

First Grade Unit 1 Planning Guide

The following texts have been provided by the district for use with the activities in the [Common Core Curriculum Map](#) units. Art, music and media can be found within the [Teacher-Created Resources](#) link on the district curriculum webpage.

Alphabet Books and Children Who Read Them

“Why is it important to ask questions while you are reading?”
6 weeks

AUGUST						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Link to Pacing Guide
[Unit 1](#)

Sample Activities and Assessments (pg. 61-63 [Common Core Curriculum Maps](#))

The listed standards appear on the 1st Quarter Scoring Guide

1. Art/Class Discussion- (*treat the painting as a text*)

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

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

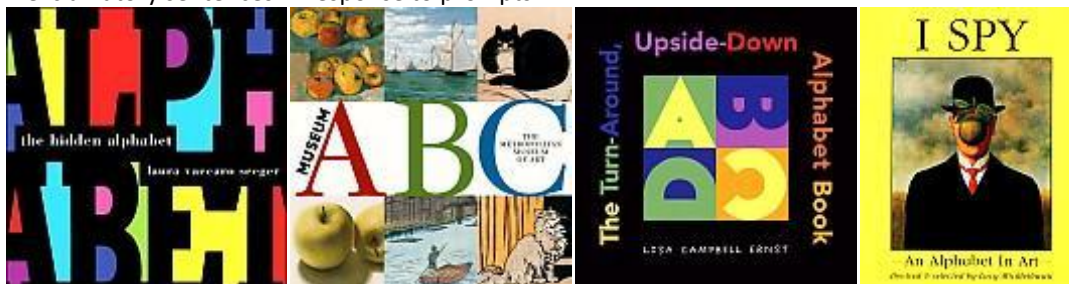


Pieter Breugel
Children's Games (1560)

2. Class Discussion/Reading Informational Text

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

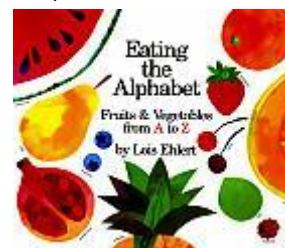
L.1.1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.



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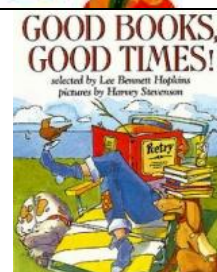
3. Language/Writing

- L.1.1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2.b. Use end punctuation for sentences.
- 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.
- SL.1.6. Produce complete sentences when appropriate to task and situation.



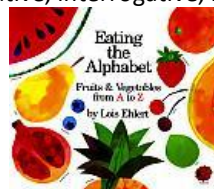
4. Class Discussion/Poetry/Fluency

- RF.1.4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.



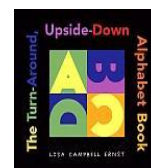
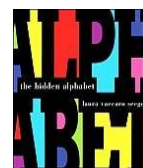
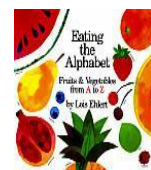
5. Informative/Explanatory Writing

- 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.
- L.1.1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2.b. Use end punctuation for sentences.



6. Writing/Shared Research

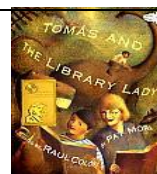
- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- L.1.1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2. b. Use end punctuation for sentences.
- RF.1.1.a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).



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7. Prediction/Literary Text

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



8. Class Discussion/Reading

RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Text Talk Texts

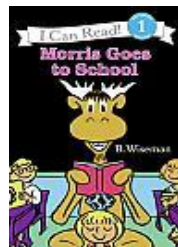
	<i>Tomas and the Library Lady</i> (Pat Mora and Raul Colon) (E)	eager	to show excitement about something
		glaring	to stare with anger
		howling	to cry out loudly; sounding like a dog
	<i>Our Library</i> (Eve Bunting and Maggie Smith)	ignorant	not knowing
		grumpy	unhappy; cranky
		determined	deciding to do something no matter what
	<i>The Library</i> (Sarah Stewart and David Small)	preferred	to choose or like better than something else
		promptly	to do something right now
		awful	unpleasant
	<i>You Read to Me, I'll Read to You</i> (John Ciardi) "About Jimmy James"	satisfied	to be happy
		justice	fairness
		remarks	things you say
	<i>You Read to Me, I'll Read to You</i> (John Ciardi) "Bears"	fierce	looks wild or scary
		imaginary	not real
		belief	something you think is true
	<i>You Read to Me, I'll Read to You</i> (John Ciardi) "Arvin Marvin Lillisbee Fitch"	proper	the right/correct way
		risk	something that may cause you to get hurt
		dull	boring

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Additional Unit Texts



14 copies



14 copies

The following standards are paced for this quarter but are not included in unit activities:

RI.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

SL.1.1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

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

SL.1.1.c. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

L.1.2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4.b. Use frequently occurring affixes as a clue to the meaning of a word.

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

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).