

LOGAN COUNTY SCHOOLS

ELA Scope and Sequence

First Grade

Denise Akers-Cross
Kelli Rozzell Green
Bridgett Miller
Becky Price
Rosa Williamson

Dates or Weeks	Standard/Objective Number	Narrative of Standard	Supporting Standards/Skills	What should students be able to do? (Evidence of Learning)
Unit 1 3-4 Weeks Review	ELA.1.R.C3.1 ELA.1.R.C5.1 ELA.1.R.C6.1 ELA.1.SL.C13.1	<ul style="list-style-type: none"> •demonstrate understanding of spoken words, syllables and sounds •demonstrate understanding of the organization and features of print •participate in conversations with peers •analyze details in literary text 	ELA.1.SL.C14.2 ELA.1.R.C1.1	<ol style="list-style-type: none"> 1. Follows directions 2. Understands features of print 3. Converse with peers/adults 4. Be able to pull out details in stories

Assessment:

Mid-Unit: Teachers observations and Rubrics

End-of-Unit: Teachers observations and Rubrics

Dates or Weeks	Standard/Objective Number	Narrative of Standard	Supporting Standards/Skills	What should students be able to do? (Evidence of Learning)
Unit 2 3-4 Weeks Reading through Guided Instruction	ELA.1.R.C1.1 ELA.1.R.C3.2 ELA.W.C11.2 ELA.SL.C13.2	<ul style="list-style-type: none"> •ask and answer key details •compare and contrast characters •with guidance, recall information and answer questions •ask and answer details through read alouds or media 	ELA.1.SL.C13.3 ELA.1.L.C15.1 ELA.1.L.C15.2	<ol style="list-style-type: none"> 1. Distinguish difference in compare/contrast 2. Understand key details

Assessment:

Mid-Unit: Teacher Observation and Rubric

End-of-Unit Venn diagram to compare/contrast in a story to show understanding of compare & contrast

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Unit 3 4 Weeks Introduction to informational text	ELA.1.R.C1.4 ELA.1.R.C3.3 ELA.1.R.C7.1 ELA.1.SL.C14.1	<ul style="list-style-type: none"> ask and answer key details in an informational text use details to describe key details know and apply grade level phonics describe nouns using relevant details 	ELA.1.W.C9.2 ELA.1.R.C2.6	<ol style="list-style-type: none"> Read informational text Understand how to describe details

Assessment:

Mid-Unit: Teacher observation and Rubrics

End-of-Unit: Read informational text and state facts

Dates or Weeks	Standard/Objective Number	Narrative of Standard	Supporting Standards/Skills	What should students be able to do? (Evidence of Learning)
Unit 4 4 Weeks Character Traits	ELA.1.R.C1.3 ELA.1.R.C2.1 ELA.1.R.C2.3 ELA.1.R.C3.1	<ul style="list-style-type: none"> describe characters, setting and major events in a story identify words and phrases that appeals feelings and senses identify who is telling the story use illustrations to describe characters, settings or events 	ELA.1.R.C3.2	<ol style="list-style-type: none"> Identify main idea and connections and syllables Illustrate story elements Understand five senses

Assessment:

Mid-Unit: Teacher observations and rubrics

End-of-Unit: Illustrate story elements using a least one of five senses

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Unit 5 4 Weeks Reading with Fluency	ELA.1.R.C4.1 ELA.1.R.C8.1 ELA.1.L.C17.1 ELA.1.L.C17.2 ELA.1.L.C17.3	<ul style="list-style-type: none"> •read with accuracy to support comprehension •determine the meaning of unknown or multiple words •with guidance, determine understanding of language •use words and phrases through conversations, reading and responding to signal simple relationships •with prompting, read and prose poetry of appropriate text 	ELA.1.SL.C14.3	<ol style="list-style-type: none"> 1. To read emergent reader texts with purpose and understanding comprehension 2. To introduce vocabulary words and meanings 3. To understand wordy by using context clues 4. Learn to use proper words through discussions

Assessment:

Mid-Unit: Teacher observation and rubrics

End-of-Unit: Illustrate knowledge of vocabulary words and meanings of current words

Dates or Weeks	Standard/Objective Number	Narrative of Standard	Supporting Standards/Skills	What should students be able to do? (Evidence of Learning)
Unit 6 4 Weeks Compare and Contrast Narrative and Informational Text	ELA.1.R.C1.2 ELA.1.R.C1.5 ELA.1.R.C1.6 ELA.1.R.C2.2 ELA.1.R.C9.2 ELA.1.R.C9.3	<ul style="list-style-type: none"> •identify main topic for informational text •describe connections in informational text •retells stories including key details •explain major differences between books that tell stories and give information •write informative texts •write narratives in which they recount two or more appropriately sequenced events 	ELA.1.R.C10.2	<ol style="list-style-type: none"> 1. Identify main topic of informational text 2. Retell informative text

Assessment:

Mid-Unit: Teacher observations and rubric

End-of-Unit: Read informational text then identify main topic and retell details

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Unit 7 4 Weeks Revision of Key Details	ELA.1.R.C1.2 ELA.1.R.C1.5 ELA.1.R.C1.6 ELA.1.R.C2.2 ELA.1.W.C9.2 ELA.1.W.C9.3	<ul style="list-style-type: none"> •ask and answer questions about key details in literary and informational text •identify the main topic •retell the details •describe characters, settings, and major events •retell stories including key details •demonstrate understanding of the central message 	ELA.1.R.C:8.1	<ol style="list-style-type: none"> 1. Understand sequential order in a story 2. Understand story elements 3. Using comprehension skills with details included 4. Understand finding main topic of a story and in informational text.

Assessment:

Mid-Unit: Teacher observation and rubrics

End-of-Unit: Illustrate a story using sequential order

Dates or Weeks	Standard/Objective Number	Narrative of Standard	Supporting Standards/Skills	What should students be able to do? (Evidence of Learning)
Unit 8 4 weeks Opinion and Informational Text	ELA.1.R.C2.4 ELA.1.R.C3.4 ELA.1.R.C 3.5 ELA.1.R.C4.2 ELA.1.W.C9.1	<ul style="list-style-type: none"> •ask and answer questions from instructional text •identify reasons an author gives to support informational text •compare and contrast informational texts •with prompting, read informational texts •write opinion pieces 	ELA.1.R.C2.6 E.A.1.R.C4.1	<ol style="list-style-type: none"> 1. To understand informational text 2. Compare and contrast informational text 3. To identify reasons an author give to support informational text 4. Write opinion pieces

Assessment:

Mid-Unit: Teacher observation and Rubrics

End-of-Unit: Publish writing Pieces

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Unit 9 4 Weeks Research and Conclusion	ELA.1.R.C2.5 ELA.1.W.C10.3 ELA.1.W.C11.1	<ul style="list-style-type: none"> •know and use informational text •with help, publish writing •participate with shared research 	ELA.1.R.C8.1	With assistance be able to publish writing pieces To be able to use informational text Participate with other students to research topics

Assessment:

Mid-Unit: Teacher observation and Rubrics
 End-of-Unit: Compare and contrast informational text and writing opinion pieces

Dates or Weeks	Standard/Objective Number	Narrative of Standard	Supporting Standards/Skills	What should students be able to do? (Evidence of Learning)
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Assessment:

Mid-Unit: _____
 End-of-Unit: _____

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