

Thomaston Public Schools - Curriculum Overview and Pacing Guide

Course Title: First Grade Language Arts		
School: Black Rock School	Grade: 1	Curriculum Pacing: 28 weeks with time for Early Reading practice and testing.
Unit One: Key Ideas and Details in Literature/Narrative Writing	Unit Two: Reading and Writing Informational Texts	
Unit Pacing: 7 weeks	Unit Pacing: 7 weeks	
<p>Unit Overview: This unit will prepare students to recall the characters, setting and the key events using illustrations and details as the basis for analysis.</p> <p>In Part One: Readers will be able retell a story using characters, setting, and important events.</p> <p>In Part Two: Readers will ask <i>Wh- Questions</i> to clarify the connection between two individuals, events, and ideas, or pieces of information in a text.</p> <p>In Part Three: Readers will be able identify the central message or main topic of the story through the actions of the characters.</p> <p>This unit will prepare students for writing by teaching behaviors and strategies they will need to write independently. They will learn to set goals, participate in a writing process and create a complete writing piece with developmentally appropriate spelling and punctuation.</p> <p>In Part 1 students will write appropriately sequenced narratives of their lives using a writing process.</p> <p>In Part 2 & 3 students will use mentor texts and other strategies to bring their stories to life by adding details, talking and feelings.</p>	<p>Unit Overview:</p> <p>In this unit students will read nonfiction books to gather information on a topic. They will use text features to enhance their understanding of the information.</p> <p>In Part 1 students will be introduced to nonfiction texts and their unique features. They will learn to use the text features to supplement their knowledge on the topic.</p> <p>In Part 2 students will use word parts to decode unfamiliar words related to the topic.</p> <p>In Part 3 students will be able to have conversations around nonfiction texts and share learned information.</p> <p>In this unit students will write nonfiction books to share information on a topic. They will use text features to enhance their writing.</p> <p>In Part 1 students will choose a topic, learn about the topic, organize their information, sketch their ideas, and write.</p> <p>In Part 2 students will learn to include text features in their writing to assist their audience in their understanding.</p>	
Compelling Questions:	Compelling Questions:	
1. How can I use key details to better my understanding of a story?	1. How can I use books to learn more about the world around me?	

<p>2. How can I write so that a reader understands my story?</p>	<p>2. How can I write stories that help others learn?</p>
<p>Priority Learning Targets</p> <p>1. (Reading) I can ask and answer questions about key details in a text. (CCSS.ELA-LITERACY.RL.1.1)</p> <p>2. (Reading) I can retell stories, including key details, and demonstrate understanding of their central message or lesson. (CCSS.ELA-LITERACY.RL.1.2)</p> <p>3. (Reading) I can describe characters, settings, and major events in a story using key details. (CCSS.ELA-LITERACY.RL.1.3)</p> <p>4. (Writing) I can write an appropriately sequenced story staying on topic with details. (CCSS.ELA-LITERACY.W.1.3)</p> <p>5. (Writing) I can spell words with learned spelling patterns. (CCSS.ELA-Literacy.L.1.2.d)</p> <p>6. (Speaking and Listening) I can ask and answer questions about key details in a text read aloud or information presented orally. (CCSS.ELA-LITERACY.SL.1.2)</p>	<p>Priority Learning Targets</p> <p>1. (Reading) I can use different text features to find important facts in a nonfiction text. (CCSS.ELA-LITERACY.RI.1.5)</p> <p>2. (Reading) I can use text features to help me understand nonfiction text. (CCSS.ELA-LITERACY.RI.1.5)</p> <p>3. (Writing) I can write to teach in a clear and engaging manner. (CCSS.ELA-LITERACY.W.1.2)</p> <p>4. (Writing) I can write about a topic with facts and a closing. (CCSS.ELA-LITERACY.W.1.2)</p> <p>5. (Speaking and Listening) I can share my ideas with peers and adults and listen to their ideas. (CCSS.ELA-LITERACY.SL.1.1)</p>
<p>Unit Three: Fluency and Comprehension/ Opinion</p>	<p>Unit Four: Comparing and Contrasting/Expansion of Narrative Writing</p>
<p>Unit Pacing: 7 weeks</p>	<p>Unit Pacing: 7 weeks</p>

Unit Overview: This unit will prepare students to read fluently, accurately, with expression, and at an appropriate rate in order to comprehend text.

In Part One: Readers monitor their reading and use strategies when they encounter a difficult word.

In Part Two: Readers will use inflection when reading, paying attention to punctuation to enhance fluency.

In Part Three: Readers will monitor for meaning to better understand text.

Unit Overview: This unit will prepare students to write an opinion and give a reason with an example to support it.

In Part One: Students will learn to differentiate between a fact and an opinion.

In Part Two: Students will learn to state their opinion and provide at least one reason to support their opinion. Students will also learn how to provide closure in their writing.

Compelling Questions:

1. Why is it important for me to understand what I read?
2. Why is it important for me to have an open mind when sharing my opinion and listening to others?

Unit Overview:

This unit students will compare and contrast characters and illustrations in fiction and nonfiction texts.

In Part One: Readers will determine if a text is fiction or nonfiction.

In Part Two: Readers will compare and contrast the characters and adventures in stories

In Part Three: Readers will identify basic similarities and differences between two texts on the same topic.

Unit Overview: Writers will expand their narrative writing abilities to include more details, temporal words and a sense of closure.

In Part One: Writers will add details such as feelings and talking.

In Part Two: Writers will write using temporal words to sequence their story.

In Part Three: Writers will provide a sense of closure at the end of their story.

Compelling Questions:

1. How can I use similarities and differences to deepen my understanding?
2. How can I make my writing more interesting for my reader?

Priority Learning Targets

1. (Reading) I can read text with accuracy and fluency.
(CCSS.ELA-LITERACY.L.RF.1.4)
2. (Reading) I can ask and answer questions about a text. (RL.1.1)
3. (Writing) I can write an opinion, give a reason, and provide closure. (CCSS.ELA-LITERACY.L.W.1.1)
4. (Writing) I can write using correct capitalization and punctuation.
(CCSS.ELA-LITERACY.L.L.1.2)
5. (Speaking and Listening) I can take part in group discussions.
(CCSS.ELA-LITERACY.SL.1.1.a)

Priority Learning Targets

1. (Reading) I can compare and contrast the adventures and experiences of characters in stories.
(CCSS.ELA-LITERACY.L.RL.1.9)
2. (Reading) I can explain how two characters, events, or details in a text are connected to one another. (CCSS.ELA-LITERACY.L.RI.1.3)
3. (Reading) I can identify basic similarities and differences between two texts on the same topic.
(CCSS.ELA-LITERACY.L.RI.1.9)
4. (Writing) I can write a detailed story that has a beginning, middle, and an end, using temporal words and providing closure.
(CCSS.ELA-LITERACY.L.W.1.3)
5. (Speaking and Listening) I can describe people, places, things and events with relevant details, expressing my ideas and feelings clearly.
(CCSS.ELA-LITERACY.L.SL.1.4)