# Kutztown Area School District Curriculum (Unit Map)

## Grade 1 ELA

Last Updated June 2015 by Karen Austin and Claire Kempes

<table>
<thead>
<tr>
<th>Unit #</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Phonics - short vowels</td>
</tr>
<tr>
<td>2</td>
<td>Phonics - long vowels</td>
</tr>
<tr>
<td>3</td>
<td>Vowel diphthongs, r-controlled vowels &amp; word endings</td>
</tr>
<tr>
<td>4</td>
<td>Consonant digraphs, blends and silent consonants</td>
</tr>
<tr>
<td>5</td>
<td>Reading Strategies</td>
</tr>
<tr>
<td>6</td>
<td>Compound Words and Contractions</td>
</tr>
<tr>
<td>7</td>
<td>Sight Vocabulary</td>
</tr>
<tr>
<td>8</td>
<td>Fluency</td>
</tr>
<tr>
<td>9</td>
<td>Story Elements</td>
</tr>
<tr>
<td>10</td>
<td>Unit Fiction vs Nonfiction</td>
</tr>
<tr>
<td>11</td>
<td>Reading Comprehension: Strategies</td>
</tr>
<tr>
<td>12</td>
<td>Listening and Speaking</td>
</tr>
<tr>
<td>13</td>
<td>Writing: Types</td>
</tr>
<tr>
<td>14</td>
<td>Writing: Quality</td>
</tr>
</tbody>
</table>
## Stage 1 - Identify Desired Results

### Standards

**CC.1.1.1.C** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Count, pronounce, blend, and segment syllables in spoken and written words. Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words.

**CC.1.1.1.D** Know and apply grade-level phonics and word analysis skills in decoding words. Identify common consonant digraphs, final-e, and common vowel teams. Decode one- and two-syllable words with common patterns. Read grade-level words with inflectional endings. Read grade-appropriate irregularly spelled words.

### Big Ideas

1. Readers use decoding skills and reading strategies to analyze words.

### Essential Questions

- How do letter sounds, letter patterns, and word parts help me read words I do not know?
- What do I do when I come to a word I don't know?

### Content

- Phonics- short vowel sounds made by the letters a, e, i, o, and u.
- Decoding strategies- using the short vowel sounds to decode words

### Skills

- Identify beginning and middle short vowel phonemes in words
- Identify, manipulate and read short vowel onset and rime patterns (word families, phonograms)
- Use knowledge of short vowel sounds to decode words
### Stage 1 - Identify Desired Results

#### Standards

**CC.1.1.1.C** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Count, pronounce, blend, and segment syllables in spoken and written words. Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words.

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#### Big Ideas

- Readers use decoding skills and reading strategies to analyze words.

#### Essential Questions

- How do letter sounds, letter patterns, and word parts help me read words I do not know?
- What do I do when I come to a word I don't know?

#### Content

- Phonics- long vowel sounds made by the letters a, e, i, o, u and y.
- Magic e rule (ie- like)
- Vowel pair rules (ie- goat)
- Ending vowel rule (ie-go, why)
- Y at the end of the word (ie- sky, party)
- Decoding strategies- using the long vowel sounds to decode words

#### Skills

- Identify beginning, middle and ending long vowel phonemes in words
- Identify, manipulate and read long vowel patterns (word families, phonograms)
- Use knowledge of long vowel sounds/rules to decode words
## Stage 1 - Identify Desired Results

### Standards

**CC.1.1.1.C** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Count, pronounce, blend, and segment syllables in spoken and written words. Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words.

**CC.1.1.1.D** Know and apply grade-level phonics and word analysis skills in decoding words. Identify common consonant digraphs, final-e, and common vowel teams. Decode one- and two-syllable words with common patterns. Read grade-level words with inflectional endings. Read grade-appropriate irregularly spelled words.

### Big Ideas

- Readers use decoding skills and reading strategies to analyze words.

### Essential Questions

- How do letter sounds, letter patterns, and word parts help me read (words and text)? (I do not know?)
- What do I do when I come to a word I don't know?

### Content

- Phonics-sounds made by 2 vowels in a single syllable: -au, -aw, -ou, -ow, -oi, -oy, -ew, -oo, commonly called “whiners”
- Decoding strategies- using the vowel diphthongs to decode words
- R-controlled vowels –ar, -er, -ir, or, -ur
- Inflectional endings- -s, -es, ed, -ing, -er, -est, -ly
- Possessive nouns- ‘s

### Skills

- Identify, manipulate and read vowel diphthongs
- Use knowledge of vowel diphthongs to decode words
- Use knowledge of root words and inflectional endings to decode words
- Use knowledge of r-controlled vowels to decode words
## Stage 1 - Identify Desired Results

### Standards

**CC.1.1.1.C** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Count, pronounce, blend, and segment syllables in spoken and written words. Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words.

**CC.1.1.1.D** Know and apply grade-level phonics and word analysis skills in decoding words. Identify common consonant digraphs, final-e, and common vowel teams. Decode one- and two-syllable words with common patterns. Read grade-level words with inflectional endings. Read grade-appropriate irregularly spelled words.

### Big Ideas

- Readers use decoding skills and reading strategies to analyze words.

### Essential Questions

- How do letter sounds, letter patterns, and word parts help me read words I do not know?
- What do I do when I come to a word I don't know?

### Content

- Phonics-one sound made by 2 consonants (sh, ch, th, wh, ph)
- Two letters creating one sound because the first is silent (wr, kn)
- Two or three letters together forming a consonant blend (ie- gr, sp, str, cl)
- Decoding strategies- using the consonant digraphs to decode words

### Skills

- Identify, manipulate and read consonant digraphs, silent consonant combinations, and blends
- Use knowledge of consonant digraphs, silent consonant combinations, and blends to decode words
## Stage 1 - Identify Desired Results

### Standards

**CC.1.1.1.E** Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Big Ideas

- Readers use decoding skills and reading strategies to analyze words.

### Essential Questions

- What makes a book “just right” for me?
- What strategies do I use when I come to a word I don’t know?

### Content

- Reading strategies: picture clues, skip and return, reread, context clues, word chunks, sounding out, tracking, first letter (get your mouth ready), utilizing schema, make predictions from picture walks
- Five finger rule for choosing a just right book

### Skills

- Use reading strategies to read accurately
- Apply strategies to facilitate miscue corrections
- Use the five finger rule to choose a “just right” book
## Stage 1 - Identify Desired Results

### Standards

**CC.1.1.1.D** Know and apply grade-level phonics and word analysis skills in decoding words. Identify common consonant digraphs, final-e, and common vowel teams. Decode one- and two-syllable words with common patterns. Read grade-level words with inflectional endings. Read grade-appropriate irregularly spelled words.

<table>
<thead>
<tr>
<th>Big Ideas</th>
<th>Essential Questions</th>
</tr>
</thead>
</table>
| ● Readers use decoding skills and reading strategies to analyze words. | ● How do letter sounds, letter patterns, and word parts help me read words I do not know?  
● What do I do when I come to a word I don't know? |

### Content Skills

- A compound word is made when two words are joined to form a new word.  
- A contraction is a shortened form of two words, with the omitted letters replaced by an apostrophe

- Identify and read compound words
- Identify and read contractions
## Stage 1 - Identify Desired Results

### Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC.1.1.1.E</td>
<td>Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
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<tr>
<td>CC.1.3.1.I</td>
<td>Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.</td>
</tr>
</tbody>
</table>

### Big Ideas

- Successful readers develop a strong sight vocabulary.

### Essential Questions

- Why are sight words important to my reading?
- Why is it important to learn new words?
- How do word parts help me read?

### Content

- Dolch high frequency sight word list preprimer, primer, first grade, & second grade words
- Reading vocabulary from a variety of first grade resources (ie- Dolch noun list, basal stories, core books, etc.)
- Content area reading vocabulary (butterfly, solid, liquid, habitat, etc.)

### Skills

- Read sight words on the Dolch Pre-primer list with automaticity
- Use root words and word endings to identify word meanings (-s, -ing)
- Correctly use and interpret multiple meanings of words using context and prior knowledge
- Correctly use and interpret synonyms, antonyms, and homonyms
- Read and demonstrate understanding of math, science, and social studies key words in everyday text
- Read with 90% accuracy using grade-level text
## Stage 1 - Identify Desired Results

### Standards

**CC.1.1.1.E** Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CC.1.3.2.F** Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

### Big Ideas

<table>
<thead>
<tr>
<th>Big Ideas</th>
<th>Essential Questions</th>
</tr>
</thead>
</table>
| • Reading fluently enhances reading comprehension. | • How does reading fluently help me understand what I read?  
• What does reading fluently look and sound like? |

### Content

<table>
<thead>
<tr>
<th>Content</th>
<th>Skills</th>
</tr>
</thead>
</table>
| • Fluency in reading (read grade-level text orally with accuracy, appropriate rate, confidence and expression) | • Read smoothly and continuously, paying attention to punctuation and phrasing.  
• Reads in a relaxed/confident manner, self-correcting errors quickly.  
• Read with appropriate pitch/expression.  
• Focus on smoothness & pacing, accuracy, confidence and expression. |
### Stage 1 - Identify Desired Results

#### Standards

- **CC.1.3.1.C** Describe characters, settings, and major events in a story, using key details.
- **CC.1.3.1.D** Identify who is telling the story at various points in a text.
- **CC.1.3.1.G** Use illustrations and details in a story to describe characters, setting, or events.
- **CC.1.3.1.H** Compare and contrast the adventures and experiences of characters in stories.
- **CC.1.3.2.G** Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

#### Big Ideas

- Readers use a well-developed set of strategies to comprehend text.

#### Essential Questions

- How do I understand what I read?
- What comprehension strategies can I use to help me to understand what I read?
- How can story elements help me retell a story?

#### Content

- Story Elements: characters, setting, problem, solution (beginning, middle, end)
- Ability to understand the material that has been read

#### Skills

- Identify setting, characters, problem and solution
- Demonstrate understanding before, during, and after reading
- Use illustrations and context clues to make predictions about what will happen next
- Identify what characters are telling the story
- Distinguish between main characters and supporting characters
- Compare and contrast events from the story
- Compare and contrast characters from the story
## Unit #/Title
10/Unit Fiction vs. Nonfiction

### Stage 1 - Identify Desired Results

#### Standards

**CC.1.2.1.E** Use various text features and search tools to locate key facts or information in a text. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**CC.1.2.1.A** Identify the main idea and retell key details of text.

**CC.1.2.1.G** Use the illustrations and details in a text to describe its key ideas.

**CC.1.2.1.J** Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

**CC.1.2.1.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

**CC.1.3.1.E** Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.

**CC.1.3.1.J** Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

#### Big Ideas

- Readers choose from a variety of texts for various purposes.

#### Essential Questions

- What is the difference between fiction and nonfiction?

#### Content

- Text features: cover, table of contents, labels, headlines, bold words, captions, photos/illustrations
- Story elements: setting, characters, problem, solution, plot, character traits
- Nonfiction: informational/factual/real text
- Fiction: literary text describing imaginary events and people

#### Skills

- Distinguish between fiction and nonfiction
- Preview book cover, title page, photos, illustrations, and captions to aid comprehension
- Use captions, headings, bold words, table of contents, charts, and graphs to determine or clarify meaning
- Use character traits and story elements to interpret feelings and meaning of text
- Read both fiction and nonfiction texts
## Stage 1 - Identify Desired Results

### Standards

**CC.1.1.1.E** Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CC.1.2.1.A** Identify the main idea and retell key details of text.

**CC.1.2.1.B** Ask and answer questions about key details in a text.

**CC.1.2.1.C** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**CC.1.2.1.E** Use various text features and search tools to locate key facts or information in a text. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**CC.1.2.1.G** Use the illustrations and details in a text to describe its key ideas.

**CC.1.2.1.H** Identify the reasons an author gives to support points in a text.

**CC.1.2.1.I** Identify basic similarities in and differences between two texts on the same topic.

**CC.1.2.1.J** Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

**CC.1.2.1.K** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.

**CC.1.2.1.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

**CC.1.3.1.A** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**CC.1.3.1.B** Ask and answer questions about key details in a text.

**CC.1.3.1.C** Describe characters, settings, and major events in a story, using key details.

**CC.1.3.1.D** Identify who is telling the story at various points in a text.

**CC.1.3.2.D** Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**CC.1.3.1.F** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**CC.1.3.2.F** Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

**CC.1.3.2.G** Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

**CC.1.3.1.H** Compare and contrast the adventures and experiences of characters in stories.

**CC.1.3.2.H** Compare and contrast two or more versions of the same story by different authors or from different cultures.

**CC.1.3.1.I** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.

**CC.1.3.1.J** Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

**CC.1.3.1.K** Read and comprehend literature on grade level, reading independently and proficiently.

### Big Ideas

- Readers use a well-developed set of strategies to comprehend text.

### Essential Questions

- What makes a book “just right” for me?
- What strategies can I use to help me understand the text?
- How do those strategies help me understand what I read?
<table>
<thead>
<tr>
<th>Retelling</th>
<th>Retell events in sequential order</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparing &amp; contrasting</td>
<td>Recall details/facts</td>
</tr>
<tr>
<td>Author’s purpose</td>
<td>Compare and contrast events, characters and ideas</td>
</tr>
<tr>
<td>Text connections (text to self, text to text, text to world)</td>
<td>Determine the author’s purpose</td>
</tr>
<tr>
<td>Schema</td>
<td>Make connections from the text to themselves, other text, or their world</td>
</tr>
<tr>
<td>Literary discussions</td>
<td>Use background knowledge to understand or clarify.</td>
</tr>
<tr>
<td>Visualization</td>
<td>Engage in text conversations</td>
</tr>
<tr>
<td>Inference</td>
<td>Create mental images of text</td>
</tr>
<tr>
<td>Cause &amp; Effect</td>
<td>Determine simple cause and effect relationships</td>
</tr>
<tr>
<td>Main idea, details</td>
<td>Identify main idea and details of grade level text</td>
</tr>
<tr>
<td>Rereading to clarify</td>
<td>Use context clues to infer meaning and identify relationships</td>
</tr>
<tr>
<td>Context Clues</td>
<td>Reread to help understand</td>
</tr>
<tr>
<td>Questioning</td>
<td>Ask questions as reader before, during, and after reading</td>
</tr>
<tr>
<td>Predicting</td>
<td>Predict events in a story</td>
</tr>
</tbody>
</table>
### Stage 1 - Identify Desired Results

#### Standards

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC.1.5.1.A</td>
<td>Participate in collaborative conversations with peers and adults in small and larger groups.</td>
</tr>
<tr>
<td>CC.1.5.1.B</td>
<td>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</td>
</tr>
<tr>
<td>CC.1.5.1.C</td>
<td>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</td>
</tr>
<tr>
<td>CC.1.5.2.C</td>
<td>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</td>
</tr>
<tr>
<td>CC.1.5.1.D</td>
<td>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</td>
</tr>
<tr>
<td>CC.1.5.1.E</td>
<td>Produce complete sentences when appropriate to task and situation.</td>
</tr>
<tr>
<td>CC.1.5.1.F</td>
<td>Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.</td>
</tr>
<tr>
<td>CC.1.5.1.G</td>
<td>Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.</td>
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</tbody>
</table>

#### Big Ideas

- Effective listening and speaking is essential to quality communication.

#### Essential Questions

- Why are good listening skills/speaking skills important?
- How does a good listener/speaker look and sound?

#### Content

- Speaking vocabulary
- Listening and speaking skills (eye contact, appropriate volume and tone, clear pronunciation, engagement)

#### Skills

- Use content area vocabulary in everyday speaking
- Use appropriate active-listening and speaking skills in everyday communication
- Following oral, multi-step directions
- Speak using age appropriate grammar and sentence structure
- Maintain focused listening
- Distinguish between statements and questions
- Interpret expressions, gestures and body language cues
- Distinguish between fact and opinion when speaking and listening
- Take turns when participating in a conversation
- Demonstrate understanding by responding appropriately (participate and build on everyday conversations; respond to comments of others)
- Compare what was heard with prior knowledge and experience
- Actively listen to a read aloud story
- Speak in complete sentences with age appropriate pronunciation
- Ask and answer relevant questions
- Verbally share information, experiences, ideas and opinions
- Explain what was learned from various media (various technological devices, movies, print media)
## Stage 1 - Identify Desired Results

### Standards

**CC.1.4.1.A** Write informative/explanatory texts to examine a topic and convey ideas and information.

**CC.1.4.1.G** Write opinion pieces on familiar topics.

**CC.1.4.1.M** Write narratives to develop real or imagined experiences or events.

**CC.1.4.1.V** Participate in individual or shared research and writing projects.

### Big Ideas

| People can communicate a variety of ideas through many different forms. |
| How do I choose what to write about? |
| Why do authors write? |
| How does the writing process help me to write? |

### Essential Questions

| How do I choose what to write about? |
| Why do authors write? |
| How does the writing process help me to write? |

### Content

| Writing process (naming a topic, brainstorming [researching ideas], creating an organizer when relevant, composing a rough draft with facts or details and a sense of closure, editing and revising the piece with peer input, teacher conferencing, publishing) |
| Narrative - an account of connected events |
| Informative/Explanatory - facts learned about something/an explanation |
| Opinion - personal view or judgment |

### Skills

| Use the writing process to write narrative pieces using illustrations when relevant |
| Use the writing process to write opinion pieces using illustrations when relevant |
| Use the writing process to write explanatory/informative pieces using illustrations when relevant |
| Respond to a prompt, select from provided topics, or self-select topics |
### Stage 1 - Identify Desired Results

**Standards**

**Informative/Explanatory Pieces**
- **CC.1.4.1.B** Identify and write about one specific topic.
- **CC.1.4.1.C** Develop the topic with two or more facts.
- **CC.1.4.1.D** Group information and provide some sense of closure.
- **CC.1.4.1.E** Choose words and phrases for effect.
- **CC.1.4.1.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.

**Opinion Pieces**
- **CC.1.4.1.H** Form an opinion by choosing among given topics.
- **CC.1.4.1.I** Support the opinion with reasons related to the opinion.
- **CC.1.4.1.J** Support the opinion with reasons that include details connected to the opinion.
- **CC.1.4.1.K** Create an organizational structure that includes reasons and provides some sense of closure.
- **CC.1.4.1.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.

**Narrative Pieces**
- **CC.1.4.1.N** Establish who and what the narrative will be about.
- **CC.1.4.1.O** Include thoughts and feelings to describe experiences and events.
- **CC.1.4.1.P** Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.
- **CC.1.4.1.Q** Use a variety of words and phrases.
- **CC.1.4.1.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.

**All Writing Pieces**
- **CC.1.4.1.T** With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- **CC.1.4.1.U** With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.
- **CC.1.4.1.V** Participate in individual or shared research and writing projects.
- **CC.1.4.1.W** With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
- **CC.1.4.1.X** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Big Ideas

- Quality writing is essential to achieve effective written communication.

### Essential Questions
<table>
<thead>
<tr>
<th>Content</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Characteristics of quality writing including grade appropriate conventions of language such as accurate spelling, legible penmanship, correct capitalization and punctuation.</td>
<td>• Use accurate spelling of previously taught words</td>
</tr>
<tr>
<td>• Traits of focus: ideas and content, organization, conventions, publishing</td>
<td>• Use phonetic spelling when needed</td>
</tr>
<tr>
<td>• Traits of enrichment beyond 1st grade (see 6+1 writing traits rubric): word choice, sentence fluency, voice</td>
<td>• Write in legible Zaner-Bloser manuscript handwriting</td>
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<td></td>
<td>• Capitalize appropriate words and use the correct end marks</td>
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<td>• Write sentences using grade level appropriate structure and grammar</td>
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<td>• Write clear, focused, interesting ideas with appropriate detail</td>
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<td>• Write with strong order and structure, using an inviting intro and satisfying closure</td>
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<td>• Write with a strong control of conventions few and minor errors</td>
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<td>• Create illustrations in published piece to support the text</td>
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</tbody>
</table>