# First Grade At-a-Glance Pacing Guide 2012-13

## First Nine Weeks
(August 9 - October 10)

**Reading**
- *Reading Foundational*
  - ELACC1RF1a
  - ELACC1RF2b-d
  - ELACC1RF3b, g
  - ELACC1RF4a-b

**Reading Literature**
- ELACC1RL1
- ELACC1RL2
- ELACC1RL3
- ELACC1RL7
- ELACC1RL9
- ELACC1RL10

**Reading Informational**
- ELACC1RI1
- ELACC1RI2
- ELACC1RI3
- ELACC1RI7
- ELACC1RI9
- ELACC1RI10

## Second Nine Weeks
(October 11 - December 20)

**Reading**
- *Reading Foundational*
  - ELACC1RF1a
  - ELACC1RF2a-d
  - ELACC1RF3a-c, g
  - ELACC1RF4a-b

**Reading Literature**
- ELACC1RL1
- ELACC1RL2
- ELACC1RL3
- ELACC1RL4
- ELACC1RL7
- ELACC1RL9
- ELACC1RL10

**Reading Informational**
- ELACC1RI1
- ELACC1RI2
- ELACC1RI3
- ELACC1RI4
- ELACC1RI5
- ELACC1RI6
- ELACC1RI7
- ELACC1RI9
- ELACC1RI10

## Third Nine Weeks
(January 7 - March 13)

**Reading**
- *Reading Foundational*
  - ELACC1RF1a
  - ELACC1RF2a-d
  - ELACC1RF3a-g
  - ELACC1RF4a-b

**Reading Literature**
- ELACC1RL1
- ELACC1RL2
- ELACC1RL3
- ELACC1RL4
- ELACC1RL5
- ELACC1RL7
- ELACC1RL9
- ELACC1RL10

**Reading Informational**
- ELACC1RI1
- ELACC1RI2
- ELACC1RI3
- ELACC1RI4
- ELACC1RI5
- ELACC1RI6
- ELACC1RI7
- ELACC1RI8
- ELACC1RI9
- ELACC1RI10

## Fourth Nine Weeks
(March 14 - May 24)

**Reading**
- *Reading Foundational*
  - ELACC1RF1a
  - ELACC1RF2b-d
  - ELACC1RF3b, g
  - ELACC1RF4a-b

**Reading Literature**
- ELACC1RL1
- ELACC1RL2
- ELACC1RL3
- ELACC1RL4
- ELACC1RL5
- ELACC1RL7
- ELACC1RL9
- ELACC1RL10

**Reading Informational**
- ELACC1RI1
- ELACC1RI2
- ELACC1RI3
- ELACC1RI4
- ELACC1RI5
- ELACC1RI6
- ELACC1RI7
- ELACC1RI8
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*Reading Foundational Standards 1 & 2 only taught in grades K-1, Writing Standards 4 & 10 begin in grade 3, Writing Standard 9 begins in grade 4, and there is no Reading Literature Standard 8 at any grade level.
<table>
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Insert a CCGPS standard below (include code). **CIRCLE** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know.

**ELACC1L1:** *Demonstrate command* of the conventions of *standard English grammar* and *usage* when *writing* or *speaking*.

**ELACC1L2:** *Demonstrate command* of *standard English*, *capitalization*, *punctuation*, and *spelling*, when *writing*.

<table>
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<tr>
<th>Skills (what students must be able to do)</th>
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<td>Demonstrate command Writing Speaking</td>
<td>Standard English Capitalization Punctuation Spelling Usage Grammar</td>
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**Step 5: Determine BIG Ideas** (enduring understandings students will remember long after the unit of study)
- Use of correct punctuation, capital letters, and spelling.
- Apply previously learned spelling/phonics patterns

**Step 6: Write Essential Questions** (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
- How do I use punctuation in my sentences?
- How do I use my spelling and phonics rules to help me write clearly?

**To be an effective speaker and writer one must use standard English grammar and conventions.**

**How can I be an effective speaker and writer?**
Further Explanation

**ELACC1L1a:** Print all upper- and lowercase letters.

**Skills/Concepts for Students:**
- Accurately print name, all uppercase and lowercase letters of the alphabet, and teacher-selected words

**Instructional Strategies for Teachers:**
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L1 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Provide students with several opportunities to write upper- and lowercase letters (e.g., their names, names of students in the class, stories, etc.)

**Sample Task for Integration:**
With guidance and support from the teacher, the students will complete a writing activity about their favorite holiday. Provide students with alphabet strips to keep at their desk/table to be used to check their writing for the correct printing of all upper- and lowercase letters. During this activity students will be encouraged to include upper- and lowercase letters in their writing. Students will share their finished work with the class.

**Vocabulary for Teaching and Learning:**
- uppercase
- lowercase
- print
- letters
- words

**ELACC1L1b:** Use common, proper, and possessive nouns.

**Skills/Concepts for Students:**
- Use nouns (singular and plural) correctly
- Use appropriate end punctuation (period and question mark) and correct capitalization of initial words and common proper nouns (e.g., personal names, months)
- Use nouns (singular, plural, and possessive) correctly

**Instructional Strategies for Teachers:**
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L1 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Model using common, proper, and possessive nouns in simple sentences when speaking or writing
- Guide students in understanding how to distinguish between common, proper, and possessive nouns
- Model using plural nouns and when to add an *s* or *es*
- Explicitly teach how to use an apostrophe in order to make a noun show possession

**Sample Task for Integration:**
Supply the students with three different colored squares. Explain that the red represents a common noun, blue a proper noun, and yellow a possessive noun. While reading a preselected book aloud to the class, students will hold up the different squares when they hear a common, proper, or possessive noun. This can be extended by using a big book and using color highlighting tape for common, proper, and possessive nouns. The students would hold up the square and the teacher would highlight in the big book. Afterwards students would record the common, proper, and possessive nouns they have recognized in their journals to use in their writing. A class chart of the common, proper, and possessive nouns should be generated and displayed in the classroom.

**Vocabulary for Teaching and Learning:**
- nouns
- common nouns
- proper nouns
- possessive nouns

Adapted for Forsyth County Schools from The Leadership and Learning Center, 2011
**ELACC1L1c:** Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

**Skills/Concepts for Students:**
- Write in complete sentences with correct subject-verb agreement
- Use nouns (singular and plural) correctly
- Communicate effectively when relating experiences and retelling stories read, heard, or viewed

**Instructional Strategies for Teachers:**
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L1 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Provide opportunities for students to identify the plural form of given nouns with matching verbs in sentences
- Guide students in how to identify and define verbs presented in a variety of texts
- Model the correct use of singular and plural nouns when speaking
- Engage in opportunities for students to match singular and plural nouns with correct verbs in oral and written language

**Sample Task for Integration:**
The teacher will write various sentences containing singular nouns. The students will work in groups to change the sentence from using a singular noun to a plural noun. The students will write the sentences on sentence strips and place under the sentences created by the teacher. The teacher will have a discussion with the class about the sentences. Conclude the task with all students participating in a choral reading of the sentences.

**Vocabulary for Teaching and Learning:**
Singular nouns  plural nouns  noun/nouns  verbs  complete sentences  Subject-verb agreement

**ELACC1L1d:** Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

**Skills/Concepts for Students:**
- Use personal pronouns (e.g., I, me, we, us) in place of nouns
- Use singular possessive pronouns
- Use singular and plural personal pronouns
- Identify and use pronouns – personal, possessive, and indefinite

**Instructional Strategies for Teachers:**
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L1 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Engage students in opportunities to identify and use pronouns presented in a variety of texts
- Model how to distinguish between personal, possessive, and indefinite pronouns
- Demonstrate for the students how to use personal, possessive, and indefinite pronouns in oral and written language

**Sample Task for Integration:**
During a read-aloud the teacher will help the students generate a list of personal, possessive, and indefinite pronouns. After the read aloud is complete, the students will select two of the pronouns from the list and write their own sentences to share with the class.

Adapted for Forsyth County Schools from The Leadership and Learning Center, 2011
Vocabulary for Teaching and Learning:
pronouns personal pronouns possessive pronouns indefinite pronouns

ELACC1L1e: 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).

Skills/Concepts for Students:
- Use and identify verb phrases and verb tenses

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L1 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Model for students using verbs to convey a sense of past, present, and future in writing and speaking
- Guide students in identifying verbs presented in a variety of formats
- Provide opportunities for students to engage in activities to form verbs in past, present, and future tenses
- Read aloud a text that has a focus on different verb tenses (e.g., If you were Verb by Michael Dahl)

Sample Task for Integration:
Make a chart of sentences that are missing the correct tense of several verbs. Provide the missing verbs (e.g., march, walk, etc.) on cards for the students. Explain to the students that they will read the sentences aloud together and if they have a card with the correct tense of the verb on it, they will place the card on the chart using sticky tape. Students will then re-read the sentences together. Encourage students to use some of the verbs from the lesson in their writings. Students can also participate in group conversations about a topic using verbs that convey a sense of past, present, and future.

Vocabulary for Teaching and Learning:
verbs past tense present tense future express

ELACC1L1f: Use frequently occurring adjectives.

Skills/Concepts for Students:
- Begin to develop characters and setting through dialogue and descriptive adjectives
- Use and identify frequently occurring adjectives when writing or speaking

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L1 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Model the correct use of adjectives when writing or speaking
- Provide students with activities to promote an understanding that adjectives are words that describe or modify another person or thing in the sentence

Sample Task for Integration:
Lead the class in an activity to describe the school mascot. Most of the words will include adjectives. Write these words on the board. Once students have helped to generate the list, they will select a different object to describe (e.g., a new puppy). The students will write their descriptions in their journals using some of the adjectives listed on the board

Vocabulary for Teaching and Learning:
adjectives classify categories descriptive adjectives
ELACC1L1g: Use frequently occurring conjunctions (e.g., and, but, or, so, because).
ELACC1L1h: Use determiners (e.g., articles, demonstratives).

Skills/Concepts for Students:
- Use conjunctions
- Identify and use determiners when writing or speaking

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L1 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- During daily activities model the correct use of conjunctions when speaking or writing
- Engage in activities to identify and define conjunctions presented in text and conversations
- Teach demonstrative pronouns-- point out a specific person, place, thing, or idea/ replace with this, that, these, or those
- Teach the articles a, an, and the
- Read aloud text that contain conjunctions and have students identify the conjunctions by clapping when they hear one read
- Provide opportunities for students to hear and see the correct usage of articles and demonstratives in oral and written language

Sample Task for Integration:
Lead the students in a “partner up” activity. Students will select a partner and read a text. As they are reading, they will make a list of conjunctions and determiners found in the text. Students can then create sentences using the conjunctions and determiners from their list.

Vocabulary for Teaching and Learning:
conjunctions writing speaking articles demonstratives determiners

ELACC1L1i: Use frequently occurring prepositions (e.g., during, beyond, toward).

Skills/Concepts for Students:
- Use prepositions correctly when speaking and writing

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L1 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Engage in activities to identify and define prepositions presented in written and oral formats
- Provide opportunities for students to engage in activities to demonstrate their understanding of prepositions

Sample Task for Integration:
Read aloud a book such as Rosie’s Walk by Pat Hutchins. Prepare a list of prepositions found in the book. While reading the book aloud, pause to discuss the prepositions found in the story. Students may create a poem or write sentences using the prepositions from the story. Allow students to share their poems. Students should also be encouraged to use prepositions when speaking

Vocabulary for Teaching and Learning:
preposition uses speaking writing
ELACC1L1j: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.

Skills/Concepts for Students:
- Write and expand different types of sentences (e.g., simple/compound and declarative/interrogative).
- Vary the sentence structure by kind (declarative, interrogative, imperative, and exclamatory sentences), order, and complexity (simple, compound).
- Expand or reduce sentences (e.g., adding or deleting modifiers, combining or revising sentences).

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L1 (see above).
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers.
- Provide differentiated small group instruction as needed.
- Teach the types of sentences.
- Explain and model the differences between the different types of sentences.
- Engage in activities to use learned parts of speech to expand sentences orally and in writing.
- During a read-aloud point out various sentences and have students identify the type of sentence.

Sample Task for Integration:
Students should be given opportunities to explore sentence expansion and variance. For example, if each sentence in a student’s writing is always simple and declarative, the writing is dull. Expanding simple sentences by adding modifiers will make the sentences more appealing and varying the sentence structure will change a dull piece of writing into one that flows more smoothly. Also challenge students to combine simple sentences into compound sentences.

Vocabulary for Teaching and Learning:
declarative interrogative imperative exclamatory complete simple

ELACC1L1k: Prints with appropriate spacing between words and sentences.

Skills/Concepts for Students:
- Use appropriate spacing when printing words and sentences

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L1 (see above).
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers.
- Provide differentiated small group instruction as needed.
- Engage students in activities to practice writing words and sentences with appropriate spacing.
- Encourage students to use appropriate spacing between words and sentences when writing.

Sample Task for Integration:
The teacher will write a morning message to the students leaving off the appropriate spacing between words and sentences. Students will copy the message using the appropriate spacing between the words and sentences. This activity can be completed during centers.

Vocabulary for Teaching and Learning:
spacing words sentences printing
ELACC1L2a, b: Capitalization & End Punctuation

Skills/Concepts for Students:
- Use appropriate end punctuation (period and question mark) and correct capitalization of initial words and common proper nouns (e.g., personal names, months).

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L2 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Model capitalizing names and dates when writing
- Display the date each day in the classroom using appropriate capitalization
- Lead the class to understand how to distinguish between names and other nouns
- Examine writing models for correct capitalization
- Lead the students in understanding the components of a sentence
- Model using different types of sentences and their end punctuation orally and in writing
- Provide opportunities for students to look at the writing of others to determine correct end punctuation

Sample Task for Integration:
Using a teacher created chart with student names and birthdates that do not include correct capitalization of dates and names of students, lead the students in a discussion about the use of capitalization. The students will help to correct the writing on the chart by capitalizing the birthdates and names of the students. Select a book that has been read aloud to the class. Provide students with sentences from the book written on sentence strips without end punctuation. The students will stand before the class to read the sentence aloud. The class will determine which punctuation needs to be added to the sentence. Once the punctuation is added the class will choral read the sentences.

Vocabulary for Teaching and Learning:
capitalization  dates  names  punctuation  end punctuation
period  question mark  exclamation point  sentences

ELACC1L2c: Punctuation-Commas

Skills/Concepts for Students:
- Use commas in a series of items
- Use commas (e.g., in a series, in dates, after a friendly letter greeting, in a friendly letter closure, and between cities and states), and periods after grade-appropriate abbreviations

Instructional Strategies for Teachers
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L2 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Engage the students in a discussion about the purpose of commas in text that contains dates or a series
- Model writing using commas in dates and to separate words in a series

Sample Task for Integration:
Provide several samples of writing missing commas. Students should insert the commas both in items within a series and in the date. Locate a book containing many lists of items separated by commas. Conduct a read-aloud wherein the commas are ignored. Challenge the students to identify why the commas are so necessary.

Vocabulary for Teaching and Learning:
commas  dates  series  separate  single words

Adapted for Forsyth County Schools from The Leadership and Learning Center, 2011
ELACC1L2d: Spelling

Skills/Concepts for Students:
- Understand that there are correct spellings for words
- Use common rules of spelling

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L2 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Engage students in various opportunities to recognize common spelling patterns
- Provide students access to words by labeling objects in the classroom and using a word wall

Sample Task for Integration:
Students participate in making word activities to build upon knowledge of common spelling patterns to make new words. Students will record the new words on a recording sheet. After the activity is completed, students will select three new words they made and write three sentences using the words.

Vocabulary for Teaching and Learning:
spelling words irregular words spelling patterns

Next step, create assessments and engaging learning experiences
CCGPS Unwrapped Standard

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<td>Reading</td>
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Insert a CCGPS standard below (include code). **CIRCLE** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know.

**ELACC1L4** 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. (a-c)

(connects to ELACC1R14)

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<th>Concepts (what students need to know)</th>
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<td>Strategies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>meaning</td>
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</table>

**Step 5: Determine BIG Ideas** (enduring understandings students will remember long after the unit of study)

There are many strategies and resources that can be used to determine the meanings unknown words.

**Step 6: Write Essential Questions** (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

What resources and strategies can I use to find word meanings?

How do we find the meanings of unknown words and phrases in a text?

Next step, create assessments and engaging learning experiences

Adapted for Forsyth County Schools from The Leadership and Learning Center, 2011
ELACC1RF2: **Demonstrate understanding of spoken words, syllables, and sounds** (phonemes).

<table>
<thead>
<tr>
<th>Skills (what students must be able to do)</th>
<th>Concepts (what students need to know)</th>
<th>DOK Level / Bloom’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate</td>
<td>Understanding of spoken words, syllables, and sounds</td>
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</table>

**Step 5: Determine BIG Ideas** (enduring understandings students will remember long after the unit of study)

**Step 6: Write Essential Questions** (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

- Words are created by blending consonant and vowel sounds.
- How can we put sounds together to make words?
### ELACC1RF2a: Distinguish long from short vowel sounds in spoken single-syllable words.

**Skills/Concepts for Students:**
- Distinguish between long and short vowel sounds in spoken, one-syllable words (can and cane)
- Demonstrate the ability to identify and orally manipulate words and individual sounds within those spoken words

**Instructional Strategies for Teachers:**
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF2 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Guide students in learning long and short vowel sounds
- Have students practice saying single-syllable words and identifying the long and short vowels sounds in those words
- Encourage students to use single-syllable words in sentences that contain long and short vowel sounds

**Sample Task for Integration:**
Provide students with picture cards of one syllable words (e.g., feet, cow, cup, moon, night, goat, six). The students will sort the cards into groups of pictures that have a long vowel sounds and pictures that have a short vowel sounds. Students will take turns naming the pictures with short vowel sounds and long vowel sounds. Encourage students to use these words in their conversations and writings.

**Vocabulary for Teaching and Learning:**
- long vowel sounds
- short vowel sounds
- single-syllable words
- Consonant-vowel-Consonant (C-V-C)

### ELACC1RF2b: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

**Skills/Concepts for Students:**
- Orally blend two to four phonemes into recognizable and/or nonsense words
- Automatically segment one-syllable words into sounds
- Generate single-syllable words by blending sounds and consonant blends

**Instructional Strategies for Teachers:**
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF2 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Guide students in learning long and short vowel sounds
- Have students practice saying single-syllable words and identifying the long and short vowels sounds in those words
- Encourage students to use single-syllable words in sentences that contain long and short vowel sounds

**Sample Task for Integration:**
The teacher will play bean bag toss with the students to orally produce single-syllable words that contain consonant blends. The students are in a circle. The teacher tosses the bean bag to a student. Once the student catches the bean bag, he/she must select a word card and orally produce the word by blending the sounds of the word on their card. Repeat until all students have had a turn.

---

Adapted for Forsyth County Schools from The Leadership and Learning Center, 2011
<table>
<thead>
<tr>
<th>Vocabulary for Teaching and Learning:</th>
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</thead>
<tbody>
<tr>
<td>orally</td>
</tr>
<tr>
<td>blending</td>
</tr>
<tr>
<td>words</td>
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<tr>
<td>single-syllable</td>
</tr>
<tr>
<td>sounds(phonemes)</td>
</tr>
<tr>
<td>consonant blends</td>
</tr>
</tbody>
</table>

**ELACC1RF2c, d:**
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes), including consonant blends.
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**Skills/Concepts for Students:**
- Isolate beginning, middle, and ending sounds in single-syllable words
- Automatically segment one-syllable words into sounds
- Identify the sounds (phonemes) heard in a single-syllable spoken words
- Produce the sounds (phonemes heard in a single-syllable words

**Instructional Strategies for Teachers:**
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF2 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Provide opportunities for students to isolate and pronounce beginning, middle, and ending sounds in spoken words
- Engage students in activities requiring them to segment spoken single-syllable words into their complete sequence of individual sounds.

**Sample Task for Integration:**
Students will listen to the teacher as he/she pronounces a word. Students will be asked to pronounce each sound in the spoken word (e.g., the word is dog, teacher will ask students to tell the initial/beginning sound /d/, medial/middle vowel sound /o/ and the final/ending sound /g/). Students will also be given words to automatically segment into their complete sequence of individual sounds. Allow students to work with a partner taking turns playing “sound in words” in which they will say a word and their partner will automatically segment the word.

**Vocabulary for Teaching and Learning:**
<table>
<thead>
<tr>
<th>initial phonemes</th>
<th>medial vowel</th>
<th>final phonemes</th>
<th>isolate</th>
<th>pronounce</th>
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</thead>
<tbody>
<tr>
<td>phonemes</td>
<td>segment</td>
<td>consonant blends</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Next step, create assessments and engaging learning experiences**
Insert a CCGPS standard below (include code). **CIRCLE** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know.

**ELACC1RF3:** **Know** and **apply** grade-level phonics and word analysis skills in decoding words.

<table>
<thead>
<tr>
<th>Skills (what students must be able to do)</th>
<th>Concepts (what students need to know)</th>
<th>DOK Level / Bloom’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know</td>
<td>Understanding of grade-level phonics and word analysis skills</td>
<td>DOK/Blooms - 1</td>
</tr>
<tr>
<td>Apply</td>
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<td>DOK – 4 Blooms - 3</td>
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</table>

**Step 5: Determine BIG Ideas** (enduring understandings students will remember long after the unit of study)

Reading words requires the use of a variety of strategies.

**Step 6: Write Essential Questions** (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

When reading, what do I do when I come to a word I do not know?
ELACC1RF3a: Know the spelling-sound correspondence for common consonant digraphs.

Skills/Concepts for Students:
- Name letters and sounds for common consonant digraphs
- Read words containing consonant blends and digraphs

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF3 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Daily instruction should involve opportunities for students to identify printed letters and their sounds
- During a card game, students will combine the correct digraph card with the correct ending card to make desired words
- Provide students with opportunities to read words in text that contain consonant digraphs

Sample Task for Integration:
The students will engage in a digraph sorting activity. The teacher will provide groups of students with selected digraph cards (e.g., “ee” and “ea”). The students will read the word together. The group members will take turns laying the card on top of the matching picture. After the matching has taken place, the students will place all the word cards face down. Using a response sheet, the students will write the name of the picture under the correct digraph.

Vocabulary for Teaching and Learning:
- consonant digraphs
- spelling-sound correspondences
- phonics
- decoding

ELACC1RF3b: Decode regularly spelled one-syllable words.

Skills/Concepts for Students:
- Apply knowledge of letter-sound correspondence to decode new words
- Automatically read one-syllable words

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF3 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Explain to students what a one-syllable word is and provide them with several examples
- Provide students with several opportunities to make one-syllable decodable words during literacy centers using letter tiles and letter cards
- Provide opportunities for students to read decodable text (books that have a high number of words that sound like they are spelled)

Sample Task for Integration:
Using letter tiles/cards, teacher will direct students to select specific letters. Students will then blend the sounds represented by the words on the cards to decode and read regularly spelled one-syllable words. Allow students to write complete sentences using words that they made using the letter tiles. For example, a student could write the sentence (The cat sat on the mat.) using the words cat, sat, and mat.
ELACC1RF3c: Know final-e and common vowel team conventions for representing long vowel sounds.

Skills/Concepts for Students:
- Automatically generate the sounds for all letters and letter patterns, including long and short vowels
- Read and spell words containing final-e and common vowel teams
- Recognize that long vowel sounds can be represented by two letters
- Identify common vowel teams

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF3 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Provide instruction in decoding and reading CVCe words
- Demonstrate how one word can become another word by adding final-e

Sample Task for Integration:
Provide students with letter tiles. Using the letter tiles the students will make a short vowel word then add an e to the end to make a long vowel word. (e.g., hop – hope, tap, tape) Students will record the new words on a recording sheet and practice using the new words in written sentences and conversations.

ELACC1RF3d: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

Skills/Concepts for Students:
- Apply knowledge of letter-sound correspondence to decode new words
- Read multisyllabic words

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF3 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Instruct students in recognizing the number of syllables in printed words by having them count the vowel sounds they hear in a spoken or written word
- Provide students with several opportunities to read new words and identify the number of syllables in the words

Sample Task for Integration:
Provide students or pairs of students with words cards. Students will read the word card, identify the number of vowel sounds they hear in the word, and determine the number of syllables in the word. Students will sort the word cards according to the number of syllables in each word. Remind students that every syllable has one vowel sound and that by counting the vowel sounds in a word, you can tell the number of syllables. (e.g., the word go has one vowel sound and one syllable.; The word begin has two vowel sounds and two syllables). After students have sorted their word cards, they may share them with the class and explain how they determined the number of syllables in the words.

Adapted for Forsyth County Schools from The Leadership and Learning Center, 2011
Vocabulary for Teaching and Learning:
syllable (s)  segment  vowel  decode  consonant  multisyllabic words
letter-sound correspondence

ELACC1RF3e: Decode two-syllable words following basic patterns by breaking the words into syllables.

Skills/Concepts for Students:
- Apply knowledge of letter-sound correspondence to decode new words.
- Read multisyllabic words

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF1 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Instruct students in recognizing the number of syllables in words by having them count the vowel sounds they hear in a spoken or written word
- Provide students with opportunities to decode and read two-syllable words by breaking the words into syllables

Sample Task for Integration:
List two-syllable words from a class read-aloud selection on chart paper. Guide students in reading the words and then breaking the words into syllables. Let students work in pairs or groups to read books and make a list of two-syllable words from the stories to share with the class. Students will read the words and then decode them into syllables.

Vocabulary for Teaching and Learning:
decode  two-syllable words  open syllables  closed syllables  breaking words apart

ELACC1RF3f: Reads words with inflectional endings.

Skills/Concepts for Students:
- Recognize, read, and write words containing inflectional endings (e.g., -s, -es, -ing, -ed)
- Recognize base words
- Add inflectional endings to base words
- Describe how inflectional endings affect the meaning of words

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF3 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Teach students grade appropriate inflectional endings that can be added to familiar words
- Teach students how to take away inflectional endings from words to reveal familiar base words (e.g. jumps/jump, jumping/jump, and jumped/jump)
- Provide opportunities for students to practice reading and writing words with the same inflectional endings

Adapted for Forsyth County Schools from The Leadership and Learning Center, 2011
Sample Task for Integration:
Provide students with a list of grade-appropriate base words and a list of inflectional suffixes. Students will be directed to read the base word and name as many words as they can by adding an inflectional ending to the words, (e.g., play, plays, played, playing,) Clarify the meaning of the bigger words by using them in sentences. Encourage students to use the words in their conversations and writings.

Vocabulary for Teaching and Learning:
Inflectional endings    base words    read    words    meaning

ELACC1RF3g:  Recognize and read grade-appropriate irregularly spelled words.

Skills/Concepts for Students:
- Recognize and read grade-appropriate high-frequency words independently
- Apply knowledge of letter-sound correspondence to decode new words
- Apply knowledge of letter-sound correspondence and word analysis skills to recognize and read irregularly spelled words

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF3 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Explain to students that the letters in some words do not make their usual sound and that those words are called irregularly spelled words and should be memorized
- Explain to students that most of their sight words are irregularly spelled (e.g., said, they , again)
- Teach students to recognize irregularly spelled words by showing them how to memorize how the words are spelled and read
- Provide students with several opportunities to identify and read irregularly spelled words in stories

Sample Task for Integration:
Provide students with a list of grade-appropriate high-frequency/sight words. Students will work with a partner to spell, write, and read the words. Students will recognize and read these words independently in a variety of texts. Engage students in literacy centers designed to help them practice recognizing and reading high-frequency words.

Vocabulary for Teaching and Learning:
irregularly spelled words    phonics    read    recognize high-frequency words    sight words

Next step, create assessments and engaging learning experiences
### CCGPS Unwrapped Standard

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Reading Foundational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade/Course</td>
<td>1st/ ELACC1RF4</td>
</tr>
<tr>
<td>Unit of Study</td>
<td>Reading</td>
</tr>
<tr>
<td>Duration of Unit</td>
<td>1 year</td>
</tr>
</tbody>
</table>

Insert a CCGPS standard below (include code). **CIRCLE** the SKILLS that students need to be able to do and **UNDERLINE** the CONCEPTS that students need to know.

**ELACC1RF4**: *Read with sufficient accuracy and fluency to support comprehension.*

<table>
<thead>
<tr>
<th>Skills (what students must be able to do)</th>
<th>Concepts (what students need to know)</th>
<th>DOK Level / Bloom’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Support</td>
<td>Accuracy and fluency</td>
<td>DOK/Blooms - 1</td>
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<tr>
<td></td>
<td>Comprehension</td>
<td></td>
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</table>

**Step 5**: Determine BIG Ideas *(enduring understandings students will remember long after the unit of study)*

**Step 6**: Write Essential Questions *(these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)*

**Good readers read with appropriate accuracy, rate, and expression in order to understand a text.**

How should I read in order to understand a text?

Adapted for Forsyth County Schools from The Leadership and Learning Center, 2011
**Further Explanation**

**ELACC1RF4a:** Read on-level text with purpose and understanding.

**Skills/Concepts for Students:**
- Apply automatic decoding skills to read emergent-reader texts
- Read grade-level text with appropriate expression
- Use self-correction when subsequent reading indicates an earlier misreading within grade-level text
- Read grade-level sight words/high frequency words in isolation with speed, accuracy, and expression
- Use a variety of strategies to understand and gain meaning from grade-level text (e.g., context cues and text features)

**Instructional Strategies for Teachers:**
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF1 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Provide opportunities for students to hear a variety of texts read fluently and with expression (e.g., books on tapes, guest readers)
- Model fluent reading, then have students reread the text on their own or through echo reading
- Model using automatic decoding skills to read on-level text
- Model using context clues and text features to determine and clarify the meanings of an unknown word

**Sample Task for Integration:**
The teacher will provide opportunities for students to read and reread a range of text at their instructional or independent reading level. Students may read individually, with a partner, or chorally. Encourage students to retell what they have read by including major details and events from their stories.

**Vocabulary for Teaching and Learning:**
automaticity  word recognition  expression  purpose  understanding

**ELACC1RF4b:** Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

**Skills/Concepts for Students:**
- Apply letter-sound knowledge to decode quickly and accurately
- Automatically recognize additional high frequency and familiar words within texts
- Read grade-level text with appropriate expression
- Use self-correction when subsequent reading indicates an earlier misreading within grade-level text

**Instructional Strategies for Teachers:**
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF4 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Model fluent reading by reading aloud, using books on tape, and buddy reading
- Provide opportunities for students to practice and perform by engaging them in repeated readings, independent reading, Reader’s Theater, etc.
- Provide opportunities for students to build their sight word knowledge in order to recognize words quickly when reading by using speed drills, flashcard practice, word walls, sight word bingo, and vocabulary activities

Adapted for Forsyth County Schools from The Leadership and Learning Center, 2011
Sample Task for Integration:
Allow students to choose a text at their instructional or independent reading level or a teacher-selected passage. Discuss reading behaviors such as rate, expression, accuracy, etc. The students practice their texts several times until fluency has developed. Provide ongoing feedback as students practice their reading.

Vocabulary for Teaching and Learning:
- orally
- expression
- accuracy
- rate
- repeated reading
- Reader’s Theater
- Echo Reading
- radio reading
- choral reading
- tape-assisted reading
- partner reading

**ELACC1RF4c:** Use context to confirm or self-correct work recognition and understanding, rereading as necessary.

Skills/Concepts for Students:
- Use self-correction when subsequent reading indicates an earlier misreading within grade-level text
- Use context to confirm word recognition
- Use context to self-correct word recognition
- Reread as necessary for understanding

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF4 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- During a read-aloud, model the use of context, self-correction, and rereading as strategies for recognizing unknown words and understanding the text
- Provide opportunities for students to read emergent-reader texts, practicing the use of context to confirm or self-correct word recognition

Sample Task for Integration:
The teacher will use a big book and model using context (information from pictures or from sentences surrounding an unknown word) to help students recognize and read the unknown words. During the read-aloud, the teacher will also model self-correcting and rereading as necessary to understand a text. Students will read with a partner to practice using context to help them confirm or self-correct word recognition as they read for understanding and reread as necessary.

Vocabulary for Teaching and Learning:
- context
- self-correct
- confirm
- automatic word recognition
- understanding
- rereading

Next step, create assessments and engaging learning experiences

Adapted for Forsyth County Schools from The Leadership and Learning Center, 2011
<table>
<thead>
<tr>
<th>Content Area</th>
<th>ELA</th>
</tr>
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<tr>
<td>Grade/Course</td>
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</tr>
<tr>
<td>Unit of Study</td>
<td>Reading</td>
</tr>
<tr>
<td>Duration of Unit</td>
<td>1 year</td>
</tr>
</tbody>
</table>

Insert a CCGPS standard below (include code). **CIRCLE** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know.

- **ELACC1RI1** Ask and **answer** **questions** about key **details** in a **text**.
- **ELACC1RL1** Ask and **answer** **questions** about key **details** in a **text**.

<table>
<thead>
<tr>
<th>Skills (what students must be able to do)</th>
<th>Concepts (what students need to know)</th>
<th>DOK Level / Bloom’s</th>
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<tr>
<td>Ask</td>
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<td>Answer</td>
<td>Key Details</td>
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<td></td>
<td>Text</td>
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</table>

**Skills** (what students must be able to do)

<table>
<thead>
<tr>
<th>Skills</th>
<th>Concepts</th>
<th>DOK Level / Bloom’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask</td>
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<td>Answer</td>
<td>Key Details</td>
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</tr>
<tr>
<td></td>
<td>Text</td>
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</table>

**Concepts** (what students need to know)

<table>
<thead>
<tr>
<th>Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)</th>
<th>Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary texts contain key details that connect to tell a story.</td>
<td>Why do we read literary and/or informational texts?</td>
</tr>
<tr>
<td>Informational texts contain key details that give information about a topic.</td>
<td>Why do we need to ask questions when we are reading literary and/or informational texts?</td>
</tr>
<tr>
<td>Asking questions while reading helps us understand and relate to the text.</td>
<td></td>
</tr>
</tbody>
</table>
ELACC1RI1
Skills/Concepts for Students:
• Ask and answer questions about essential expository elements (e.g., topic, transitions, facts, reasons, steps, supporting details, and conclusion) of a read-aloud or independently read text
• Generate questions before, during, and after reading

Instructional Strategies for Teachers:
• Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI1 (see above)
• Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
• Provide differentiated small group instruction as needed
• Read aloud informational text to students demonstrating how to ask and answer questions to find out key details in a text
• Guide students in making predictions about text in order to ask questions
• Allow students to engage in conversations about the information that they have read or that has been read to them in a text
• Show students how to use text features to help understand what they have read
• Guide students in completing a graphic organizer that will help them identify key details in a text

Sample Task for Integration:
The teacher will guide the students in reading informational text at their instructional-independent reading level. Students will complete a graphic organizer to help them locate and record the key details or facts in the text. Students will use their graphic organizer to demonstrate how to ask and answer questions about the key details in the text.

Vocabulary for Teaching and Learning:
key details      questions      topic      Facts      Reasons
Steps            Supporting details Conclusions Predictions connections answers

ELACC1RL1
Skills/Concepts for Students:
• Ask and answer questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, resolution) of a read-aloud or independently read text
• Ask and answer questions which begin with who, what, where, when, why, and how
• Set a purpose for reading
• Engage in conversations to understand the text
• Identify the type of text

Instructional Strategies for Teachers:
• Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
• Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
• Provide differentiated small group instruction as needed
• During a read-aloud guide students in asking and answering questions about key details in a text by using who, what, where, when, and why
• Model the use of graphic organizers to help students ask and answer questions about the beginning, middle, and end of the story
• Encourage questions and conversations among students about stories they have heard or read

Adapted for Forsyth County Schools from The Leadership and Learning Center, 2011
### Sample Task for Integration:
During small group or partner reading time students will select and read literary texts on their independent reading level. Allow students to work together to generate questions about key details in their text selections (e.g., Who are the characters? What is the setting? What happened at the beginning, middle, and end of the story?) Students will write their questions in their journals. After reading the text, students will answer their story questions, write their answers, and share with the class.

#### Vocabulary for Teaching and Learning:

<table>
<thead>
<tr>
<th>key details</th>
<th>Events</th>
<th>Question/questioning</th>
<th>Ask</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who</td>
<td>What</td>
<td>Where</td>
<td>When</td>
<td>Why</td>
</tr>
<tr>
<td>Beginning</td>
<td>Middle</td>
<td>End</td>
<td>Character</td>
<td>Plot</td>
</tr>
</tbody>
</table>

Next step, create assessments and engaging learning experiences

Adapted for Forsyth County Schools from The Leadership and Learning Center, 2011
### CCGPS Unwrapped Standard

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Reading Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade/Course</td>
<td>1st Grade – ELACC1RL2 &amp; ELACC1RI2</td>
</tr>
<tr>
<td>Unit of Study</td>
<td>Reading</td>
</tr>
<tr>
<td>Duration of Unit</td>
<td>1 year</td>
</tr>
</tbody>
</table>

Insert a CCGPS standard below (include code). **CIRCLE** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know.

**ELACC1RL2** – **Retell** stories, including key details and **demonstrate** understanding of their **central message or lesson**.

**ELACC1RI2** – **Identify** the **main topic** and **retell** the **key details** of a text.

<table>
<thead>
<tr>
<th>Skills (what students must be able to do)</th>
<th>Concepts (what students need to know)</th>
<th>DOK Level / Bloom’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retell</td>
<td>Key details</td>
<td>DOK 1</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Understanding of central message or lesson</td>
<td>Blooms 1</td>
</tr>
<tr>
<td>Identify</td>
<td>Main topic</td>
<td>DOK 2</td>
</tr>
</tbody>
</table>

**Step 5: Determine BIG Ideas** (enduring understandings students will remember long after the unit of study)

**Step 6: Write Essential Questions** (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

- Key details support the message, lesson, or main topic of the story.
- Why do we identify the key details of a text?
- How do key details connect to a text’s central message, lesson, or main topic?

Adapted for Forsyth County Schools from The Leadership and Learning Center, 2011
Further Explanations

**ELACC1RL2**

**Skills/Concepts for Students:**
- Listen to, read, and discuss a variety of literary text representing diverse culture, perspectives, and ethnicities
- Retell stories read independently or with a partner
- Identify the central message or lesson in a story
- Identify key details in a literary text

**Instructional Strategies for Teachers:**
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL2 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Provide students with instruction in story retelling, helping them to identify key details and the central message (theme) in a story
- Help students to understand how the characters, plot, and setting in a story can help them understand the theme or lesson of the story
- Model with students how to retell stories using key details from the story that helped them understand the central message or lesson
- Provide several opportunities for students to retell stories read independently or with a partner to demonstrate their understanding of the central message or lesson (including key details)

**Sample Task for Integration:**
Students retell a story they have heard or read by including key details about the story. Encourage the students to reframe the story by changing the setting, problem, and/or solution. Students then will share their story reframes orally with the class. The students will be encouraged to create pictures to help with retelling key details in the story.

**Vocabulary for Teaching and Learning:**

<table>
<thead>
<tr>
<th>Retell</th>
<th>Central message/theme</th>
<th>Key details</th>
<th>Lesson</th>
<th>Sequence (B, M, E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters</td>
<td>Setting</td>
<td>Problem</td>
<td>Solution</td>
<td>events</td>
</tr>
</tbody>
</table>

**ELACC1RI2**

**Skills/Concepts for Students:**
- Identify the main idea and supporting details of informational text read or heard
- Identify and infer main idea and supporting details
- Retell key details in a text

**Instructional Strategies for Teachers:**
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI2 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Provide opportunities and guidance for students to retell the main topic of a text
- Model attending to key ideas by using think-aloud technique during or after reading
- Reinforce key ideas and details with carefully placed questions
  - How do you identify the main topic of a text?
  - How do you identify the key ideas, events, and setting in a text?
  - What are the important ways to establish the connection among different parts of a text?
- Guide students to write about the key details and main topic

Adapted for Forsyth County Schools from The Leadership and Learning Center, 2011
ELACC1RI2
Sample Task for Integration:
The teacher divides the class into groups to identify the topic of an informational read-aloud text. The teacher reads the story and afterwards prompts the students with "wrong" information concerning the topic and main idea. The teacher will ask the groups to orally provide the “correct” information about the topic and key details of the text by requiring them to provide details explicitly stated in the text. Afterwards students will read books independently, identifying the main idea and key details in a text.

Vocabulary for Teaching and Learning:
- main idea (topic)
- supporting details
- key details
- key events
- retell
- restate
- who
- What
- Where
- when
- Why
- how

Next step, create assessments and engaging learning experiences
**Content Area** | Reading Literacy
---|---
**Grade/Course** | 1st Grade – ELACC1RL9 and ELACC1RI9
**Unit of Study** | Reading
**Duration of Unit** | 1 year

Insert a CCGPS standard below (include code). **CIRCLE** the SKILLS that students need to be able to do and **UNDERLINE** the CONCEPTS that students need to know.

**ELACC1RL9** – **Compare** and **contrast** the **adventures** and **experiences** of **characters in stories**.

**ELACC1RI9** – **Identify** basic **similarities** in and **differences** between **two texts** on the same **topic** (e.g. in illustrations, descriptions, or procedures.)

<table>
<thead>
<tr>
<th><strong>Skills</strong> (what students must be able to do)</th>
<th><strong>Concepts</strong> (what students need to know)</th>
<th><strong>DOK Level / Bloom’s</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare</td>
<td>Adventures/experiences of characters in stories</td>
<td>DOK 3</td>
</tr>
<tr>
<td>Contrast</td>
<td>Similarities</td>
<td>Blooms 4</td>
</tr>
<tr>
<td>Identify</td>
<td>Differences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two Texts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Illustrations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Descriptions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Procedures</td>
<td></td>
</tr>
</tbody>
</table>

**Step 5: Determine BIG Ideas** (enduring understandings students will remember long after the unit of study)

All texts have similarities and differences that can be compared and contrasted.

Information is presented in different ways for different audiences and purposes.

**Step 6: Write Essential Questions** (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

Why should I read more than text on the same topic or story?

Why do authors present the same information or tell the same story in different ways?

Adapted for Forsyth County Schools from The Leadership and Learning Center, 2011
### Skills/Concepts for Students:
- Recognize plot, setting, and character within texts, and compare and contrast these elements among texts.
- Use a variety of strategies to understand and gain meaning from grade-level text.
- Explain how adventures and experiences of characters in stories are alike and how they are different.
- Use graphic organizers to compare and contrast characters and their adventures in stories.

### Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL9 (see above).
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers.
- Provide differentiated small group instruction as needed.
- Read aloud stories to students that have characters with similar and different adventures and experiences. Point out the similarities and differences to the students. Engage students in conversations about the similarities and differences of characters in stories.
- Allow students to retell stories they have read or heard comparing and contrasting the adventures and experiences of these characters.
- Model the use of graphic organizers to help students compare and contrast the adventures and experiences of characters in familiar stories.

### Sample Task for Integration:
Read aloud two or more versions of the same story by different authors (e.g., various versions of Cinderella). Students will work in groups to complete a graphic organizer to identify similarities and differences in the main character from the two versions of the story. Once the groups have completed the graphic organizer, guide the students in a discussion on the similarities and differences of Cinderella in the two texts. Provide two more versions of Cinderella for the students to read in small groups during center time. Each group will complete graphic organizers about similarities and differences within the two new texts to share with the class.

### Vocabulary for Teaching and Learning:
- Compare
- contrast
- similarities
- differences
- adventures
- characters
- experiences

Next step, create assessments and engaging learning experiences.
**CCGPS Unwrapped Standard**

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Speaking and Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade/Course</td>
<td>ELACC1SL1</td>
</tr>
<tr>
<td>Unit of Study</td>
<td>Communication</td>
</tr>
<tr>
<td>Duration of Unit</td>
<td>1 Year</td>
</tr>
</tbody>
</table>

Insert a CCGPS standard below (include code). **CIRCLE** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know.

**ELACC1SL1** *Participate in collaborative conversations* with diverse partners about **grade 1 topics and texts** with peers and adults in small and large groups.

**JUST A-C**

<table>
<thead>
<tr>
<th>Skills (what students must be able to do)</th>
<th>Concepts (what students need to know)</th>
<th>DOK Level / Bloom’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate</td>
<td>Collaborative conversation</td>
<td>2/3</td>
</tr>
<tr>
<td></td>
<td>diverse partners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>grade level 1 topics and texts</td>
<td>1/2</td>
</tr>
<tr>
<td></td>
<td>Groups of peers and adults (small &amp; large groups)</td>
<td></td>
</tr>
</tbody>
</table>

**Step 5: Determine BIG Ideas** (enduring understandings students will remember long after the unit of study)

**Step 6: Write Essential Questions** (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

Through conversations we can engage in discussions about grade level topics and texts.

- How do we appropriately participate in conversation to learn more about a topic or text?
- How do you talk with your partner about grade level topics and texts?

Adapted for Forsyth County Schools from The Leadership and Learning Center, 2011
Further Explanation

Skills/Concepts for Students:
- Use oral and visual skills to communicate
- Adapt oral language to fit the situation by following the rules of conversation with peers and adults
- Actively solicit another person's comments or opinions
- Volunteer contributions and respond when directly solicited by teacher or discussion leader
- Participate in student-to-teacher, student-to-student, and group verbal interactions

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL1 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Establish class rules for discussion and allow students an opportunity to help create the rules
- Help students identify and define roles of participants in discussions
- Provide opportunities for students to develop knowledge and understanding of consequences of not following the rules
- The teacher will model conversations with multiple exchanges and stay on topic through multiple exchanges where listening also needs to take place (e.g., a conversation with a restaurant worker, 911 operator, reporting what just happened on the playground to your teacher)
- Model (e.g., raise hands, take turns, and focus attention on speaker)
- Provide opportunities for students to respond to others and through multiple exchanges, focus on establishing polite conversations

Sample Task for Integration:
The students will participate in a class discussion building on the conversations of others about a recent field trip or text. Students will review class rules for discussions. Throughout the discussion students will be reminded of the established rules.

Vocabulary for Teaching and Learning:

<table>
<thead>
<tr>
<th>Listen</th>
<th>Speak</th>
<th>Agree</th>
<th>Rule</th>
<th>Conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple exchanges</td>
<td>Taking turns</td>
<td>Topic</td>
<td>Agreement</td>
<td>text</td>
</tr>
<tr>
<td>Peer</td>
<td>Diverse</td>
<td>Participate</td>
<td>discussions</td>
<td></td>
</tr>
</tbody>
</table>

Next step, create assessments and engaging learning experiences
## CCGPS Unwrapped Standard

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade/Course</td>
<td>1st</td>
</tr>
<tr>
<td>Unit of Study</td>
<td>Writing</td>
</tr>
<tr>
<td>Duration of Unit</td>
<td>1 year</td>
</tr>
</tbody>
</table>

Insert a CCGPS standard below (include code). **CIRCLE** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know.

ELACC1W1- 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**.

<table>
<thead>
<tr>
<th>Skills (what students must be able to do)</th>
<th>Concepts (what students need to know)</th>
<th>DOK Level / Bloom’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write (opinion piece)</td>
<td>Opinion pieces</td>
<td>Synthesis/3</td>
</tr>
<tr>
<td>Introduce (topic)</td>
<td>Topic</td>
<td>Knowledge/1</td>
</tr>
<tr>
<td>State (opinion)</td>
<td>Name of book</td>
<td>Synthesis/1</td>
</tr>
<tr>
<td>Supply (reason)</td>
<td>Opinion</td>
<td>Evaluation/3</td>
</tr>
<tr>
<td>Provide (closure)</td>
<td>Reason</td>
<td>Comprehension/2</td>
</tr>
<tr>
<td></td>
<td>Closure</td>
<td></td>
</tr>
</tbody>
</table>

**Step 5: Determine BIG Ideas** (enduring understandings students will remember long after the unit of study)

Opinion pieces share thoughts or beliefs about a topic and give reasons to support it.

Writing includes a beginning, middle, and end.

**Step 6: Write Essential Questions** (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

- How can I support my opinion on a topic in writing?
- How do I organize my writing?
**Skills/Concepts for Students:**
- Capture a reader’s interest by stating a position/opinion
- Maintain a focus
- Add details to support an opinion
- Use formats appropriate to the genre (letter, list of reasons, poster)
- Provide some sense of closure
- Demonstrate an understanding of the text through oral retelling, pictures, or in writing
- Make connections: text-to-self, text-to-text, text-to-world
- Use organizational structures (beginning, middle, and end with details from the text)

**Instructional Strategies for Teachers:**
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W1 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Use excerpts from read-alouds to provide examples of how the author/writer uses his/her opinion in writing the story
- Guide the class in writing an opinion piece in which the students will state their opinion about a topic, supply a reason for their opinion, and provide some sense of closure to their writing

**Sample Task for Integration:**
Read aloud to students a text that supports persuasive writing (e.g., *Click, Clack, Moo* by Doreen Cronin; the animals are trying to persuade the Farmer to give them electric blankets). Allow students to work in groups to select one of the animals in the story to write about. Students will state their opinion about the farmer’s demand, supply a reason for their opinion, and provide a sense of closure to their writing. Students may also write opinion pieces about something they would like to change at school (e.g., class rules, less homework, more recess, etc.).

**Vocabulary for Teaching and Learning:**
- opinion
- topic
- reasons
- responding
- persuade
- support
- details
- closure
- conclusion
- concluding
- sentence

**Next step, create assessments and engaging learning experiences**
<table>
<thead>
<tr>
<th>Skills (what students must be able to do)</th>
<th>Concepts (what students need to know)</th>
<th>DOK Level / Bloom’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>write (informative/explanatory text)</td>
<td>informative text</td>
<td>Synthesis 3</td>
</tr>
<tr>
<td>name (topic)</td>
<td>explanatory text</td>
<td>Knowledge 1</td>
</tr>
<tr>
<td>supply (facts about a topic)</td>
<td>topic</td>
<td>Knowledge 1</td>
</tr>
<tr>
<td>provide (closure)</td>
<td>facts</td>
<td>Comprehension 3</td>
</tr>
<tr>
<td></td>
<td>closure</td>
<td></td>
</tr>
</tbody>
</table>

**Step 5: Determine BIG Ideas**  (enduring understandings students will remember long after the unit of study)

Informative/ explanatory writing shares relevant facts about a topic. Writing includes a beginning, middle, and end.

**Step 6: Write Essential Questions**  (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

How can I support my topic in writing with relevant facts?
CCGPS Unwrapped Standard

Skills/Concepts for Students:
- Write texts of a length appropriate to address a topic and tell a story
- Capture a reader’s interest
- Stay on one topic and maintains a focus
- Add details to expand a topic
- Use organizational structures (steps, chronological order) and strategies (description)
- Use graphic features (charts, pictures, headings)
- Provide some sense of closure

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W2 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Read aloud informational texts that lend themselves to informative/explanatory writing
- Guide students in using graphic organizers to help them with details about a topic before writing
- Lead the class in interactive writing to compose informational pieces together which focus on naming a topic, supplying facts about the topic, adding details to expand the topic, and supplying a sense of closure to the writing

Sample Task for Integration:
Students will select and read books about the seasons of the year. Following the reading of the text, students will write explanatory pieces about one of the seasons of the year. Students will name a topic, supply some facts about the topic, and provide a sense of closure to their writing. Students will add illustrations to their writing.

Vocabulary for Teaching and Learning:

<table>
<thead>
<tr>
<th>Informative text</th>
<th>Exclamatory text</th>
<th>Information</th>
<th>Facts</th>
<th>examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant details</td>
<td>Closure</td>
<td>Illustrations</td>
<td>steps</td>
<td>Chronological order</td>
</tr>
<tr>
<td>descriptions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Next step, create assessments and engaging learning experiences

Adapted for Forsyth County Schools from The Leadership and Learning Center, 2011
## CCGPS Unwrapped Standard

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<th>Content Area</th>
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<tr>
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<td>1st</td>
</tr>
<tr>
<td>Unit of Study</td>
<td>Writing</td>
</tr>
<tr>
<td>Duration of Unit</td>
<td>1 Year</td>
</tr>
</tbody>
</table>

Insert a CCGPS standard below (include code). **CIRCLE** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know.

**ELACC1W3:** Write narrative 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.

### Skills (what students must be able to do) | Concepts (what students need to know) | DOK Level / Bloom’s
---|---|---
Recount | Sequence Events | Synthesis 3
Include | Details | Knowledge 1
Use | Temporal Words | Knowledge 1
Signal | Event Order | Comprehension 3
Provide | Sense of Closure | |

### Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)

Narrative writing tells a story using appropriately sequences details and events.

Writing includes a beginning, middle, and end.

### Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

- How can I write a good story?
- How do I organize my writing?
Skills/Concepts for Students:
With guidance and support:

- May include a draft developed from pre-writing
- Capture a reader’s interest by stating a position/opinion
- Capture a reader’s interest by writing a personal story
- Maintain a focus
- Add details to support an opinion
- Stay on one topic
- Add details to expand a topic
- Add details to expand a story
- Reread writing to self and others, revise to add details, and edit to make corrections

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W5 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Demonstrate that using a graphic organizer is a tool for prewriting
- Guide students to an understanding that the first piece of writing created can be made better
- Model how a piece of your own writing could be made better (e.g., Dear Principal __________, “Come to our room Friday.”) Allow students opportunities to share how they think the writing could be improved
- Model how to focus on a topic during writing
- Model for students how to make suggestions to peers about their writing
- Challenge students to use the draft for revisions
- Using a teacher created writing that is less than perfect, lead the class in making revision suggestions
- Model how to add details that support the focus to strengthen writing

Sample Task for Integration:

With guidance and support from the teacher, the class will work together to help each other strengthen their writing. Allow students to select a draft piece of writing to share with the class. After the writer has shared his/her draft, the students will be encouraged to ask questions and make suggestions and to add details to strengthen the writing as needed. This task could be done over a period of a week during writing instruction.

Vocabulary for Teaching and Learning:
questions  questioning  generate ideas  topic  revisions  suggestions  peers

Next step, create assessments and engaging learning experiences