

W.L. Morse Elementary School
Grade 1 English Language Arts
Trimester 3

	February 26- March 29	April 9- June 1	June 4- June 22
Unit	Informational Reading and Writing (persuade)	Informational Reading and Writing (Inform)	Reflection
Reading Skills	<ul style="list-style-type: none"> • Ask and answer questions to comprehend texts • Identify main idea and details • Stop, think and react to information • Build reading stamina • Identify cause and effect 	<ul style="list-style-type: none"> • Identify and discuss how text features help readers • Ask and answer questions on a topic • Research information • Confirm misconceptions and facts • Paraphrase information • Compare and contrast different texts on the same topic • Discuss how some sources are more reliable than others • Determine and find information in reliable sources • Participate in a close read of grade-level text • Discuss what they know about a topic, read an informational text and discuss what they learned 	<ul style="list-style-type: none"> • Reflect on his or her own reading • Think back and reflect on strategies learned across different genres that helped them become better readers • Identify what is difficult when reading • Set a plan for summer reading
Writing Skills	<ul style="list-style-type: none"> • Use facts and opinions to persuade others • Gather and record information as they research • Illustrate and label ideas • Include a title, topic sentence, 2 or more supporting facts and a closing • Put information in own words • Use capitalization, punctuation, spaces, spelling rules and writes legibly 	<ul style="list-style-type: none"> • Choose a topic of interest • Include facts and details from research and prior knowledge • Gather and incorporate information from multiple resources • Present categories with headings • Include labeled illustrations • Paraphrase information • Name the topic, supply some facts about the topic, and provide some sense of closure • Use capital letters, punctuation, spaces and write legibly • Publish an informational writing piece 	<ul style="list-style-type: none"> • Select a piece of writing they are most proud of • Discuss reasons why that piece was selected • Compare his/her writing and discuss areas for growth • Write opinions/memories about first grade • Use the narrative format to write memory pieces: 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
Academic Vocabulary	who, what, when, where, why, predictions, stamina, problem,	research, text features: table of contents, glossary, caption, headings, bold print, diagram, facts,	reflect, opinion, respond, memory, goal

	solution, fact, opinion, persuade, source, paraphrase, supporting, reason, convince	misconceptions, Venn diagram, paraphrase, main idea, sources, research, electronic menu, diagram, index, headings, label	
CCLS	RL 1.1, 1.9, 1.9a, 1.11 RI 1.1, 1.2, 1.5, 1.6, 1.7, 1.9 W 1.2, 1.7, 1.8, 1.11	RL.1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9 RI.1.1, 1.2, 1.3, 1.4 W1.2, 1.5, 1.6, 1.8	RL.1.1, 1.2, 1.5, 1.9, 1.9a, 1.10, 1.11 RI. 1.3, 1.7 W.1.1, 1.3, 1.6, 1.8