

# 1st Grade

## English Language Arts

### Key Instructional Activities

- Describing characters, settings, and major events in a story, using key details
- Comparing and contrasting the experiences of different characters
- Participating in shared research and writing projects (e.g., exploring a number of “how-to” books and using them to write a sequence of instructions)
- Using phonics (matching letters and sounds) and word analysis skills to figure out unfamiliar words when reading and writing
- Writing about a topic, supplying some facts, and providing some sense of opening and closing
- Describing people, places, things, and events with relevant details, expressing ideas and feelings clearly and with complete sentences
- Identifying the reasons an author gives to support a point
- Identifying the correct meaning for a word with multiple meanings, based on the sentence or paragraph in which the word is used (e.g., deciding whether the word bat means a flying mammal or a club used in baseball)
- Writing about a topic, supplying some facts, and providing some sense of opening and closing
- Explaining differences between texts that tell stories and texts that provide information
- Producing and expanding complete simple and compound statements, questions, commands, and exclamations
- Reading stories and showing they understand the lesson or moral of the story
- Asking and answering questions about a story, including characters, settings, and major events

In 1st grade, your student will become a more independent reader and writer. Your student will continue to learn and practice rules for recognizing the sounds that make up words and will be able to sound out more complex words. Such foundational skills are necessary and important components of developing proficient readers with the capacity to comprehend a wide range of materials.



HOUSTON COUNTY  
BOARD OF EDUCATION  
HIGH-ACHIEVING STUDENTS

*By the end of 1<sup>st</sup> grade, all students are expected to:*

- *Demonstrate understanding of spoken words, symbols, and sounds;*
- *Apply grade-appropriate phonics, language, and word analysis skills in writing and reading;*
- *Self-select books, self-monitor to correct errors when reading and writing, and talk with and listen to peers about one's reading and writing to become lifelong readers and writers; and*
- *Use reading and writing to communicate through listening, speaking, and viewing.*

# Helping Your Student in 1<sup>st</sup> Grade ELA

Learning does not end in the classroom. Students need help and support at home to succeed in their studies. Try to create a quiet place for your student to study, and carve out time every day when your student can concentrate on reading and writing uninterrupted by friends, brothers or sisters, or other distractions. Sit down with your student at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your student is working on, and it will help you be the first to know if your student needs help with specific topics. By taking these small steps, you will be helping your student become successful both in and outside the classroom.

- Read, read, read! The amount your student reads independently is directly connected to his or her success in school.
- Visit a library or bookstore together and ask the librarian or bookseller to recommend young adult books. To find popular young adult books for your student to read, visit <https://tinyurl.com/y3rjcelh>.
- Act out stories together from books, television, or your child's imagination.
- Pick a "word of the day" each day starting with a different letter. Have your child write the word and look for other things beginning with the same letter.
- Start a family book club. Let different members of the family pick the book. This could be a good way to enjoy quality family time while experiencing the joy of reading together!
- Encourage your child to find a picture from a newspaper or magazine, cut it out, paste it on paper, and write a story about it.
- It is also helpful when your child sees other people reading at home. You could share what you have read.
- Visit museums, zoos, theaters, historical sites, aquariums, and other educational places to help increase your student's exposure to new knowledge and vocabulary.
- Use technology to help build your student's interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.



# 1<sup>st</sup> Grade ELA System Pacing Overview



This guide provides an overview of what your student will learn in his or her 1<sup>st</sup> Grade English Language Arts course. It focuses on the key skills your student will learn, which will build a strong foundation for success in the other subjects studied throughout elementary school. This guide is based on the state-adopted Georgia Standards of Excellence.

## August - September

### Readers Build Good Habits

### Small Moments: Writing with Focus, Detail, and Dialogue

**Performance Goals: To use reading strategies before, during and after reading along with using all we learned about how stories go to write stories from their lives.**

Building Good Reading Habits launches first grade's reading workshop with the message that readers have habits before, during, and after they read, as well as habits for working with partners. This "good habits" theme reinforces everything first graders already know about reading from kindergarten, without listing a bunch of forgettable reminders, and facilitates more independence and automaticity.

This unit supports students' knowledge of the writing process as they plan, draft, revise, and edit small moment stories from their lives. Children also learn how to study a mentor text to discover craft moves and techniques they can try out in their own writing. This unit both positions students to practice telling stories in sequence and provides an opportunity to build community at the beginning of the school year.

- Ask and answer questions about key details in a text.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Demonstrate understanding of the organization and basic features of print.
- Demonstrate understanding of spoken words, syllables and sounds.
- Know and apply grade-level phonics and word analysis skills in decoding.
- Read with sufficient accuracy and fluency to support comprehension.

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

## September - October

### Word Detectives Use All They Know to Solve Words

### Writing How-To Books

**Performance Goals: To use all they know about reading and solving words to read books and write books that teach others how-to do something.**

In this unit, students strengthen their decoding skills and add to their repertoire of high frequency words. Children take on the role of word detectives-in-training, learning that, like a detective, readers are always on alert for problems and trouble, and do something to solve them.

This unit on writing how-to books gives students an opportunity to teach about areas of personal expertise through writing procedural texts, teaching others about things they know to do well. Students will learn write in such a way that readers can read the text and follow the directions.

<ul style="list-style-type: none"> <li>• Demonstrate understanding of spoken words, syllables, and sounds.</li> <li>• Know and apply grade-level phonics and word analysis skills in decoding.</li> <li>• Read with sufficient accuracy and fluency to support comprehension.</li> <li>• Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</li> <li>• Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</li> <li>• 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.</li> <li>• With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</li> </ul>
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<b>October – November</b>	
<b>Learning About the World: Reading Nonfiction</b>	<b>Nonfiction Chapter Books</b>
<b>Performance Goals: To read nonfiction text and write nonfiction books that teach others about a topic.</b>	
<p>In this unit, students will push themselves to “get super smart about nonfiction topics”, learning ways to deepen their comprehension and improve their fluency while reading information books. It rallies children to learn all that they can from their books, deepening their comprehension using strategies such as, previewing the text, predicting, noticing text structure, and synthesizing information from multiple sources.</p>	<p>In this unit, students will teach others all they know about topics by writing many information books, revising them repeatedly and with independence. Students will learn to use a teaching voice and write a lot, so that each page teaches new and interesting information. Students will learn new ways to elaborate, to tell more, by studying mentor texts.</p>
<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Identify the main topic and retell key details of a text.</li> <li>• Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>• Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>• Know and use various text features to locate key facts or information in a text.</li> <li>• Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> <li>• Use illustrations and details in a text to describe its key ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</li> <li>• 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.</li> <li>• With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> <li>• Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</li> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</li> </ul>

<b>December - January</b>	
<b>Readers Get to Know Characters by Performing Their Books</b>	<b>Writing Reviews</b>
<b>Performance Goals: To read and understand about characters in books and writing reviews to give their opinion.</b>	
<p>Students are invited back to the world of fiction, reading stories and practicing strategies that help them to comprehend those stories and read them in a fluent and expressive way. This unit capitalizes on children’s natural inclination for imitation and role-playing by inviting them to do this same sort of pretending with the characters in their books.</p>	<p>This unit of study in opinion writing, Writing Reviews, aims to show children that they can use writing to express their thinking and to get others to follow that line of thinking. Students learn how to be both thoughtful and persuasive through writing about collections, readers of places and things, and book reviews.</p>
<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• Describe characters, settings, and major events in a story, using key details.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> </ul>

<ul style="list-style-type: none"> <li>Use illustrations and details in a story to describe its characters in stories.</li> <li>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small or larger groups.</li> <li>Describe peoples, places, things and events with relevant details, expressing ideas and feelings clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</li> </ul>
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<b>January - February</b>	
<b>Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension</b>	<b>Poetry and Songs</b>
<b>Performance Goals: To use all they know to read and understand text and write poems and songs about objects/topics of interest.</b>	
<p>In this unit, children learn to stop as soon as they encounter difficulty, draw from the strategies they've been accumulating all year to solve a problem, and then check to see that they've got it right. They learn more ways to word-solve while drawing from multiple sources of information in their problem solving. Children also learn strategies for maintaining meaning across large parts of texts as well as strategies for developing an understanding of new vocabulary words.</p>	<p>In this unit children write a variety of poems and songs about objects, topics, and experiences they know a lot about. The unit is designed to expose first graders to the beauty of language; students experiment and play with language by writing, singing, chanting. This unit also provides opportunity for students to produce a significant volume of writing.</p>
<ul style="list-style-type: none"> <li>Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>Ask and answer questions about key details in a text.</li> <li>Describe characters, settings, and major events in a story, using key details.</li> <li>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>Use illustrations and details in a story at various points in a text.</li> <li>Demonstrate understanding of spoken words, syllables, and sounds.</li> <li>Know and apply grade-level phonics and word analysis skills in decoding.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> <li>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</li> </ul>

<b>February – April</b>	
<b>Meeting Characters and Learning Lessons: A Study of Story Elements</b>	<b>From Scenes to Series: Writing Fiction</b>
<b>Performance Goals: To read with a deeper understanding of characters and write fiction stories about characters.</b>	
<p>In Meeting Characters and Learning Lessons, readers are invited to enter the world of each character they meet in their books, as if tagging along on an adventure. The goal of this unit is to build strong literal understanding of stories first, then to layer on inferential thinking.</p>	<p>In this unit, students will create pretend characters and take those characters on many adventures by writing many books. Students will draw on everything they know about narrative writing and learn essentials about writing fictional narratives.</p>
<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text.</li> <li>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>Describe characters, settings, and major events in a story, using key details.</li> <li>Use illustrations and details in a story to describe its characters in stories.</li> <li>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small or larger groups.</li> <li>Describe peoples, places, things and events with relevant details, expressing ideas and feelings clearly.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</li> </ul>

<b>April - May</b>	
<b>Reading Nonfiction Cover to Cover: Nonfiction Book Clubs</b>	<b>Writing Like Scientists OR Independent Writing Projects</b>

**Performance Goals: To read and compare nonfiction books and write in genres of choice.**

This unit builds on the strategies taught in the previous informational reading unit and includes the work of book clubs. It helps first graders accumulate text as well as begin to synthesize and summarize the information into main ideas.

Writing like Scientists launches students to use what they know about the scientific process to write lab reports.  
OR  
Independent writing projects exposures students to many different genres of writing while students cycle through writing in genres they choose.

- Ask and answer questions about key details in a text.
- Identify the main topic and retell key details of a text.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Know and use various text features to locate key facts or information in a text.
- Identify basic similarities in and differences between two texts on the same topic.
- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

- 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.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- 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.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.