

GES Grade 1 ELA Unit Map

Unit Title	Unit 1: Building a Community of Readers and Writers
Calendar Pacing	<i>6 Weeks</i>
Unit Overview	By the end of Unit 1, readers will possess a love of books, engage in the reading task, take pleasure from exploring different kinds of literature and texts, and ask questions out of pure curiosity. Readers will be able to retell stories effectively using pictures if needed, as a way to engage in discussions about reading and to demonstrate their comprehension. Readers and writers work together in the classroom, by showing good listening and speaking habits, posing “thick” questions, and using their love of reading and writing to help them grow as learners and understand the world around them. Writers will learn how to effectively communicate their opinions about a topic in writing, while acknowledging peers’ suggestions for revision.
Priority Standards/Supporting Standards	<p><u>Literature</u> RL.1.1 Ask and answer questions about key details in a text. RL.1.2 Retell stories, including key details and demonstrate an understanding of their central message or lesson. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><u>Foundational Skills</u> RF.1.1 Demonstrate understanding of the organization and basic features of print. RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing</u> W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason, and provide some sense of closure</p> <p><u>Speaking & Listening</u> SL.1b Follow agreed upon rules for discussions (e.g. listening to others with care, speaking one at a time about the topics and texts under discussion) SL.1c Ask questions to clear up any confusion about the topics and texts under discussion</p> <p><u>Language</u> L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings</p>

Unit Title	Unit 2: Text Features in Informational Texts
Calendar Pacing	<i>6 Weeks</i>
Unit Overview	By the end of unit 1, readers will become curious and inquisitive about the world around them, and use books to learn and discover new information. Readers will pinpoint confusing words in books read aloud and discuss ways to figure out the meaning of the words. Readers will reflect upon what they are interested in and find books to satisfy their quest for knowledge, knowing specific features of informational text and how they enhance comprehension. Writers will write about a topic they have great knowledge of or are interested in, teaching their reader what they know in an organized and effective way.
Priority Standards/Supporting Standards	<p><u>Informational Text</u> RI. 1.1 Ask and answer questions about key details in a text RI. 1.2 Identify the main topic and retell key details of a text RI. 1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI. 1.5 Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p><u>Writing</u> W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure</p> <p><u>Speaking & Listening</u> SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</p> <p><u>Language</u> L.1.1c Use singular and plural nouns with matching verbs. L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase. L.1.5c Identify real-life connections between words and their use.</p>
Unit Title	Unit 3: Narrative Genre Study
Calendar Pacing	<i>6 weeks</i>
Unit Overview	By the end of unit 3, readers will demonstrate an in-depth understanding of character, story elements, and author’s message to enhance comprehension. Writers will effectively write about special moments from their past including feelings and ideas and make revisions, if needed, based on peer suggestions and comments.

<p>Priority Standards/Supporting Standards</p>	<p><u>Literature</u> RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p><u>Foundational Skills</u> RF.1.1 Demonstrate understanding of the organization and basic features of print. RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <p><u>Writing</u> W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details, regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><u>Speaking & Listening</u> SL.1.4 Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.</p> <p><u>Language</u> L.1.2b Use end punctuation for sentences L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase</p>
<p>Unit Title</p>	<p>Unit 4: Rhythm and Meaning in Story, Poem, Song, or Play</p>
<p>Calendar Pacing</p>	<p><i>6 weeks</i></p>
<p>Unit Overview</p>	<p>By the end of unit 4, readers will develop a deeper understanding and love of prose and poetry through exposure and exploration of different genres, by close reading of texts and through collaborative discussions related to higher level texts read aloud. Writers desire to share personal and emotional experiences from their past through writing, demonstrating an understanding of sequencing, details, temporal words, and closure.</p>
<p>Priority Standards/Supporting Standards</p>	<p><u>Literature</u> RL.1.1 Ask and answer questions about key details in a text. RL.1.2 Retelling stories, [including key details], and demonstrate understanding of their central message or lesson. RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.6 Identify who is telling the story at various points in a text. RL.1.7 Use illustrations and details in a story to describe characters, setting, or events.</p>

	<p><u>Writing</u> W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details, regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><u>Language</u> L.1.1d Use personal possessive and indefinite pronouns (e.g. I, me, my, they, them, their, anyone, everything). L.1.1g Use frequently occurring conjunctions (e.g., and, but, or, so, because). L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.1.4c Identify frequently occurring root words. L.1.5b Define words by category and by one or more key attributes. L.1.5c Identify real-life connections between words and their use</p>
Unit Title	Unit 5: Compare and Contrast Literature
Calendar Pacing	<i>6 weeks</i>
Unit Overview	<p>By the end of unit 5, readers’ understanding of and encounters with literature are enhanced through a deep dive into character and point of view, using critical thinking skills, thoughtful reflection, and collaborative discussion. Writers’ command of the English language conventions are demonstrated through their ability to communicate their personal opinions in writing, including reasons and a closing statement.</p>
Priority Standards/Supporting Standards	<p><u>Literature</u> RL.1.6 Identify who is telling the story at various points in a text. RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p><u>Writing</u> W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason, and provide some sense of closure.</p> <p><u>Speaking & Listening</u> SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL 1.6 Produce complete sentences when appropriate to task and situation.</p> <p><u>Language</u> L.1.1d Use personal possessive and indefinite pronouns (e.g. I, me, my, they, them, their, anyone, everything). L.1.1g Use frequently occurring conjunctions (e.g., and, but, or, so, because). L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

Unit Title	Unit 6: Shared Research and Writing
Calendar Pacing	<i>6 weeks</i>
Unit Overview	By the end of unit 5, first graders participate eagerly in thoughtful and planned research, integrating reading and writing seamlessly to achieve the goal of investigating a topic of interest. First graders will utilize what they learned about informational text throughout the year to create their own writing product or presentation, using grade-appropriate conventions in their writing and grade-appropriate word attack strategies in grade 1 texts.
Priority Standards/Supporting Standards	<p><u>Informational</u> RI 1.3 Describe the connection between two individuals, events, ideas or pieces of information in a text. RI. 1.5 Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RI 1.6 Distinguish between information provided by pictures or illustrations and information provided by the words in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas. RI 1.8 Identify the reasons an author gives to support points in a text.</p> <p><u>Writing</u> W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure W.1.7 Participate in shared research and writing projects.</p> <p><u>Speaking & Listening</u> SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><u>Language</u> L.1.2a Capitalize dates and names of people. L.1.2c Use commas in dates and to separate single words in a series.</p>