punctuation</li> </ul>	<p>McGraw-Hill Education: <i>Wonders</i>, Unit 3</p> <p><i>On My Way to School</i></p> <p><i>The Big Yuca Plant</i></p> <p><i>The Gingerbread Man</i></p> <p><i>Long Ago and Now</i></p> <p><i>From Cows to You</i></p>
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		provide some sense of closure.		<ul style="list-style-type: none"> <li>write a narrative to recount two or more appropriately sequenced events</li> </ul>	
<b>Semester 2 of 2</b>					
Unit Number: Title Duration	Purpose	Priority Grade-Level Standards	Content Goals	Learner Outcomes	Resources and Materials
Unit 4: Animals Everywhere: Folktale, Informational Text, and Fantasy  6 weeks	Students will learn how animals are alike and different and why.	1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.  1.RF.2 Demonstrate understanding of spoken words, syllables, and phonemes.  1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.  1.RI.2 Identify the main topic and retell key details of a text.  1.W.2 Write informative/explanator	The student will understand: <ul style="list-style-type: none"> <li>How animals' bodies help them</li> <li>How animals help each other</li> <li>How animals survive in nature</li> <li>How insects are alike and different</li> <li>How people work with animals</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Use long <i>a</i>, <i>ay</i>, <i>ai</i> in phonics and writing</li> <li>Use long <i>e</i>, <i>ee</i>, <i>ea</i>, <i>ie</i>, <i>y</i>, <i>ey</i> in phonics and writing</li> <li>Long <i>o</i>, <i>oa</i>, <i>ow</i>, <i>oe</i> phonics and writing</li> <li>Use long <i>i</i>, <i>igh</i>, <i>y</i>, <i>ie</i> in phonics and writing</li> <li>Use uppercase and lowercase letters</li> <li>Analyze compound words</li> </ul>	McGraw-Hill Education: <i>Wonders</i> , Unit 4 <i>Little Rabbit</i> <i>Animal Teams</i> <i>Vulture View</i> <i>Hi! Fly Guy</i> <i>Time for Kids: Koko and Penny</i>

		<p>y texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>1.W.7 With guidance and support, participate in shared research and writing projects.</p> <p>1.RI.9 Identify basic similarities in and differences between two texts on the same topic.</p>		<ul style="list-style-type: none"> <li>Describe characters, settings, and major events in a story, using key details.</li> <li>Use comas in a series and capitalize proper nouns</li> <li>write informational research text</li> </ul>	
<p>Unit 5: Figure It Out: Fantasy, Biography, Realistic Fiction, and Informational Text</p> <p>6 weeks</p>	Students will learn about ways people figure things out.	<p>1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>1.RF.2 Demonstrate understanding of spoken words, syllables, and phonemes.</p> <p>1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>1.RL.1 Ask and answer questions</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> <li>How we classify and categorize things</li> <li>What you can see in the sky</li> <li>What are some inventions</li> <li>How different sounds are they made</li> <li>How things get built</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Use <i>r</i> controlled vowel <i>r ar, or, ir, ur, er, ore, oar</i> in phonics and writing</li> <li>Use diphthongs <i>ou, ow, oi, oy</i> in phonics and writing</li> <li>Use uppercase and lowercase letters</li> <li>Ask and answer</li> </ul>	<p>McGraw-Hill Education: <i>Wonders</i>, Unit 5</p> <p><i>A Lost Button (from Fog and Toad Are Friends)</i></p> <p><i>Kitten's First Full Moon</i></p> <p><i>Thomas Edison, Inventor</i></p> <p><i>Whistle for Willie</i></p> <p><i>Time for Kids: Building Bridges</i></p>

		<p>about key details in a text.</p> <p>1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>		<p>questions about the text</p> <ul style="list-style-type: none"> <li>• Capitalize/underline titles of books</li> <li>• Write an opinion text</li> </ul>	
<p>Unit 6: Together We Can!</p> <p>6 weeks</p>	<p>Students will learn the benefits of people working together.</p>	<p>1.RF.2 Demonstrate understanding of spoken words, syllables, and phonemes.</p> <p>1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>1.RI.10 With prompting and support, read and understand informational texts appropriately complex for grade 1.</p> <p>1.W.6 With guidance and support, use a variety of digital tools to produce and publish writing, including in</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> <li>• How we can work together to make our lives better</li> <li>• The people who help us</li> <li>• How weather affects us</li> <li>• Some traditions they celebrate</li> <li>• Why we celebrate holidays</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use other vowel spellings <i>oo, ou, u_e, ew, ui, ue, u, au, aw, a, augh, al,</i> in phonics and writing</li> <li>• Use silent letters <i>wr, kn, gn,</i> in phonics and writing</li> <li>• Use three letter consonant <i>scr, spl, spr, str, thr, shr,</i> in phonics and writing</li> </ul>	<p>McGraw-Hill Education: <i>Wonders</i>, Unit 6</p> <p><i>Click, Clack, Moo: Cows that Type</i></p> <p><i>Meet Rosina</i></p> <p><i>Rain School</i></p> <p><i>Lissy's Friends</i></p> <p><i>Time for Kids: Happy Birthday, U.S.A!</i></p>

		<p>collaboration with peers.</p> <p>1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>		<ul style="list-style-type: none"><li>• Use <i>r</i> controlled vowel <i>air, are, ear</i>, in phonics and writing</li><li>• Use uppercase and lowercase letters</li><li>• Reread to understand grade level text</li><li>• Use correct capitalization and punctuation</li><li>• Use technology to write a text or enhance writing</li></ul>	
End of Semester 2					