

## Unit Plan by Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	First	
<b>Unit of Study</b>	Reading Literacy	
<b>Duration of Unit</b>	1st, 3rd, 4th 9 weeks	
<p>Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. (<b>address “supporting” standards in daily lesson plans</b>)</p>		
<p>ELAGSE1RL1: Ask and answer questions about key details in a text.</p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
Ask & answer	Key details in a text	1
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
I will ask questions about key details in a text. I will answer questions about key details in a text.		How do I ask and answer questions about key details in a text?
<b>Essential Unit Vocabulary</b>		
Key details, text, events, events, question/questioning, ask, answer, who, what, where, when, why, beginning, middle, end, character, plot, setting		
<b>Next step, create assessments and engaging learning experiences</b>		

## Unit Plan by Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	First	
<b>Unit of Study</b>	Retelling/Central message	
<b>Duration of Unit</b>	1st, 3rd, 4th 9 weeks	
<p>Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. <b>(address “supporting” standards in daily lesson plans)</b></p>		
<p>ELAGSE1RL2- Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Retell	Key details	1
Demonstrate	Central message or lesson	2
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>You retell stories in order, using key details for support.</p> <p>The central message of a story is what the author is trying to get the reader to understand.</p>		<p>How do you retell stories?</p> <p>What is the central message of a story?</p>
<b>Essential Unit Vocabulary</b>		
author, characters, central message, events, key details, lesson, problem, retell, sequence, settings, solution		
<b>Next step, create assessments and engaging learning experiences</b>		

## Unit Plan by Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	First	
<b>Unit of Study</b>	Characters, settings, major events	
<b>Duration of Unit</b>	1st, 3rd, 4th 9 weeks	
Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. <b>(address “supporting” standards in daily lesson plans)</b>		
ELAGSE1RL3-Describe characters, settings, and major events in a story, using key details.		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Describe	Characters, settings, and major events	1
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
A character is who or what the story is about.  The setting is when and where the story takes place.  Major events are things that happen in the story between the characters.		What is a character?  What is the setting in a story?  What are major events in a story?
<b>Essential Unit Vocabulary</b>		
characters, describe, key details, major events, settings, visualize		
<b>Next step, create assessments and engaging learning experiences</b>		

## Unit Plan by Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	First	
<b>Unit of Study</b>	Ask and Answer questions	
<b>Duration of Unit</b>	2nd, 3rd, 4th 9 weeks	
Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. <b>(address “supporting” standards in daily lesson plans)</b>		
ELAGSE1RI1: Ask and answer questions about key details in a text.		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Ask & answer	Key details in a text	1
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
I will ask questions about key details in a text. I will answer questions about key details in a text.		How do I ask and answer questions about key details in a text?
<b>Essential Unit Vocabulary</b>		
Key details, text		
<b>Next step, create assessments and engaging learning experiences</b>		

## Unit Plan by Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	First	
<b>Unit of Study</b>	Reading Informational	
<b>Duration of Unit</b>	2nd, 3rd, 4th 9 weeks	
Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. <b>(address “supporting” standards in daily lesson plans)</b>		
CCSS.ELA-LITERACY.RI.1.10: With prompting and support, read informational texts appropriately complex for grade 1.		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Prompt Support Read	Informational texts	1
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Learn and practice comprehension skills Read aloud fluently		Can I read and listen to a variety of grade level texts for information?
<b>Essential Unit Vocabulary</b>		
Background Knowledge, Informational Text, Nonfiction		
<b>Next step, create assessments and engaging learning experiences</b>		

## Unit Plan by Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	First	
<b>Unit of Study</b>	Reading Informational	
<b>Duration of Unit</b>	3rd and 4th 9 weeks	
<p>Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. <b>(address “supporting” standards in daily lesson plans)</b></p>		
<p>ELAGSE1RI4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Ask & answer Determine	Meaning of words and phrases in a text	2
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Determine the meaning of words within a text.		How do I determine the meaning of new words? How can I use what I know to develop meaning of new words?
<b>Essential Unit Vocabulary</b>		
Question, ask, answer, phrases, words, meaning, clarify text		
<b>Next step, create assessments and engaging learning experiences</b>		

## Unit Plan by Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	First	
<b>Unit of Study</b>	Text Features	
<b>Duration of Unit</b>	4th 9 weeks	
<p>Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. <b>(address “supporting” standards in daily lesson plans)</b></p>		
<p>ELAGSE1RI5-Know and use various texts features (e.g. headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Locate	Headings, table of contents, glossary, index, electronic menus, icon in text	1
Preview	Text using various text features	2
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>The glossary is usually found in the back of a book and tells the meaning of words in the book. A table of contents tells you what page to find each topic.</p> <p>Text features help us to locate specific things within an informational text.</p>		<p>What is a glossary and table of contents?</p> <p>What is the importance of knowing how to use text features?</p>
<b>Essential Unit Vocabulary</b>		
electronic menu, glossary, headings, icon, table of content, text features,		
<b>Next step, create assessments and engaging learning experiences</b>		

## Unit Plan by Prioritized Standards

Content Area	ELA	
Grade/Course	First	
Unit of Study	Print Features	
Duration of Unit	1st, 2nd, 3rd, 4th 9 weeks	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSE1RF1-Demonstrate understanding of the organization and basic features of print.		
<ul style="list-style-type: none"> <li>a. Recognize the distinguishing features of a sentence (e.g, first word, capitalization, ending punctuation)</li> </ul>		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Demonstrate Understand Recognize Distinguish	Organization and basic features of print Features of a sentence First word Capitalization Ending punctuation	2
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)
Demonstrate an understanding that punctuation and capitalization are used in all written sentences.	What are the important features of a sentence?	
Essential Unit Vocabulary		
Sentence First (As In First Word), punctuation, capital letter/ uppercase letter, exclamation mark, period, question mark		
Next step, create assessments and engaging learning experiences		



## Unit Plan by Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	First	
<b>Unit of Study</b>	Spoken words, Syllables, and Sounds (Phonemes)	
<b>Duration of Unit</b>	1st, 2nd, 3rd, 4th 9 weeks	
Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. <b>(address “supporting” standards in daily lesson plans)</b>		
ELAGSE1RF2-Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Demonstrate	Spoken words, syllables, and sounds	1
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
A syllable is every vowel sound that you hear in a word.	What is a syllable?	
A phoneme is an individual sound in a word.	What is a phoneme?	
<b>Essential Unit Vocabulary</b>		
phoneme, sounds, syllable, words		
<b>Next step, create assessments and engaging learning experiences</b>		

## Unit Plan by Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	First	
<b>Unit of Study</b>	Decoding words	
<b>Duration of Unit</b>	1st, 2nd, 3rd, 4th 9 weeks	
<p>Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. <b>(address “supporting” standards in daily lesson plans)</b></p>		
<p>ELAGSE1RF3-Know and apply grade level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>a. Know the spelling-sound correspondences for common consonant digraphs.</li> <li>b. Decode regularly spelled one-syllable words.</li> <li>c. Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>f. Read words with inflectional endings.</li> </ol>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Know	Grade-level phonics	2
Apply	Word analysis skills	2
Decode	words	2
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Decoding words helps you to read new and unfamiliar words.		Why do you need to know how to decode words?
<b>Essential Unit Vocabulary</b>		
decode, know, apply		
<b>Next step, create assessments and engaging learning experiences</b>		

## Unit Plan by Prioritized Standards

<b>Content Area</b>	Reading	
<b>Grade/Course</b>	First	
<b>Unit of Study</b>	Reading Fluency	
<b>Duration of Unit</b>	2nd, 3rd, and 4th 9 weeks	
<p>Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. <b>(address “supporting” standards in daily lesson plans)</b></p>		
<p><b>ELAGSE1RF4: Read with sufficient accuracy and fluency to support comprehension.</b></p> <p>a. Read emergent-reader texts with purpose and understanding.</p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Read accurately and fluently	Comprehend what is read	2
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none"> <li>● Predictions, retelling, and personal experiences can help with reading a variety of texts for information and pleasure.</li> <li>● narrative elements have an impact on comprehension.</li> <li>● main idea and supporting details have an impact on comprehension.</li> </ul>		<ol style="list-style-type: none"> <li>1. How can making predictions help us understand a story?</li> <li>2. What are different ways to retell a story to show understanding?</li> <li>3. How do personal experiences help us relate or connect to a story?</li> </ol>
<b>Essential Unit Vocabulary</b>		
<b>Automaticity, Word Recognition, Expression, Purpose, Understanding, Meaning</b>		
<b>Next step, create assessments and engaging learning experiences</b>		

## Unit Plan by Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	First	
<b>Unit of Study</b>	Opinion Writing	
<b>Duration of Unit</b>	3rd and 4th 9 weeks	
<p>Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. <b>(address “supporting” standards in daily lesson plans)</b></p>		
<p>ELAGSE1W1-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.</p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Write	Opinion pieces	2
Introduce	Topic or name of book	1
State	An opinion	1
Supply	Reason for opinion	2
Provide	Sense of closure	2
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Opinions are what people think about a topic. A topic is what you are going to write about. Closure helps the reader know you are finished writing.		What is an opinion? What is a topic? Why do you need to provide a sense of closure?
<b>Essential Unit Vocabulary</b>		
Closure, introduce, opinion, provide, reason, state, supply, topic,		
<b>Next step, create assessments and engaging learning experiences</b>		

## Unit Plan by Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	First	
<b>Unit of Study</b>	Informative/Explanatory Writing	
<b>Duration of Unit</b>	2nd and 4th 9 weeks	
<p>Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. <b>(address “supporting” standards in daily lesson plans)</b></p>		
<p>ELAGSE1W2-Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Write	informative/explanatory pieces	2
Name	Topic	2
Supply	Facts about topic	2
Provide	Sense of closure	2
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
An informative story tells you true facts about a topic.		What is an informative/explanatory story?
<b>Essential Unit Vocabulary</b>		
Closure, explanatory/informative, facts, supply, topic,		
<b>Next step, create assessments and engaging learning experiences</b>		

## Unit Plan by Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	First	
<b>Unit of Study</b>	Narrative Writing	
<b>Duration of Unit</b>	1st and 4th 9 Weeks	
<p>Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. <b>(address “supporting” standards in daily lesson plans)</b></p>		
<p>ELAGSE1W3- 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>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Write recount Provide	narrative pieces Sequenced events Sense of closure	1 1 1
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>A narrative is a story that is told in a sequence. It can be real or imaginary.</p> <p>Temporal words help the writer tell the sequence of the events.</p>		<p>What is a narrative?</p> <p>What are temporal words?</p>
<b>Essential Unit Vocabulary</b>		
Events, imaginary, narrative, real, recount, sequence, temporal words		
<b>Next step, create assessments and engaging learning experiences</b>		

## Unit Plan by Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	First	
<b>Unit of Study</b>	Collaborative Conversations	
<b>Duration of Unit</b>	1st, 2nd, 3rd, 4th 9 weeks	
<p>Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. <b>(address “supporting” standards in daily lesson plans)</b></p>		
<p>ELAGSE1SL1-Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Participate	Collaborative conversations	1,2,3
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>It is important to have conversations with others because it might help clear up any confusion.</p> <p>Small group and large group conversations help students learn to talk to each other and learn from each other.</p>		<p>Why should you participate in conversations with your peers and teacher?</p> <p>Why do we use both small and large groups?</p>
<b>Essential Unit Vocabulary</b>		
Collaborative, conversation, diverse, participate		
<b>Next step, create assessments and engaging learning experiences</b>		

## Unit Plan by Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	First	
<b>Unit of Study</b>	Ask and answer questions	
<b>Duration of Unit</b>	1st, 2nd, 3rd, 4th 9 weeks	
<p>Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. <b>(address “supporting” standards in daily lesson plans)</b></p>		
<p>ELAGSE1SL3-Ask and Answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Ask Answer Clarify Gather	Questions Additional information	1
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Ask and answer questions in order to gather information or clarify what a speaker says.		What questions will help you gather additional information or clarify something that you did not understand?
<b>Essential Unit Vocabulary</b>		
Unknown, Listening, Information, Clarification/Clarify, Speaker, Text, Orally, Media, Speaking		
<b>Next step, create assessments and engaging learning experiences</b>		



## Unit Plan by Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	1st	
<b>Unit of Study</b>	Language/ Conventions of Standard English	
<b>Duration of Unit</b>	1st, 2nd, 3rd, 4th 9 weeks	
<p>Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. <b>(address “supporting” standards in daily lesson plans)</b></p>		
<p>ELAGSE1SL6-Produce complete sentences when appropriate to task and situation.</p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Produce	Complete sentences	1
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Use complete sentences when speaking and writing		Why is it appropriate to speak and write in complete sentences?
<b>Essential Unit Vocabulary</b>		
Speaking, Listening, Produce, Coherent Sentences, Complete, Sentence		
<b>Next step, create assessments and engaging learning experiences</b>		

## Unit Plan by Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	1st	
<b>Unit of Study</b>	Conjunctions, determiners, prepositions, complete sentences	
<b>Duration of Unit</b>	1st, 2nd, 3rd, 4th 9 weeks	
<p>Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. <b>(address “supporting” standards in daily lesson plans)</b></p>		
<p>ELAGSE1L1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print all upper- and lowercase letters.</p> <p>B. Use common, proper, and possessive nouns.</p> <p>C. Use singular and plural nouns with matching verbs in basic sentences.</p> <p>D. Use personal, possessive, and indefinite pronouns.</p> <p>E. Use verbs to convey a sense of past, present, and future.</p> <p>F. Use frequently occurring adjectives.</p> <p>G. Use frequently occurring conjunctions (e.g. and, but, or, so because)</p> <p>H. Use determiners (e.g. articles, demonstratives)</p> <p>I. Use frequently occurring prepositions (e.g. during, beyond, towards)</p> <p>J. Produce and expand complete simple and compound sentences in response to (declarative, interrogative, imperative, and exclamatory).</p> <p>K. Prints with appropriate spacing between words and sentences.</p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Demonstrate	Conventions of standard English	1,2
	Grammar	1
Use	Conjunctions	1
	Determiners	1
	Prepositions	1,2
Produce	Complete simple and compound	1,2
Expand	sentences	
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Conjunctions are words that joins or continues a sentence. Determiners are articles and demonstratives. Prepositions show orientation.		What are conjunctions, determiners, prepositions?
Compound sentences are more interesting to read. It brings ideas together.		Why do we use compound sentences?
<b>Essential Unit Vocabulary</b>		
Conjunctions, complete sentence, compound sentence, determiners, demonstrate, expand, prepositions, produce, simple sentence		
<b>Next step, create assessments and engaging learning experiences</b>		

## Unit Plan by Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	1st	
<b>Unit of Study</b>	Capitalization, Punctuation, and Spelling	
<b>Duration of Unit</b>	1st, 2nd, 3rd, 4th 9 weeks	
<p>Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. (<b>address “supporting” standards in daily lesson plans</b>)</p>		
<p>ELAGSE1L2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize dates and names of people.</p> <p>B. Use end punctuation for sentences.</p> <p>C. Use commas in dates and to separate single words in a series.</p> <p>D. Use conventional spelling for words with common spelling patterns for frequently occurring irregular words.</p> <p>E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
Demonstrate	Conventions	2
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Use appropriate end punctuation (period, question mark, exclamation point).</p> <p>Capitalize first word in a sentence and common proper nouns.</p> <p>Use commas in a series of items &amp; dates.</p> <p>Understand that there are common spelling patterns for words.</p> <p>Automatically record the sounds for all letters and letter patterns they hear long and short vowels.</p> <p>Apply knowledge of letter-sound correspondence to spell new words.</p>		<p>How do you know when to use a capital letter and the correct punctuation?</p> <p>How do you apply spelling patterns and phonics skills to sound out words when writing?</p>
<b>Essential Unit Vocabulary</b>		
Capitalization, Question, Mark, Dates, Names, Punctuation, End Punctuation, Period, Exclamation Point, Sentences, Commas, Series, Separate, Single Words, Pause, Spelling, Words, Irregular Words, Spelling Patterns, Phonetically, Conventions, Spelling		
<b>Next step, create assessments and engaging learning experiences</b>		

## Unit Plan by Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	First	
<b>Unit of Study</b>	Literacy	
<b>Duration of Unit</b>	1st and 2nd 9 weeks	
<p>Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. <b>(address “supporting” standards in daily lesson plans)</b></p>		
<p>ELAGSE1L4-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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase. 1</p> <p>c. Identify frequently occurring root words (e.g, look) and their inflectional forms (e.g., looks, looked, and looking)</p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Determine Clarify Read Choose	Meaning Unknown Multiple-meaning words Phrases Content Strategies	2
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Determine the meaning of unknown words, multiple-meaning words, and phrases		How can you determine the meaning of unknown words by using context clues?
<b>Essential Unit Vocabulary</b>		
Context clues, word meaning		
<b>Next step, create assessments and engaging learning experiences</b>		