

Scope and Sequence: First Grade

Unit 1: Never Give Up! (8/25-10/09, 33 Days) Unit Focus Students will learn about people and characters that set goals and demonstrate perseverance. Students will gain experience answering text-dependent questions across a variety of literary styles. Through multiple re-readings of each text, students will be able to identify the obstacles characters face and how they persevere to achieve a goal. In evidence based writing, students will use sentence frames and class-developed anchor charts to write about examples of perseverance from the text.	Anchor Text <i>The Story of Jumping Mouse</i> by John Steptoe (500L, ARC)	Text Set <u>Literary Texts</u> <i>Amazing Grace</i> , Mary Hoffman (680L, ARC) <i>Stone Fox</i> , John Reynolds Gardiner (550L, ARC) <u>Informational Texts</u> <i>Salt in His Shoes</i> , Deloris Jordan (460L, ARC) <u>Nontraditional Texts</u> <i>Essay: Don't Give Up, Keep Trying</i> , Huyuh Nguyen (Lexile N/A, EBSCO)	Focus¹²³ Common Core State Standards
	Text Complexity Rationale This text was chosen as the anchor text because it has multiple layers of meaning and rich language. The theme of perseverance is heavily tied into this text and connects other texts in this unit.		Reading RL.1.1, RL.1.2, RL.1.7 RI.1.1, RI.1.2, RI.1.4, RI.1.5, RI.1.7
			Foundational Skills RF.1.1, RF.1.2 (a), RF.1.3 (b), RF.1.4 (a), (b)
			Writing W. 1.2, W.1.3, W.1.4, W.1.5, W.1.8
	Line of Inquiry How does perseverance help one to achieve goals?	Unit Vocabulary accomplish, commit, demonstrate, describe discourage, encourage, fiction, goal, identify motivation, perseverance, text	Speaking and Listening SL.1.1 (a), (b), SL.1.2, SL.1.6 Language L.1.1 (a), L.1.4
Summative Assessment Students will respond to the line of inquiry, and in their answer they will use evidence from at least two texts that were read.			

¹ Standards listed here will be the focus standards in this unit; however, other standards that naturally lend themselves to the selected texts will also be included in the learning plan(s).

² Bolded standards indicate that this is the first time the standard(s) has been introduced

³ RL.1, RI.10, RI.1, and RI.10 apply to every Unit.

Unit 2: Humans and The Animal World (10/14-12/12, 38.5 Days) Unit Focus Students will learn about animals and how their habitats contribute to their survival. Students will also study how humans have changed natural habitats. Students will use strategies such as: asking questions, determining main ideas and key details, and using context clues to determine meaning. In evidence based response writing, students will categorize habitats and human impact on them. Students will use details and illustrations to help their readers understand their writing.	Anchor Text <i>Bringing Back the Wolves</i> , Linda Booth Sweeney (810L, EBSCO)	Text Set <u>Literary Texts</u> <i>Dream Wolf</i> , Paul Goble (550L, ARC) <u>Informational Texts</u> <i>Africa’s Big Three</i> , Jonathan and Angela Scott (Lexile N/A, ARC) <i>Animals Need Homes</i> (760L, EBSCO) <i>Bringing Back the Wolves</i> , Linda Booth Sweeney (810L, EBSCO) <i>Wolves</i> , Gail Gibbons (670L, ARC) <u>Nontraditional Texts</u> Habitats video	Focus⁴⁵⁶ Common Core State Standards
	Text Complexity Rationale The text presents an outstanding example of the interdependency of all living things and will open students’ eyes to this idea. The concept of ‘keystone species’ is introduced and there are numerous references to animals with which children may be unfamiliar.		Reading RL.1.1, RL.1.2, RL.1.4 , RL.1.5 , RL.1.7 RI.1.1, RI.1.2, RI.1.3 , RI.1.4, RI.1.7
	Line of Inquiry: How do humans affect the survival of animals in their natural habitats?		Foundational Skills RF.1.2 (b), (c), (d), RF.1.3 (a), (g), RF.1.4 (c)
			Writing W 1.8
			Speaking and Listening SL.1.1 (c), SL.1.2, SL.1.3, SL.1.6
		Unit Vocabulary affect, benefit, contribute, environment, evidence, extinct, habitat, hinder, natural, reason, significant	Language L.1.1 (f), L.1.2 (a), (b), L.1.4, L.1.5
Summative Assessment Working in small groups, students will choose one of the two habitats studied (woodlands or African savanna,) and create a display that shows the effects humans have on the habitat. Each student will contribute a piece of art, and some writing to accompany his/her display.			

⁴ Standards listed here will be the focus standards in this unit; however, other standards that naturally lend themselves to the selected texts will also be included in the learning plan(s).

⁵ Bolded standards indicate that this is the first time the standard(s) has been introduced

⁶ RL.1, RL.10, RI.1, and RI.10 apply to every Unit.

Unit 3: Life Lessons (12/15-2/12, 32.5 Days) Unit Focus Students will learn life lessons about earning, saving, spending, and sharing money through both literary and informational texts. In reading, students will examine basic story elements and focus on describing parts of the story using key details from the text. They will also practice visualizing settings and characters, retelling, and determining the central message or lesson of the story. As students gain a deeper understanding of basic financial literacy topics, they will be able to apply what they have learned to evaluate whether a character’s financial decision was a “smart choice.”	Anchor Text <i>Those Shoes</i> , Maribeth Boelts (680L, ARC)	Text Set <u>Literary Texts</u> <i>A Chair for My Mother</i> , Vera Williams (640L, ARC) <i>Alexander Who Used to Be Rich Last Sunday</i> , Judith Viorst (570L, YouTube) “The Money Tree,” Christine Tricarico (EBSCO) <u>Informational Texts</u> <i>If You Made A Million</i> , David Schwartz (840L, YouTube/DCPL) “Money Matters,” Jill Lederman and Jennifer Marino (860L, EBSCO) “Why Is THIS Girl Bald?” <i>Scholastic Choices</i> (870L, EBSCO)	Focus⁷⁸⁹ Common Core State Standards
	Text Complexity Rationale This highly relatable and engaging text explores the themes of wants versus needs, poverty, and helping others. As students connect to characters like Jeremy and Antonio, they will be able to use the knowledge and vocabulary learned from other texts throughout the unit to uncover the multiple layers of meaning in this story and analyze the main character’s financial choices.		Reading RL.1.1, RL.1.2, RL.1.3 , RL.1.5, RL.1.7, RI.1.1, RI.1.2, RI.1.4, RI.1.5, RI.1.6, RI.1.7
	Line of Inquiry How does knowing about earning, saving, and spending money help you make smart choices?		Foundational Skills RF.1.4
			Writing W.1.1 , W.1.2, W.1.3, W.1.5, W.1.8
Summative Assessment Students will explain how knowing about earning, saving and spending money helps people make smart choices. They will use evidence from at least two texts read to support their answer.			Speaking and Listening SL.1.1, SL.1.2, SL.1.6
			Language L.1.1 (b), (c), L.1.2 (c), (d), L.1.4

⁷ Standards listed here will be the focus standards in this unit; however, other standards that naturally lend themselves to the selected texts will also be included in the learning plan(s).

⁸ Bolded standards indicate that this is the first time the standard(s) has been introduced

⁹ RL.1, RL.10, RI.1, and RI.10 apply to every Unit.

Unit 4: Taking Flight (2/17-4/10, 36.5 Days)	Anchor Text <i>Tar Beach</i> , Faith Ringgold (790L, ARC)	Text Set <u>Literary Texts</u> <i>First Flight</i> , George Shea (460L, ARC) <i>Jimmy Zangwow’s Out-of-This-World Moon Pie Adventure</i> , Tony DiTerlizzi (320L, ARC) <u>Informational Texts</u> <i>Planes</i> , Chris Oxlade (ARC) “The Power of Flight,” Jonathan Blum (680L, EBSCO) “Flight Secrets,” Sharon Swartz (Lexile N/A EBSCO) “To the Moon,” Scholastic News (860L, EBSCO)	Focus¹⁰¹¹¹² Common Core State Standards
	Text Complexity Rationale This text has multiple levels of complex meaning, including that flight is a metaphor for possibilities. The structure is also complex due to its shifts between fantasy and reality.		Reading RL.1.1, RL.1.2, RL.1.6, RL.1.9 RI.1.1, RI.1.2, RI.1.4, RI.1.6, RI.1.8, RI.1.9
	Line of Inquiry How has flight changed over time and what possibilities does it hold for the future?		Foundational Skills RF.1.4
			Writing W.1.1, W.1.2
		Speaking and Listening SL.1.1, SL.1.2, SL.1.4, SL.1.5, SL.1.6	Language L.1.1 (g),(i), (j), L.1.4
Summative Assessment Students will explain how flight has changed over time using information found in texts from this unit. Students may draw pictures to support their written responses.			

¹⁰ Standards listed here will be the focus standards in this unit; however, other standards that naturally lend themselves to the selected texts will also be included in the learning plan(s).

¹¹ Bolded standards indicate that this is the first time the standard(s) has been introduced

¹² RL.1, RL.10, RI.1, and RI.10 apply to every Unit.

Unit 5: American Contributions and Symbols (4/20-6/17, 40.5 Days) Unit Focus Students learn about the history of common American symbols and about Americans who have made significant contributions to our society. In reading, students will read parallel texts on these topics and then compare and contrast by making text-to-text connections. Students will continue to practice summarizing a text by naming the main idea and key details. In evidence-based response writing, students will write an opinion piece based on informational text.	Anchor Text <i>A Picnic in October</i> , by Eve Bunting (310L, ARC)	Text Set <u>Literary Texts</u> <i>Waiting for Miss Liberty</i> , Barbara D. Krasner 920L, EBSCO <u>Informational Texts</u> <i>Our American Flag</i> , Mary Firestone (ARC, 790L) <i>George Washington, Farmer, Soldier, President</i> , Pamela Hill Nettleton, (ARC590L) <i>The Bald Eagle</i> , Norman Pearl (ARC, 710L) <i>Benjamin Franklin, Writer, Inventor, Statesman</i> , Pamela Hill Nettleton (ARC, 640L) <i>A Picture Book Of Thomas Edison</i> , David A. Adler, (ARC, 700L) <u>Nontraditional Texts</u> US Symbols (Brain POPjr)	Focus¹³¹⁴¹⁵ Common Core State Standards Reading RL.1.1, RL.1.2, RL.1.4, RL.1.5, RL.1.6 RI.1.1, RI.1.2, RI.1.4, RI.1.6, RI.1.8 Foundational Skills RF.1.3 (c), (d), (e), (f) , RF.1.4 Writing W.1.1, W.1.5, W 1.8
	Text Complexity Rationale The text seems simple on the surface, but contains several layers of meaning conveyed through figurative language and rich vocabulary. This provides the foundation for the unit by solidifying the concept that things can have meaning and that meaning may be different for different people.		
	Line of Inquiry How do people and symbols represent America?	Unit Vocabulary adventures, biography, circumstances, contribution, experience, interpret, opinion, position, significance, support, symbolic	Speaking and Listening SL.1.1, SL.1.2, SL.1.4, SL.1.5, SL.1.6 Language L.1.1 (e) , L.1.4, L.1.6
	Summative Assessment Students will choose the symbol or person they believe best represents America and give three reasons why.		

¹³ Standards listed here will be the focus standards in this unit; however, other standards that naturally lend themselves to the selected texts will also be included in the learning plan(s).

¹⁴ Bolded standards indicate that this is the first time the standard(s) has been introduced

¹⁵ RL.1, RL.10, RI.1, and RI.10 apply to every Unit.