



Cumberland  
County  
Schools

*Together, We Can Make  
A Difference*

Cumberland County Schools  
ELA Pacing Guide

Grade 1

2013-2014

Implementing the Common Core State Standards

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# Cumberland County Schools

## ELA Pacing Guide

### Grade 1

In first grade, students build on the reading, writing, listening, and speaking that they practiced in kindergarten. Students should enter first grade with basic decoding skills and familiarity with a range of fiction, nonfiction, and poetry. As their reading and writing skills become more advanced, they begin to apply their knowledge to new topics and situations. Students are exposed to a rich variety of “read-aloud” stories, nonfiction, and poems, including stories about animals, fables, and other life lessons. They have opportunities to draw interesting connections between literature and other subjects: for example, in the unit “Winds of Change,” they consider changes in nature as well as changes in characters’ feelings. They start to produce writing—journal entries, brief descriptions, opinion pieces, and stories—and to collaborate on simple research projects (such as finding out about an animal). They learn to create short books with a table of contents and numbered pages. By the end of first grade, they are able to sound out and recognize many one-syllable and multisyllabic words, and they have a strong repertoire of sight words.

# Cumberland County Schools ELA Pacing Guide

## Pacing Guide Expectations:

This Pacing Guide is adapted from Common Core Curriculum Maps for English/Language Arts, 2012. The first grade guide is divided into five themed units of study. The teacher will find a list of standards that are to be addressed throughout the year at the beginning of the pacing guide. Specific standards have been identified within each unit. **Selections from the current textbook are included.** The **Suggested Supplemental Works** are **options** provided for teaching each unit of study, as outlined in the Common Core Curriculum Maps (<http://commoncore.org/maps/index.php/maps/>).

Obviously, there will be resources not listed that the teacher will want to use with each unit. It is suggested that teachers download the pacing guide to their desktop, and add an additional page of resources as they complete each unit. This pacing guide is a living, breathing document that will be revised as needed.

## Unit Overviews & Suggested Pacing

### **Unit One—“The Amazing Animal World”**

In this unit, students read informational texts about animals and learn how to strengthen their own informative/explanatory writing.

### **Unit Two—“Life Lessons”**

In this unit, students read literature and informational texts related to life lessons.

### **Unit Three—“Winds of Change”**

In this unit, students look at changes in nature through nonfiction, changes in the feelings of characters through fantasy, and changes in their own writing through revision.

### **Unit Four—“Treasures”**

In this unit, students think about things they treasure, with a focus more on people than things.

### **Unit Five—“American Contributions”**

In this unit, students meet Americans who shaped our nation’s history.

## **Standards addressed throughout the year:**

### **Reading: Literature**

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

**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.

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

### **Reading: Informational Text**

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

**RI.1.4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**RI.1.5:** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

**RI.1.7:** Use the illustrations and details in a text to describe its key ideas.

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

### **Reading: Foundational Skills**

**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).

**RF.1.2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**RF.1.2.a:** Distinguish long from short vowel sounds in spoken single-syllable words.

**RF.1.2.b:** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

**RF.1.2.c:** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

**RF.1.2.d:** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**RF.1.3:** Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.1.3.a:** Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

**RF.1.3.b:** Decode regularly spelled one-syllable words.

**RF.1.3.c:** Know final -e and common vowel team conventions for representing long vowel sounds.

**RF.1.3.d:** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

**RF.1.3.e:** Decode two-syllable words following basic patterns by breaking the words into syllables.

**RF.1.3.f:** Read words with inflectional endings.

**RF.1.3.g:** Recognize and read grade-appropriate irregularly spelled words.

**RF.1.4.a:** Read grade-level text with purpose and understanding.

### **Writing**

**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.1.6:** 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.

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

### **Speaking and Listening**

**SL.1.1:** Participate in collaborative conversations with diverse partners about Grade One topics and texts with peers and adults in small and larger groups.

**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.1.6:** Produce complete sentences when appropriate to task and situation.

### **Language**

**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.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 responses 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.1.2.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:** 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.a:** Use sentence-level context as a clue to the meaning of a word or phrase.
- 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:** 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.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 meanings among verbs 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., I named my hamster Nibblet because she nibbles too much because she likes that).

## Tennessee Standards for English Language Learners (ELL)

Students classified as ELL are assessed annually in their progress toward proficiency in academic English. Standards reflect the four domains of academic English. Academic English can be defined as (1) language used to convey curriculum-based, academic content, and (2) the language of the social environment of a school. English Language Learners will listen, speak, read, and write in English throughout all content areas to help ensure that children who are limited English proficient, including immigrant children and youth, achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet. All students are expected to achieve to the same high standards in Tennessee.

### Reading Accomplishments Grades 1-2

R.1-2.1 Phonemic awareness: Recognize sounds, combinations of sounds and meaningful differences between sounds in context.

R.1-2.2 Phonics: Demonstrate knowledge of letter recognition and letter sound correspondence.

R.1-2.3 Word Recognition: Recognize high-frequency words and common word families.

Use knowledge of prefixes, suffixes, roots, base words, syntax and common spelling patterns to recognize new words. Recognize compound words and contractions.

R.1-2.4 Fluency: Read text fluidly and with appropriate intonation.

R.1-2.5 Identify parts of books such as front and back of book, title, author, illustrator, table of contents, and glossary.

R.1-2.6 Use pre-reading and reading strategies such as accessing prior knowledge, predicting, previewing, using graphic organizers and setting a purpose.

R.1-2.7 Use prior knowledge, context, sentence structure, multiple meanings and illustrations to read unfamiliar words.

R.1-2.8 Identify and use knowledge of synonyms, antonyms, prefixes, suffixes, homophones, and homographs to understand text.

R.1-2.9 Read and follow 1 – 4 step directions to complete a simple task.

R.1-2.10 Identify story elements such as characters, setting and sequence of events.

R.1-2.11 Demonstrate use of various strategies to construct meaning (e.g. context, illustrations, prior knowledge).

R.1-2.12 Recognize cause and effect, problem and solution and distinguish fact from opinion in text and use text for support.

## Listening Accomplishments Grades 1-2

L.1-2.1 Follow simple 1 – 4 step directions in sequence to complete a task with and without visual support.

L.1-2.2 Respond to questions in a verbal and nonverbal manner.

L.1-2.3 Understand basic structure of spoken language.

L.1-2.4 Identify main points from spoken language (with and without visual support).

L.1-2.5 Identify details from spoken language (with and without visual support).

L.1-2.6 Demonstrate use of various strategies to construct meaning (e.g. context, nonverbal clues, prior knowledge).

L.1-2.7 Understand common expressions and vocabulary related to school social interaction. (e.g. school social interaction).

L.1-2.8 Understand content specific vocabulary and discourse features of the content area.

(e.g. add, subtract, character).

L.1-2.9 Demonstrate comprehension of spoken language through drawing conclusions, making generalizations, making predictions, etc.

## Writing Accomplishments Grades 1-2

W.1-2.1 Generate ideas before writing on assigned tasks.

W.1-2.2 Write to convey ideas or stories using pictures, marks, letters, words and simple sentences.

W.1-2.3 Write a variety of text types (e.g. narrative, descriptive, persuasive, expository, procedural).

W.1-2.4 Revise drafts according to a model or rubric.

W.1-2.5 Add on to drafts with teacher support.

W.1-2.6 Revise drafts to achieve organization and sense of audience and to improve word choices, comprehensibility and legibility.

W.1-2.7 Edit writing for complete sentences.

W.1-2.8 Print upper and lower-case letters correctly and legibly and space letters and words appropriately using correct directionality.

W.1-2.9 Capitalize letters appropriately in sentences and proper nouns.

W.1-2.10 Spell grade-appropriate words correctly and make phonetic attempts of beyond grade appropriate words effectively.

W.1-2.11 Use resources to find correct spelling (e.g., dictionaries, word walls).

## Speaking Accomplishments Grades 1-2

S.1-2.1 Ask a simple question.

S.1-2.2 Use formulaic language.

S.1-2.3 Ask pertinent questions; respond to questions with basic facts.

S.1-2.4 Tell, summarize and/or retell ideas and/or stories.

S.1-2.5 Describe familiar settings and events.

S.1-2.6 Give directions and/or instructions.

S.1-2.7 Clarify and support spoken ideas with evidence, elaborations, and examples.

S.1-2.8 Use logically connected language and discuss implied meanings.

S.1-2.9 Choose appropriate evidence, proofs or examples to support claims.

S.1-2.10 Express and defend a point of view using appropriate language and detail.

S.1-2.11 Use language to clarify, organize, agree and disagree.

[http://www.tn.gov/education/ci/esl/doc/ELL\\_Standards.pdf](http://www.tn.gov/education/ci/esl/doc/ELL_Standards.pdf)

## Key:

RL: Reading—Literature

RI: Reading—Informational Text

W: Writing

SL: Speaking and Listening

L: Language

RF: Reading Foundations

(E): indicates a Common Core State Standards exemplar text

(EA): indicates a text from a writer with other works identified as exemplars

## Unit One—“The Amazing Animal”

Essential Question: How can reading teach us about writing?

### Standards Specific to this Unit:

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

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

**RI.1.2:** Identify the main topic and retell key details of a text.

**L.1.5:** With guidance and support, demonstrate understanding of word relationships and nuances in word meanings.

**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).

**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.

**SL.1.2:** Ask and answer questions about key details in a text read-aloud or information presented orally or through other media.

Common Core State Standards, English/Language Arts Grade 1

[http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

KEY to Common Core Strand Abbreviations:

RL—Reading Standards for Literature; RI—Reading Standards for Informational Text; W—Writing Standard;

SL—Speaking and Listening Standards; L—Language Standards



## Unit One—“The Amazing Animal”

Essential Question: How can reading teach us about writing?

### Suggested Student Objectives

- Describe how a text can group information into general categories.
- Write an informative/explanatory text about a given topic (e.g., about an animal), supplying factual information and providing a sense of closure.
- In a revision process, and under the guidance and support of an adult, add details to an informative text.
- Confirming understanding of information, present the information orally by restating key elements and answering questions about key details.
- Write an informative/explanatory text explaining how to do something (e.g., how Matisse created the large-scale cut-out, *The Snail*).
- Use sentence context clues to help determine word meanings.
- Use common, proper, and possessive nouns in speech and writing.

### Key Vocabulary

#### Content-Specific

Categories  
Context clues  
Informative/explanatory  
Lesson  
Main topic  
Message  
Retell  
Revision

## **Unit One—“The Amazing Animal World”**

Essential Question: How can reading teach us about writing?

**Scott Foresman: Reading Street**

**Unit 1: Animal, Tame and Wild**

**Sam, Come Back! (Fiction)**

**Puppy Games (Sing-along)**

**Pig in a Wig (Fantasy)**

**We Are Vets (Sing-along)**

**The Big Blue Ox (Animal Fantasy)**

**They Can Help (Photo Essay/Social Studies)**

**A Fox and a Kit (Narrative Nonfiction/Science)**

**The Zoo in the Park (Sing-along)**

**Get the Egg! (Realistic Fiction)**

**Help the Birds (How-to article/Science)**

**Animal Park (Photo Essay/Science)**

**Poetry Collection (Poetry)**

## Suggested Supplemental Works

### Literary Texts:

#### Stories:

- *Are You My Mother?* (Philip D. Eastman) (E)
- *Mouse Tales* (Arnold Lobel) (EA)
- *Uncle Elephant* (Arnold Lobel) (EA)
- *Mouse Soup* (Arnold Lobel) (EA)

#### Stories (Read Aloud)

- *Finn Family Moomintroll* (Tove Jansson) (E)

#### Poem:

- “Fish” (Mary Ann Hoberman)

#### Poems (Read Aloud)

- “The Fox’s Foray” in *The Oxford Nursery Rhyme Book* (anonymous) (E)
- “The Owl and the Pussycat” in *The Complete Nonsense of Edward Lear* (Edward Lear) (E)
- “I Know All the Sounds that the Animals Make” in *Something Big Has Been Here* (Jack Prelutsky)
- “The Pasture” in *The Poetry of Robert Frost* (Robert Frost)
- “The Purple Cow” in *The Burgess Nonsense Book: Being a Complete Collection of the Humorous Masterpieces of Gelett Burgess* (Gelett Burgess)

### Informational Texts:

#### Informational Books:

- *Starfish* (Let’s-Read-and-Find...Science) (Edith Thacher Hurd and Robin Brickman) (E)
- *What Lives in a Shell?* (Let’s-Read-and-Find...Science) (Kathleen Weidner Zoehfeld and Helen K. Davie) (E series)

- *Big Tracks, Little Tracks: Following Animal Prints* (Let's-Read-and-Find...Science) (Millicent E. Selsam and Marlene Hill Donnelly) (E series)
- *Where Are the Night Animals* (Let's-Read-and-Find...Science) (Mary Ann Fraser) (E series)

### **Informational Books (Read Aloud)**

- *Earthworms* (Clarie Llewellyn and Barrie Watts) (E)
- *What Do You do With a Tail Like This?* (Steve Jenkins and Robin Page) (E)
- *Biggest, Strongest, Fastest* (Steve Jenkins) (EA)
- *What Do You Do When Something Wants To Eat You?* (Steve Jenkins) (EA)
- *Never Smile at a Monkey: And 17 Other Important Things to Remember* (Steve Jenkins) (EA)
- *Amazing Whales!* (Sarah L. Thomson) (E)
- *How Animals Work* (DK Publishing)
- *Creature ABC* (Andrew Zuckerman)
- *A Nest Full of Eggs* (Let's-Read-and-Find...Science) (Priscilla Belz Jenkins and Lizzy Rockwell) (E series)
- *What's It Like to Be a Fish?* (Let's-Read-and-Find...Science) (Wendy Pfeffer and Holly Keller) (E series)
- *Where Do Chicks Come From?* (Let's-Read-and-Find...Science) (Amy E. Sklansky and Pam Papparone) (E series)

### **Art, Music, and Media:**

#### **Art:**

- Albrecht Durer, *A Young Hare* (1502)
- Marc Chagall, *I and the Village* (1945)
- Paul Klee, *Cat and Bird* (1928)
- Henri Rousseau, *The Flamingoes* (1907)
- Susan Rothenberg, *Untitled (Horse)* (1976)
- Henri Matisse, *The Snail* (1953)
- Louisa Matthiasdottir, *Five Sheep* (no date)

## Unit Two—“Life Lessons”

Essential Question: How can stories teach us life lessons?

### Standards Specific to this Unit:

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

**RL.1.3:** Describe characters, settings, and major events in a story, using key details.

**RI.1.6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**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.

**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.

**RF.1.4:** Read with sufficient accuracy and fluency to support comprehension.

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

Common Core State Standards, English/Language Arts Grade 1

[http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

KEY to Common Core Strand Abbreviations:

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SL—Speaking and Listening Standards; L—Language Standards

## Unit Two—“Life Lessons”

Essential Question: How can stories teach us life lessons?

### Suggested Student Objectives

- Describe characters, key events, and the setting in a story.
- Identify who is speaking in a story or fable.
- Distinguish between the information provided by the pictures or illustrations in a text and the information provided by the words.
- Using time cue words, providing some details, and ending with a sense of closure, write narratives that include at least two sequenced events.
- With the help of an adult, revise narratives
- Produce complete sentences with correct past, present, or future verb tenses.
- Use end punctuation for sentences: periods, question marks, and exclamation points.
- Relate the use of punctuation to the way a text should be read expressively.
- Compare and contrast two versions of an Indian fable.
- Create informative/explanatory posters using both text and illustrations (e.g., to teach about electrical safety).

### Key Vocabulary

#### Content-Specific

Adjectives  
Affixes  
Characters  
Complete sentences  
Declarative  
End punctuation  
Exclamatory  
Fable  
Imperative  
Interrogative  
Key events  
Lesson  
Message  
Moral  
Narratives  
Period  
Revision  
Setting  
Verbs

## **Unit Two—“Life Lessons”**

Essential Question: How can stories teach us life lessons?

**Scott Foresman: Reading Street**

**Unit 2: Communities**

**Max and Ruby: A Big Fish for Max (Animal Fantasy)**

**At Home (Photo Essay/Social Studies)**

**The Farmer in the Hat (Realistic Fiction/Social Studies)**

**Helping Hands at 4-H (Expository Nonfiction/Social Studies)**

**Who Works Here? (Expository Nonfiction/Social Studies)**

**Neighborhood Map (Map/Social Studies)**

**The Big Circle (Fiction/Science)**

**Class Paper (Newspaper article/Social Studies)**

**Life in the Forest (Expository Nonfiction/Science)**

**A Mangrove Forest (Expository Nonfiction/Science)**

**Honey Bees (Expository Nonfiction/Science)**

**The Ants Go Marching (Poetry)**

## Suggested Supplemental Works

### Literary Texts:

#### Stories:

- *Green Eggs and Ham* (Dr. Seuss) (E)
- *Seven Blind Mice* (Ed Young) (EA)
- *The Blind Men and the Elephant* (Karen Backstein and Annie Mitra)
- *Inch by Inch* (Leo Lionni)
- *The Lion & the Mouse* (Jerry Pinkney)
- *Lousy Rotten Stinkin' Grapes* (Margie Palatini and Barry Moser)
- *Yo! Yes?* (Chris Raschka)

#### Stories (Read Aloud)

- *The Boy Who Cried Wolf* (B. G. Hennessy and Boris Kulikov)
- *Town Mouse, Country Mouse* (Jan Brett)
- *The Tortoise and the Hare* (Janet Stevens)
- *The Hare and The Tortoise* (Helen Ward)
- *Fables* (Arnold Lobel) (EA)
- *The Little Red Hen* (Paul Galdone)
- *The Ugly Duckling* (Hans Christian Andersen and Jerry Pinkney)
- *Swimmy* (Leo Lionni)
- *Alexander and the Wind-up Mouse* (Leo Lionni)
- *Punctuation Takes a Vacation* (Robin Pulver and Lynn Rowe Reed)

#### Poems

- "By Myself" in *Honey I Love and Other Poems* (Eloise Greenfield)



- “Sharing” in *Falling Up* (Shel Silverstein)
- “Ridiculous Rose” in *Where the Sidewalk Ends* (Shel Silverstein)

**Poems (Read Aloud):**

- *Goops and How to Be Them: A Manual of Manners for Polite Children* (Gelett Burgess)
- “I’m Making a List” in *Where the Sidewalk Ends* (Shel Silverstein)
- “My Mother Says I’m Sickening” in *The New Kid on the Block* (Jack Prelutsky)

**Informational Texts:**

**Informational Book**

- *A Weed is a Flower: The Life of George Washington Carver* (Aliko) (E)
- *George Washington Carver* (Rookie Biographies) (Lynea Bowdish)
- *Thomas Alva Edison* (Rookie Biographies) (Wil Mara)
- *What is Electricity?* (Rookie Read-About Science) (Lisa Trumbauer)

**Informational Books (Read Aloud)**

- *Manners* (Aliko) (EA)
- *Hello! Good-bye!* (Aliko) (EA)
- *Georgia O’Keeffe* (Getting to Know the World’s Greatest Artists) (Mike Venezia)
- *My Light* (Molly Bang) (EA)
- *Flick a Switch: How Electricity Gets to Your Home* (Barbara Seuling and Nancy Tobin)
- *Watch Out! At Home* (Claire Llewellyn and Mike Gordon)

## **Art, Music, and Media:**

### **Art:**

- Georgia O'Keeffe, *Red Poppy* (1927)
- Georgia O'Keeffe, *Jack in the Pulpit No. IV* (1930)
- Georgia O'Keeffe, *Jimson Weed* (1936)
- Georgia O'Keeffe, *Oriental Poppies* (1928)
- Georgia O'Keeffe, *Two Calla Lilies on Pink* (1928)
- Vincent van Gogh, *Sunflowers* (1888-1889)
- Vincent van Gogh, *Irises* (1890)
- Vincent van Gogh, *Almond Blossom* (1890)
- Vincent van Gogh, *Butterflies and Poppies* (1890)

## Unit Three—“Winds of Change”

Essential Question: How do you know what a character is feeling and when these feelings change?

### Standards Specific to this Unit:

**RL.1.4:** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**RI.1.8:** Identify the reasons an author give to support points in a text.

**W.1.5:** With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**L.1.5:** With guidance and support, demonstrate understanding of word relationships and nuances in word meanings.

**L.1.5(d):** Distinguish shades of meanings among verbs differing in manner (e.g., look, peek, glance, stare, glare, and scowl).

**SL.1.4:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Common Core State Standards, English/Language Arts Grade 1

[http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

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## Unit Three—“Winds of Change”

Essential Question: How do you know what a character is feeling and when these feelings change?

### Suggested Student Objectives

- Identify words and phrases in stories or poems that suggest feelings and appeal to the senses.
- Identify cause and effect relationships in informational text.
- Add details as needed to strengthen writing through revision.
- Distinguish shades of meaning among verbs by defining, choosing, or acting out the meanings.
- Using commas to separate the words, dictate sentences with a series of nouns.
- Write a narrative text with a focus on feelings.
- Revise writing using temporal words, feeling words, and vivid verbs.
- Distinguish between the root and affixes of verb conjugations, such as *walk, walks, walked, walking*.
- Use commas in a series and identify the conjunction (e.g., “I see monkeys, tigers, and elephants at the zoo”).

### Key Vocabulary

#### Content-Specific

Cause  
Effect  
Revision  
Verbs

## **Unit Three—“Winds of Change”**

Essential Question: How do you know what a character is feeling and when these feelings change?

**Scott Foresman: Reading Street**

**Unit Three: Changes**

**An Egg Is an Egg (Realistic Fiction/Science)**

**Nothing Fits! (Fiction)**

**Ruby in Her Own Time (Animal Fantasy/Social Studies)**

**I'm Growing (Nonfiction/Social Studies)**

**Jan's New Home (Realistic Fiction/Social Studies)**

**A Letter from Jan (Letter/Social Studies)**

**Frog and Toad Together (Animal Fantasy/Science)**

**Growing Plants (Diagram/Science)**

**I'm a Caterpillar (Narrative Nonfiction/Science)**

**My Computer (Reading Online)**

## **Where Are My Animal Friends? (Play/Science)**

### **Poetry Collection (Poetry)**

### **Suggested Supplemental Works**

#### **Literary Texts:**

*Note: The date or time period that is captured or discussed in each of these works is included in parentheses for your reference.*

#### **Stories:**

- *Owl at Home* (Arnold Lobel) (E)
- *Frog and Toad All Year* (Arnold Lobel) (EA)
- *Ten Apples Up on Top!* (Dr. Seuss) (EA)
- *When Sophie Gets Angry—Really, Really Angry...* (Molly Bang)
- *Changes, Changes* (Pat Hutchins)
- *My Name is Yoon* (Helen Recorvits and Gabi Swiatkowska)
- *The Wind Blew* (Pat Hutchins)

#### **Stories (Read Aloud)**

- *The Wonderful Wizard of Oz* (L. Frank Baum) (E)
- *Twister on Tuesday* (Mary Pope Osborne and Sal Murdocca) (EA)
- *Alexander and the Horrible, No Good, Very Bad Day* (Judith Viorst and Ray Cruz)
- *Alexander, Who's Not (Do You Hear Me? I Mean It!) Going to Move* (Judith Viorst, Ray Cruz, and Robin Preiss Glasser)
- *If You Give a Mouse a Cookie* (Laura Joffe Numeroff and Felicia Bond)
- *The Bat Boy and His Violin* (Gavin Curtis and E. B. Lewis)
- *Goin' Somplace Special* (Patricia C. McKissack and Jerry Pinkney)

#### **Poems**

- "Covers" in *The Sun is so Quiet* (Nikki Giovanni) (E)
- "It Fell in the City" in *Blackberry Ink* (Eve Merriam) (E)

- “Laughing Boy” in *Haiku: This Other World* (Richard Wright) (E)
- “Drinking Fountain” in *Random House Book of Poetry for Children* (Marchette Chute) (E)

**Poems (Read Aloud):**

- “Who Has Seen The Wind?” in *Rossetti: Poems* (Everyman’s Library Pocket Poets) (Christina Rossetti) (E)
- “The Wind” in *A Child’s Garden of Verses* (Robert Louis Stevenson)
- “Windy Nights” in *A Child’s Garden of Verses* (Robert Louis Stevenson)
- “Blow, Wind, Blow!” (Traditional)

**Informational Texts:**

**Informational Books**

- “Wind Power” (National Geographic Young Explorer!) (November-December 2009) (E)
- *Storms* (National Geographic Readers) (Miriam Goin)

**Informational Books (Read Aloud)**

- *Tornadoes!* (Gail Gibbons) (EA)
- *Tornadoes* (Seymour Simon)
- *Super Storms* (Seymour Simon)
- *Flash, Crash, Rumble, and Roll* (Franklyn M. Branley and True Kelley)
- *How People Learned to Fly* (Fran Hodgkins and True Kelley) (E)
- *Feelings* (Ailiki) (EA)
- *Twisters and Other Terrible Storms: A Nonfiction Companion to Twister on Tuesday* (Will and Mary Pope Osborne, and Sal Murdocca) (EA)

## **Art, Music, and Media:**

### **Art:**

- Richard Diebenkorn, *Ocean Park No. 38 (1971)*
- Richard Diebenkorn, *Ocean Park No. 49 (1972)*
- Richard Diebenkorn, *Ocean Park No. 54 (1972)*
- Richard Diebenkorn, *Ocean Park No. 115 (1979)*

### **Music:**

- Pyotr Ilyich Tchaikovsky, Violin Concerto in D major, Op. 35 (1878)
- Wolfgang Amadeus Mozart, Violin Concerto No. 4 in D Major (1775)
- Johann Sebastian Bach, Concerto for 2 Violins, Strings, and Continuo in D Minor (Double Violin Concerto) (1730-1731)
- Ludwig van Beethoven, Violin Concerto in D Major, Op. 61 (1806)

### **Film:**

- Victor Fleming, dir., *The Wizard of Oz (1939)*



## Unit Four—“Treasures”

Essential Question: What do we treasure?

### Standards Specific to this Unit:

**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.

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

**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.

**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.

**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.

Common Core State Standards, English/Language Arts Grade 1

[http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

KEY to Common Core Strand Abbreviations:

RL—Reading Standards for Literature; RI—Reading Standards for Informational Text; W—Writing Standard;

SL—Speaking and Listening Standards; L—Language Standards

## Unit Four—“Treasures”

Essential Question: What do we treasure?

### Suggested Student Objectives

- Identify words and phrases in stories or poems that suggest feelings and appeal to the senses.
- Add details as needed to strengthen writing through revision.
- Distinguish shades of meaning among verbs by defining, choosing, or acting out the meanings.
- Write a narrative text with a focus on feelings.
- Revise writing using temporal words, feeling words, and vivid verbs.
- Distinguish between the root and affixes of verb conjugations, such as *walk*, *walks*, *walked*, *walking*.
- Use commas in a series and identify the conjunction (e.g., “I see monkeys, tigers, and elephants at the zoo”).

### Key Vocabulary

#### Content-Specific

Details  
Narrative  
Shades of meaning  
Temporal words  
Verbs

## **Unit Four—“Treasures”**

Essential Question: What do we treasure?

**Scott Foresman: Reading Street**

**Unit Four of the basal: Treasures**

**Mama’s Birthday Present (Realistic Fiction/Social Studies)**

**Chinese Surprises (Expository Nonfiction/Social Studies)**

**The Dot (Realistic Fiction)**

**A Great Artist and His Dots (Expository Nonfiction/Art)**

**Mister Bones: Dinosaur Hunter (Biography/Science)**

**What’s in a Museum? (Expository Nonfiction/Social Studies)**

**The Lady in the Moon (Realistic Fiction/Social Studies)**

**My 4<sup>th</sup> of July (Photo Essay/Social Studies)**

**Peter’s Chair (Realistic Fiction/Social Studies)**

**Peter’s Baby Sister (e-mail/Social Studies Online)**

## Henry and Mudge and Mrs. Hopper's House (Realistic Fiction) Poetry Collection (Poetry)

### Suggested Supplemental Works

#### Literary Texts:

#### Stories:

- *1, 2, I Love You* (Alice Schertle)
- *The 10 Best Things About My Dad* (Christine Loomis)
- *The 100<sup>th</sup> Greatest Day of School*
- *Aaron's Hair* (Robert N. Munsch)
- *Addie's Bad Day* (Joan Robins)
- *Albert the Bear* (Nick Butterworth)
- *Albert's Gift for Grandmother* (Barbara Williams)
- *Baby Dragon*
- *Bella and Stella Come Home* (Anika Denise)
- *Ben, King of the River* (David Gifaldi)
- *Duck and a Book* (David Shannon)
- *Good Grief, It's Mother's Day!* (Alice Alfonsi)
- *Kermy and Pepper* (Leslie Ellen)
- *Say Daddy!* (Michael Shoulders)
- *Scruffy* (Peggy Parish)
- *The Tattletale* (Lynn Downey)

#### Stories (Read Aloud)

- *Absolutely Lucy* (Ilene Cooper)
- *Annie and the Wild Animals* (Jan Brett)
- *The Perfect Bear* (Gillain Shields)

- *Teamwork* (Dawn McMillan)

## Unit Five—“American Contributions”

Essential Question: How does learning about remarkable people help us learn about history?

### Standards Specific to this Unit:

**RI.1.3:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**RI.1.10:** With prompting and support, read informational texts appropriately complex for Grade One.

**RF.1.4:** Read with sufficient accuracy and fluency to support comprehension.

**RF.1.4(c):** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**W.1.1:** Write opinion pieces in which [students] 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.

**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.

Common Core State Standards, English/Language Arts Grade 1

[http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

KEY to Common Core Strand Abbreviations:

RL—Reading Standards for Literature; RI—Reading Standards for Informational Text; W—Writing Standard;

SL—Speaking and Listening Standards; L—Language Standards

## Unit Five—“American Contributions”

Essential Question: How does learning about remarkable people help us learn about history?

### Suggested Student Objectives

- Read nonfiction independently, proficiently, and fluently.
- See and describe the connection between two key events or ideas within a text and between two texts.
- Use context to confirm or self-correct word recognition.
- Reread when necessary.
- Write an opinion about an interesting person studied in this unit, supporting their choices with reasons.
- Revise opinion writing.

### Key Vocabulary

#### Content-Specific

Biography  
Compare  
Contrast  
Expression  
Opinion  
Reread  
Support  
Timeline  
Word bank  
Words in context

## **Unit Five—“American Contributions”**

Essential Question: How does learning about remarkable people help us learn about history?

**Scott Foresman: Reading Street**

**Unit Five: Great Ideas**

**Tippy-Toe Chick, Go! (Animal Fantasy)**

**Belling the Cat (Fable)**

**Mole and the Baby Bird (Animal Fantasy/Social Studies)**

**Dear Dr. Know-It-All (Jokes/Social Studies)**

**Dot & Jabber and the Great Acorn Mystery (Informational Fiction/Science)**

**Water (Expository Nonfiction/Science)**

**Simple Machines (Expository Nonfiction/Science)**

**Roy’s Wheelchair (Narrative Nonfiction/Science)**

**Alexander Graham Bell (Biography/Social Studies)**

**Inventions (Web site/Social Studies Online)**

**Ben Franklin and His First Kite (Biography/Social Studies)**

**Poetry Collection (Poetry)**

## Suggested Supplemental Works

### Literary Texts:

#### Stories (Read Aloud)

- *Little House in the Big Woods* (Laura Ingalls Wilder and Garth Williams) (E)
- *The Hatmaker's Sign: A Story by Benjamin Franklin* (Candace Fleming and Robert Parker)
- *Wilie Was Different: A Children's Story* (Norman Rockwell)
- *Rockwell: A Boy and His Dog* (Loren Spiotta-DiMare and Cliff Miller)
- *A True Story About Jackie Robinson (Testing the Ice)* (Sharon Robinson and Kadir Nelson)
- *George Washington and the General's Dog* (Frank Murphy and Richard Walz)
- *A. Lincoln and Me* (Louise Borden and Ted Lewin)
- *Mr. Lincoln's Whiskers* (Karen Winnick)
- *Abe Lincoln Crosses a Creek: A Tall, Thin Tale* (Deborah Hopkinson and John Hendrix)

#### Poems (Read Aloud):

- "Hope" in *The Collected Poetry of Langston Hughes* (Langston Hughes) (EA)
- "Washington" in *The Random House Book of Poetry for Children* (Nancy Byrd Turner)
- "You're a Grand Old Flag" (George M. Cohan and Norman Rockwell)

### Informational Texts:

#### Informational Books

- *The Man Who Walked Between the Towers* (Mordicai Gerstein)
- *George Washington* (Rookie Biographies) (Wil Mara)
- *Let's Read About... George Washington* (Scholastic First Biographies) (Kimberly Weinberger and Bob Doucet)
- *Abraham Lincoln* (Rookie Biographies) (Wil Mara)
- *Let's Read About—Abraham Lincoln* (Scholastic First Biographies) (Sonia Black and Carol Heyer)



- *Laura Ingalls Wilder* (Rookie Biographies) (Wil Mara)
- *Paul Revere* (Rookie Biographies) (Wil Mara)
- *Let's Read About...Cesar Chavez* (Jerry Tello)
- *Benjamin Franklin* (Rookie Biographies) (Wil Mara)
- *Pocahontas* (DK Readers) (Caryn Jenner)
- *Jackie Robinson* (Rooki Biographies) (Wil Mara)

### **Informational Books (Read Aloud)**

- *Dave the Potter: Artist, Poet, Slave* (Laban Carrick Hill and Bryan Collier) (EA)
- *John, Paul, George, and Ben* (Lane Smith)
- *A Picture Book of Paul Revere* (David A. Adler, John Wallner, and Alexandra Wallner)
- *A Picture Book of Benjamin Franklin* (David A. Adler, John Wallner, and Alexandra Wallner)
- *A Picture Book of George Washington* (David A. Adler, John Wallner, and Alexandra Wallner)
- *Betsy Ross: The Story of Our Flag* (Easy Reader Biographies) (Pamela Chanko)

### **Art, Music, and Media:**

#### **Art:**

- John Singleton Copley, *Paul Revere* (1768)
- Gilbert Stuart, *Dolley Madison* (1804)
- *Portrait of Harriet Tubman* (artist and date unknown)
- Gilbert Stuart, *George Washington* (1796)
- George P. A. Healy, *Abraham Lincoln* (1869)
- *Dr. Martin Luther King, Jr. at The Lincoln Memorial* (artist unknown, 1963)
- Ben Wittick, *Geronimo (Goyathlay), a Chiricahua Apache; full-length, kneeling with rifle* (1887)

#### **Songs:**

- "Yankee Doodle Boy" (George M. Cohan)
- "You're a Grand Old Flag" (George M. Cohan)

# 1<sup>st</sup> Grade Exemplar Texts

(Taken from the Grade K-1 Text Exemplars, Appendix B CCSS)

## Stories:

- *Are You My Mother?* (P. D. Eastman) (LG, BL 1.6, Quiz #5456)
- *Green Eggs and Ham* (Dr. Seuss) (LG, BL 1.5, Quiz #9021)
- *Frog and Toad Together* (Arnold Lobel) (LG, BL 2.9, Quiz #5467)
- *Owl at Home* (Arnold Lobel) (LG, BL 2.7, Quiz #7387)

## Poetry:

- “Drinking Fountain” (Marchette Chute)
- “Laughing Boy” (Richard Wright)
- “Covers” (Nikki Giovanni)
- “It Fell in the City” (Eve Merriam)

## Read-Aloud Stories:

- *The Wonderful Wizard of Oz* (Frank L. Baum) (MG, BL 7.0, Quiz #525)
- *Little House in the Big Woods* (Laura Ingalls Wilder) (MG, BL 5.3, Quiz #179)
- *Finn Family Moomintroll* (Tove Jansson) (MG, BL 5.2, Quiz #136972)
- *Tomas and the Liberty Lady* (Pat Mora)

## Read-Aloud Poetry:

- “The Fox’s Foray” (Anonymous)

- “The Owl and the Pussycat” (Edward Lear)

**Informational Texts:**

- *Starfish* (Edith Thacher Hurd) (LG, BL 2.3, Quiz #41749)
- *A Weed is a Flower: The Life of George Washington Carver* (Ailiki) (LG, BL 4.3, Quiz #29786)
- *I Read Signs* (Tana Hoben)
- “Wind Power” *National Geographic Young Explorers*

**Read-Aloud Informational Texts:**

- *Earthworms* (Claire Llewellyn) (LG, BL 4.1, Quiz # 65554)
- *What Do You Do With a Tail Like This?* (Steve Jenkins and Robin Page) (LG, BL 3.0, Quiz #67747)
- *Amazing Whales!* (Sarah L. Thomson) (LG, BL 3.3, Quiz #85109)
- *How People Learned to Fly* (Fran Hodgkins and True Kelley) (LG, BL 3.8, Quiz #134155)