

**Gasconade County R-2 School District**  
**2017-18**

1st Grade ELA Curriculum

Month	Reading/Speaking and Listening/Writing	Key Vocabulary	ELA Links to New MLS	Science and Social Studies Big Ideas to use in ELA	Essential Questions
<p>August (The reading and writing and phonics in the Aug. and Sept. boxes will also be what's covered through Oct.)</p>	<p>R.1.A(reading skills in response to read alouds) R 3 Ba(fiction/nonfiction) 1.R.1.A.e (BME) 1.R.1.B.e.(context) 1.R.1.A.b(ask and respond to relevant questions) W.1.A -W.1.D prewrite, draft, revise/edit, publish/share 1.RF.3Ab ( identify short &amp;long vowels) 1.RF3.A.a (decode 1 syllable words c a t) R.1.B(understand VOCAB) RF3Aj (sight words) RF3Ak(decoding when reading) 1.R.1.A.f (comprehension/connections) 1.R.1.A.a (predicting) 1.R.1.B.f(sorting into categories) 1.R.1.B.i(expanding vocab in response to text) R1D (read independently/stamina) 1.RF.2.A.b(short vowels and long) 1.RF.2A.a (sounds and syllables) 1.RF.2.A.c (adding/changing phonemes) 1.RF.2.A.e (segmenting phonemes) 1.RF.3.A.a (decoding words) 1.RF.3.A.b(Short Vowels) 1.RF.3.A.j(sight words) 1.RF.3.A.k(decoding skills) RF4Aa(read appropriate text)</p>	<p><b>Reading Vocab</b> Fluent , Good fit/Just Right books, Stamina , Context ,Self Correct, Fiction/Nonfiction gather</p> <p><b>SS VOCAB Q1-4</b> community right responsibility kind cooperative peaceful resolution culture democracy economics goods servies map globe inquiry national holiday US symbol government</p> <p><b>SCIENCE VOCAB Q1-4</b> sun moon stars weather STEM herdity heritage</p> <p><b>Grammar Vocab</b> punctuation end mark exclamation point question mark</p>	<p><a href="#">Missouri Learning Standards</a></p>	<p>Community/ PBS</p> <p>Energy &amp; Temp.</p> <p>Social Studies Rights &amp; Responsibility Constitutional democracy Peaceful Resolutions Johnny Appleseed</p>	<p><b>Reading Questions</b> What are the school rules?</p> <p>Create (draw a diagram) a good place to read?</p> <p>Construct an inappropriate place to read?</p> <p>Explain readers workshop?</p> <p>Explain Writers workshop?</p> <p>Explain what a good fit book is?</p> <p>How do you fill your book bag/ box? (just right books/lookbook/different genres)</p>

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	<p>with fluency)  W.1.A -W.1.D  prewrite, draft, revise/edit,  publish/share  W.2.C Narrative  L.1.A. Grammar  L1B punctuation,  capitalization, spelling in  written text.  SL1A--SL4A  speaking and listening, rules,  build on conversations, follow  instructions, confirming  comprehension, speaking  clearly</p>	<p>nouns/naming words  Verbs/action words  preposition  adjectives  describe  modifiers  grammar  conventional sentences struction  conjunctions/joining words</p>			

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September	RF4Aa(read appropriate text with fluency) 1.R.1.C.a (connections) R.2.A(read,infer, analyze, draw conclusions) 1.RF.2A.a (sounds and syllables) 1.RF.2.A.b(short and long vowels) 1.R.2.A.a(characters, setting,problem.solution, sequence of events) 1.R.2.A.b(main idea) 1.R.2.A.c (sensory details) 1.R.2.A.d(use of recurring phrases) 1.R.2.A.e(actions of the main character) 1.R.2.A.f(who's telling the story) 1.R.2.A.f.g(compare and contrast experiences and adventures of characters) RF.1.A(Print awareness) 1.RF.1.A.a (sentence structure) 1.RF.1.A.b (distinguishing features of a sentence) RF3Aj (sight words) RF3Ak(decoding when reading) 1.RF.3.A.e	<p><b>Reading Vocab Q1</b>            Sequence of events, conclusion, character, problem, solutions,infer            Turn and talk</p> <p><b>Writing Vocab Q1</b>            sentence structure            period            exclamation point            question mark</p>	<a href="#">Missouri Learning Standards</a>		<p><b>Reading questions Q1-4</b>            Explain how to INFER?</p> <p>Use concepts of turn and talk to build on others talk in conversations by responding to the comments of others?</p> <p>Design a good place to read?</p> <p>Demonstrate turn and talk?</p> <p>Explain a story in sequence?</p> <p>Compare two characters in a story?</p> <p>Interpret the problem and solution in a story?</p> <p>Make observations by making pictures in your mind while listening to read aloud?</p> <p>What questions should I be asking in my mind while I'm reading/ listening to a read aloud.?</p> <p>Determine unfamiliar vocab by using context clues in a read aloud?</p> <p>Create a chart in your notebook with 3 nonfiction facts you learned from a nonfiction book?</p>

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September	(decode two syllable words) 1.RF.3.A.f (syllabication patterns) R.1.A(reading skills in response to read alouds) 1.R.1.A.a (predicting) 1.RF.2.A.e (segmenting phonemes) 1.R.1.A.b(ask and respond to relevant questions) 1.R.1.B.f(sorting into categories) 1.R.1.A.e (BME) 1.R.1.A.f (comprehension/connections) 1.R.1.A.f (comprehension/connections) 1.RF3.A.a (decode 1 syllable words c a t) R.1.B(understand VOCAB) 1.R.1.B.c (nouns/verbs) 1.R.1.B.i(expanding vocab in response to text) 1.R.1.Ca(text to text connections) R1D (read independently/stamina) R 3 Ba(fiction/nonfiction) RF.1A(Print Awareness/Sentence features) 1.RF.3Ab ( identify short & long vowels) W.1.A -W.1.D prewrite, draft, revise/edit, publish/share W.2.C Narrative L.1.A. Grammar L1B punctuation, capitalization, spelling in written text.				How do pictures add more meaning to the text?  Collect and Display books into Genre?  Tally how many connections you have to the read aloud on a post it. Then summarize one connection in your notebook/journal?  <b>Writing Questions Q1</b> Compare and contrast what writers and illustrators do to add meaning to the story?  Tally Sensory details you hear in a story and then create a graph, graphing them under the 5 senses?  Create a list of writing topics in your notebook?  Make and chart observations that distinguish an author's style and voice?  Revisit/revise your writing topics list in your notebooks/folder  Tally & graph the emotions in a story?  Assess your stories and pick one to publish?  Consider pictures and words to match your thinking while planning your story?  Apply concepts you've learned to make your story engaging for readers?

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	SL1A--SL4A speaking and listening, rules, build on conversations, follow instructions, confirming comprehension, speaking clearly				Apply appropriate grammar concepts & an editing checklist to edit my story?  Create a cover that's both inviting and appropriate for your published story?
October	1.RF.2.A.b(short & Long Vowels) RF3Aj (sight words) RF3Ak(decoding when reading) R.1.A(reading skills in response to read alouds) 1.RF.2.A.a (sounds and syllables) 1.RF.3Ab ( identify short &long vowels) 1.R.1.B.f(sorting into categories) 1.RF.3.A.e (decode two syllable words) 1.RF.3.A.f (syllabication patterns) 1.R.1.A.a (predicting) 1.R.1.A.b(ask and respond to relevant questions) RF4Aa(read appropriate text with fluency) 1.R.1.A.f (comprehension/connections) R.1.B(understand VOCAB) 1.R.1.B.i(expanding vocab in response to text) R1D (read independently/stamina) 1.R.1.A.e (BME) 1.R.2.A.a(characters,	<b>Reading Vocab Q1</b> Sequence of events, conclusion, character, problem, solutions,infer Turn and talk  <b>Writing Vocab Q1</b> sentence structure period exclamation point question mark	<a href="#">Missouri Learning Standards</a>	<b>Science &amp; SS</b>  <b>Science</b> sound  <b>SS</b> Communities past and present/stories of cultural events	How do I predict what will happen next in a story using pictures,what you've read so far and what you know?  Explain how you connect to a story?  Compare a poem to a story?  Reflect and connect on how far you've come as a writer?

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	setting, problem solution, sequence of events) 1.R.2.A.b(main idea) 1.R.2.A.c (sensory details) 1.R.2.A.d(use of recurring phrases) 1.R.2.A.e(actions of the main character) 1.R.2.A.f(who's telling the story) 1.R.2.A.f.g(compare and contrast experiences and adventures of characters) R 3 Ba(fiction/nonfiction) RF.1A(Print Awareness/Sentence features) 1.RF.2.A.e (segmenting phonemes) 1.RF3.A.a (decode 1 syllable words c a t) W.1.A -W.1.D prewrite, draft, revise/edit, publish/share W.2.C Narrative L.1.A. Grammar 1L1AF pronouns L1B punctuation, capitalization, spelling in written text. SL1A--SL4A speaking and listening, rules, build on conversations, follow instructions, confirming comprehension, speaking clearly				
November	RF4Aa(read appropriate text with fluency)	<b>Reading Vocab</b> fiction fantasy fiction	<a href="#">Missouri Learning Standards</a>	<b>Science &amp; SSQ2</b>  <b>Science</b>	<b>Reading Questions Q2</b> Collect and display books of different genre to engage readers?

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November	<p>1.RF.3Ab ( identify short &amp;long vowels)</p> <p>1.RF.3.A.c(blends)</p> <p>1.RF.3.A.d (digraphs)</p> <p>1.RF.3.A.e (decode two syllable words)</p> <p>1.RF.3.A.f (syllabication patterns)</p> <p>1.R.1.B.f(sorting into categories)</p> <p>1.RF.2A.a (sounds and syllables)</p> <p>1.RF.2.A.b(short vowels and long)</p> <p>1RF.2Ad (blending phonemes to form one or 2 syllable words)</p> <p>1.RF.2.A.e (segmenting phonemes)</p> <p>R.1.A(reading skills in response to read alouds)</p> <p>1.R.A.c(seeking key details/facts in a story)</p> <p>1.R.1.A.a (predicting)</p> <p>1.RF3.A.a (decode 1 syllable words c a t)</p> <p>1.R.1.A.b(ask and respond to</p>	<p>fable traditional tale central message predictable elements</p> <p><b>Writing Vocab</b> transition words storybook language Watermelon story Seed Story temporal word= (transition word) tradition rituals cohesive hook closure dialogue quotation marks sensory details</p>	<p><a href="#">Missouri Learning Standards</a></p>	<p>PS4C.1 build a device that uses sight and sound</p> <p><b>SS</b> 4a1 Economic-goods and services examples of scarcity</p>	<p>Make observations to predict the outcome identify the central message, and then retell a story once it's finished?</p> <p>Synthesize a wordless picture book and retell it?</p> <p>Create a list of transition words to use in a story (keep in your folder)?</p> <p>Compare and contrast The Three Little Pigs with the Three Little Dassies?</p> <p>Create a character trait chart on characters from fiction texts sight evidence before and after reading text to better understand the characters?</p> <p>Prove that you made a movie in your mind while listening to a read aloud (WITHOUT seeing the pictures) by retelling it using who where when and what?(Draw the who where when and what you pictured in your mind then compare &amp; contrast it to the actual illustrators)?</p> <p>Hypothesize questions about the text before during or after reading(post its or journal needed)?</p> <p>Infer the meanings of words and phrases using context, picture clues and personal schema? Modify your tone to show expression and characters voices, while also rereading when needed?</p> <p>Interpret key details from a fictional text?</p>



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November	<p>relevant questions)</p> <p>1.R.1.A.e (BME)</p> <p>1.R.1.A.f (comprehension /connections)</p> <p>R.1.B(understand VOCAB)</p> <p>1.R.1.B.i(expanding vocab in response to text)</p> <p>R1D (read independently/stamina)</p> <p>R.3.A (informational text features)</p> <p>RF.1A(Print Awareness/Sentence features)</p> <p>RF3Aj (sight words)</p> <p>RF3Ak(decoding when reading)</p> <p>W.1.A -W.1.D prewrite, draft, revise/edit, publish/share</p> <p>W.2.C Narrative</p> <p>L.1.A. Grammar</p> <p>1L1AF pronouns</p> <p>L1B punctuation, capitalization, spelling in written text.</p>		<p><a href="#">Missouri Learning Standards</a></p>		<p>Retell several stories throughout the unit initially by word of mouth building up to retelling them in written form?</p> <p>Interpret the author's purpose?</p> <p><b>Writing Questions Q2</b> Connect storytelling to the personal narratives they will read and write?</p> <p>Examine the components of many personal narratives?</p> <p>Connect the relationship between personal narratives &amp; autobiography as well as storytelling and personal experiences?</p> <p>Assess how author's use illustrations and descriptive details to recreate the special places where important events and memorable moments occurred(Make a list of places/memories special to you)?</p> <p>Assess how personal narratives can record important moments and special memories from the writer's home and family life?(Take a folder home to decorate with special pics to help jog your memory when writing)</p> <p>Create a list of familiar books, personal stories to generate writing topics?</p> <p>Develop an anchor chart to narrow topics down? (Watermelon story=six flags seed story = riding the screaming eagle)</p>

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November	SL1A--SL4A speaking and listening, rules, build on conversations, follow instructions, confirming comprehension, speaking clearly		<a href="#">Missouri Learning Standards</a>		<p>Compare and reflect on the things you could do at different ages or stages in your life?</p> <p>Create a list of traditions and ritual from family life?</p> <p>Analyze the stories you written so far and pick one to revise edit publish(sticky note your top three choices)? Analyze organization used in stories to model our own writing?</p> <p>Create a 3 page story with a BME good hook, and closing that ties everything together?</p> <p>Revisit and Revise your draft to decide where to add dialogue to create interest and bring out character voices?</p> <p>Revise by adding sensory details and concrete example to make writing more interesting and clearer to readers? Analyze your draft and put end punctuation where needed?</p> <p>Share your published piece with class and allow them to critique it?</p> <p>Design an about the author page to go with their story, include biographical details?</p> <p>Analyze/Self Reflect on how you've grown as an author?</p>
December	1.RF.3.A.e (decode two syllable words)  1.RF.3.A.f (syllabication)	fiction fantasy fiction fable	<a href="#">Missouri Learning Standards</a>	<b>Science and SSQ2</b>  <b>Science</b>	Retell several stories throughout the unit initially by word of mouth building up to retelling them in written form?

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December	<p>patterns)</p> <p>RF3Aj (sight words)</p> <p>RF3Ak(decoding when reading)</p> <p>R.1.A(reading skills in response to read alouds)</p> <p>1.RF.2A.a (sounds and syllables)</p> <p>RF4Aa(read appropriate text with fluency)</p> <p>1.R.1.A.a (predicting)</p> <p>1.R.1.A.b(ask and respond to relevant questions)</p> <p>1.RF.2.A.b(short vowels and long)</p> <p>1.R.1.A.e (BME)</p> <p>1.R.1.B.f(sorting into categories)</p> <p>1.RF3.A.a (decode 1 syllable words c a t)</p> <p>1.RF.3Ab ( identify short &amp;long vowels)</p> <p>1.RF.3.A.c(blends)</p> <p>1.RF.3.A.d (digraphs)</p>	<p>traditional tale</p> <p>central message</p> <p>predictable elements</p> <p><b>Writing Vocab</b></p> <p>transition words</p> <p>storybook language</p> <p>Watermelon story</p> <p>Seed Story</p> <p>temporal word= (transition word)</p> <p>tradition</p> <p>rituals</p> <p>cohesive</p> <p>hook</p> <p>closure</p> <p>dialogue</p> <p>quotation marks</p> <p>sensory details</p>	<p><a href="#">Missouri Learning Standards</a></p>	<p>LS3A.1 Heredity</p> <p><b>SS</b></p> <p>6a.16.D.1</p> <p>Cultural characteristics</p> <p>cultural heritage</p>	<p>Interpret the author's purpose?</p> <p><b>Writing Questions Q2</b></p> <p>Connect storytelling to the personal narratives they will read and write?</p> <p>Examine the components of many personal narratives?</p> <p>Connect the relationship between personal narratives &amp; autobiography as well as storytelling and personal experiences?</p> <p>Assess how author's use illustrations and descriptive details to recreate the special places where important events and memorable moments occurred(Make a list of places/memories special to you)?</p> <p>Assess how personal narratives can record important moments and special memories from the writer's home and family life?(Take a folder home to decorate with special pics to help jog your memory when writing)</p> <p>Create a list of familiar books, personal stories to generate writing topics?</p> <p>Develop an anchor chart to narrow</p>

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December	<p>1.R.1.A.f (comprehension/connections)</p> <p>R.1.B(understand VOCAB)</p> <p>1.R.1.B.i(expanding vocab in response to text)</p> <p>R1D (read independently/stamina)</p> <p>R.3.A (informational text features)</p> <p>R 3 Ba(fiction/nonfiction)</p> <p>RF.1A(Print Awareness/Sentence features)</p> <p>1.RF.3Ab ( identify short &amp;long vowels)</p> <p>1.RF.2.A.e (segmenting phonemes)</p> <p>1RF.2Ad (blending phonemes to form one or 2 syllable words)</p> <p>W.1.A -W.1.D prewrite, draft, revise/edit, publish/share</p> <p>W.2.C Narrative</p> <p>L.1.A. Grammar</p> <p>1L1AF pronouns</p> <p>L1B punctuation,</p>		<p><a href="#">Missouri Learning Standards</a></p>		<p>topics down? (Watermelon story=six flags seed story = riding the screaming eagle)</p> <p>Compare and reflect on the things you could do at different ages or stages in your life?</p> <p>Create a list of traditions and ritual from family life?</p> <p>Analyze the stories you written so far and pick one to revise edit publish(sticky note your top three choices)?</p> <p>Analyze organization used in stories to model our own writing?</p> <p>Create a 3 page story with a BME good hook, and closing that ties everything together?</p> <p>Revisit and Revise your draft to decide where to add dialogue to create interest and bring out character voices?</p> <p>Revise by adding sensory details and concrete example to make writing more interesting and clearer to readers?</p> <p>Analyze your draft and put end punctuation where needed?</p> <p>Share your published piece with class and allow them to critique it?</p>

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December	<p>capitalization, spelling in written text.</p> <p>1L1Bd commas in a series</p> <p>1L1Bg ABC order</p> <p>SL1A--SL4A speaking and listening, rules, build on conversations, follow instructions, confirming comprehension, speaking clearly</p>		<p><a href="#">Missouri Learning Standards</a></p>		<p>Design an about the author page to go with their story, include biographical details?</p> <p>Analyze/Self Reflect on how you've grown as an author?</p>

Month	Reading/Speaking and Listening/Writing	Key Vocabulary	ELA Links to New MLS	Science and Social Studies Big Ideas to use in ELA	Essential Questions
January	RF3Ak(decoding when reading) RF4Aa(read appropriate text with fluency) R.1.A(reading skills in response to read alouds) 1.RF.2.A.e (segmenting phonemes) 1RF.2Ad (blending phonemes to form one or 2 syllable words) 1.R.1.A.a (predicting) 1.RF.2.A.b(short vowels and long) 1.RF.3.A.e (decode two syllable words) 1.RF.3.A.f (syllabication patterns) 1.R.1.A.b(ask and respond to relevant questions) 1.R.1.A.e (BME) 1.R.1.A.e (BME) 1.R.1.A.f (comprehension/connections) R.1.B(understand VOCAB) 1.R.1.B.b	<b>Reading Vocab Q3</b> Nonfiction literary nonfiction biography label caption text features index glossary fix up strategies author's purpose table of contents content specific vocab. prior knowledge deeper understanding timeline  <b>Writing Vocab Q3</b> all about books texts that teach research Verbs(action words) Move by Steven Jenkins Fact Opinion prior knowledge visual aids hook lead editing process	<a href="#">Missouri Learning Standards</a>	<b>Science &amp; SS</b> <b>Science</b> LS1A.1 animals use external parts to survive  <b>SS</b> 5.A.1,B.1,C.1 Globes and maps, physical and human characteristic of community Martin Luther King JR.	<b>Reading Questions Q3</b> Classify books into Genres of nonfiction Literary nonfiction Biographies and nonfiction?  Can you find the text features in a nonfiction book? ( index, glossary,labels , captions,web links table of contents etc)  Explain how text features give you a better understanding of a nonfiction books?  Create a timeline of your life?  Explain and give and an example of a fix up strategy?  After a read aloud turn and talk to your partner to hypothesize the author's purpose?  Connect an item from the table of contents to the page it's located on?

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January	1.RF.3.A.c(blends) 1.RF.3.A.d (digraphs) (common root words, inflectional ending) 1.RF.3Ab ( identify short &long vowels) 1.R.1.B.f(sorting into categories) 1.R.1.B.h(locating words in a dictionary) 1.R.1.B.i(expanding vocab in response to text) R1D (read independently/stamina) 1.R.2.A.a(characters, setting,problem.solution, sequence of events) 1.R.2.A.b(main idea) 1.R.2.A.c (sensory details) 1.R.2.A.d(use of recurring phrases) 1.R.2.A.e(actions of the main character) 1.R.2.A.f(who’s telling the story) 1.R.2.A.f.g(compare and contrast experiences and adventures of characters) 1.R.2.A.a(characters, setting,problem.solution, sequence of events) 1.R.2.A.b(main idea) 1.R.2.A.c (sensory details) 1.R.2.A.d(use of recurring phrases) RF3.A.g (read irregularly spelled words) 1.R.2.A.e(actions of the main character) 1.R.2.A.f(who’s telling the		<a href="#">Missouri Learning Standards</a>		<p>Collect and display predictions and connections made before during and after reading the text?</p> <p>Create five questions about the mentor texts, using who, what, when, where , why , and how, to clarify understanding?</p> <p>After listening to the nonfiction mentor text develop a logical sequence for the the events in the life of the animal?</p> <p>Connect facts from the book to the facts you found from the additional resources included in the book to enhance your learning?</p> <p>Make observations by to explain if you’re becoming a more fluent reader?(get with a partner time yourself reading a just right passage and do this 3 times in a week to see if your time improves?</p>

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January	story) 1.R.2.A.f(compare and contrast experiences and adventures of characters) 1.R.2.A.a(characters, setting,problem.solution, sequence of events) 1.R.2.A.b(main idea) 1.R.2.A.c (sensory details) 1.R.2.A.d(use of recurring phrases) 1.R.2.A.e(actions of the main character) 1.R.2.A.f(who’s telling the story) 1.R.2.A.f(compare and contrast experiences and adventures of characters) 1.R.2.A.a(characters, setting,problem.solution, sequence of events) 1.R.2.A.b(main idea) 1.R.2.A.c (sensory details) 1.R.2.A.d(use of recurring phrases) 1.R.2.A.e(actions of the main character) 1.R.2.A.f(who’s telling the story) 1.R.2.A.f(compare and contrast experiences and adventures of characters) 1.R.2.A.a(characters, setting,problem.solution, sequence of events) 1.R.2.A.b(main idea) 1.R.2.A.c (sensory details) 1.R.2.A.d(use of recurring phrases)		<a href="#">Missouri Learning Standards</a>		*With assistance develop an awareness of media literacy by Distinguishing purposes of media and explaining techniques used in media  <b>Writing Questions for Q3</b>  Examine/explain why authors write texts that teach?  Compare and contrast all about books?  Identify several questions that will help with your research and find answers on a nonfiction topic?  Categorize facts and opinions?  Create a list of possible nonfiction writing topics that interest you that you have some prior knowledge of?  Design a KW minus the L chart about a topic you are interested and have prior knowledge in?



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January	1.R.2.A.e(actions of the main character) 1.R.2.A.f(who's telling the story) 1.R.2.A.f.g(compare and contrast experiences and adventures of characters) 1.R.2.A.a(characters, setting,problem.solution, sequence of events) 1.R.2.A.b(main idea) 1.R.2.A.c (sensory details) 1.R.2.A.d(use of recurring phrases) 1.R.2.A.e(actions of the main character) 1.R.2.A.f(who's telling the story) 1.R.2.A.f.g(compare and contrast experiences and adventures of characters) R.3.A (informational text features) 1.R.3.B(identify examples of sensory details) R.4.A (Digital and Media literacy) 1.RF.3.A.c(blends) 1.RF.3.A.d (digraphs) W.1.A -W.1.D prewrite, draft, revise/edit, publish/share W.2.A compose opinion writing W.2.B informative writing W.3.A Research process L.1.A. Grammar 1L1AF pronouns L1B punctuation,		<a href="#">Missouri Learning Standards</a>		<p>Create an all about book using details &amp; diagrams that meaningful and informative?</p> <p>Create a table of contents and plan the order in which they will present information in the all about books?</p> <p>Draw conclusions from other authors books/pictures/words, on the best way to present your all about book?</p> <p>Apply concepts to decide which visual aids and when and where to include them in their all about books?            Create a list of interesting hooks or leads for your story?</p> <p>Create a list of interesting endings for your book that engage the reader and wrap up your story?</p> <p>Use concepts of a revision check lists to make certain their pieces contain the basic feature used in</p>

Month	Reading/Speaking and Listening/Writing	Key Vocabulary	ELA Links to New MLS	Science and Social Studies Big Ideas to use in ELA	Essential Questions
	<p>capitalization, spelling in written text.            1L1Bd commas in a series            1L1Bg ABC order            SL1A--SL4A            speaking and listening, rules, build on conversations, follow instructions, confirming comprehension, speaking clearly            1.R.1.B.a(affixes in word meaning)            1.R.1.B.d (compound words)</p>				<p>nonfiction all about books?</p> <p>Critique your piece to make sure you punctuation/ conventions in the correct spots and that it helps readers read your story correctly?            Design a cover for your nonfiction all about book?</p> <p>Create a dedication, thank you, and an about the author page for your nonfiction all about book?</p> <p>Reflect and connect on the piece you just wrote to examine what you've learned about the genre and yourself as a writer?</p>
February	<p>RF3Ak(decoding when reading)</p> <p>R.1.A(reading skills in response to read alouds)</p> <p>1.R.1.A.a (predicting)</p> <p>1.RF.2.A.b(short vowels and long)</p>	<p><b>Reading Vocab Q3</b>            Nonfiction            literary nonfiction            biography            label            caption            text features            index            glossary            fix up strategies            author's purpose</p>	<p><a href="#">Missouri Learning Standards</a></p>	<p><b>Science and SS</b>  <b>Science</b>            ESS1A.1 &amp;A.2            presents and patterns of sun moon and stars</p> <p><b>SS</b>            3aC.1,7.A.1            Tools of social studies inquiry            contributions of people associated with national holidays</p>	<p><b>Reading Questions Q3</b>            Classify books into Genres of nonfiction            Literary nonfiction            Biographies and nonfiction?</p> <p>Can you find the text features in a nonfiction book?            ( index, glossary, labels , captions, web links table of contents etc)</p> <p>Explain how text features give you a better understanding of a nonfiction books?</p> <p>Create a timeline of your life?</p>

Month	Reading/Speaking and Listening/Writing	Key Vocabulary	ELA Links to New MLS	Science and Social Studies Big Ideas to use in ELA	Essential Questions
February	<p>1.RF.3.A.c(blends)</p> <p>1.RF.3.A.d (digraphs)</p> <p>1.RF.3.A.e (decode two syllable words)</p> <p>1.RF.3.A.f (syllabication patterns)</p> <p>RF4Aa(read appropriate text with fluency)</p> <p>1.R.1.A.b(ask and respond to relevant questions)</p> <p>1.RF.2.A.e (segmenting phonemes)</p> <p>1.R.1.A.e (BME)</p> <p>1RF.2Ad (blending phonemes to form one or 2 syllable words)</p> <p>R.1.B(understand VOCAB)</p> <p>R1D (read independently/stamina)</p> <p>1.R.1.A.f (comprehension/connections)</p> <p>RF3.A.g (read irregularly spelled words)</p> <p>1.R.1.A.b(ask and respond to</p>	<p>table of contents</p> <p>content specific vocab.</p> <p>prior knowledge</p> <p>deeper understanding</p> <p>timeline</p> <p><b>Writing Vocab</b></p> <p><b>Q3</b></p> <p>all about books</p> <p>texts that teach</p> <p>research</p> <p>Verbs(action words) Move by Steven Jenkins</p> <p>Fact</p> <p>Opinion</p> <p>prior knowledge</p> <p>visual aids</p> <p>hook</p> <p>lead</p> <p>editing process</p>	<p><a href="#">Missouri Learning Standards</a></p>		<p>Explain and give and an example of a fix up strategy?</p> <p>After a read aloud turn and talk to your partner to hypothesize the author's purpose?</p> <p>Connect an item from the table of contents to the page it's located on?</p> <p>Collect and display predictions and connections made before during and after reading the text?</p> <p>Create five questions about the mentor texts, using who, what, when, where , why , and how, to clarify understanding?</p> <p>After listening to the nonfiction mentor text develop a logical sequence for the the events in the life of the animal?</p> <p>Connect facts from the book to the facts you found from the additional resources included in the book to enhance your learning?</p> <p>Make observations by to explain if you're becoming a more fluent reader?(get with a partner time yourself reading a just right passage and do this 3 times in a week to see if your time improves?</p> <p>*With assistance develop an awareness of media literacy by Distinguishing purposes of media and explaining techniques used in media</p> <p><b>Writing Questions for Q3</b></p>

Month	Reading/Speaking and Listening/Writing	Key Vocabulary	ELA Links to New MLS	Science and Social Studies Big Ideas to use in ELA	Essential Questions
February	<p>relevant questions)</p> <p>RF3Ah (reading root words with inflectional endings)</p> <p>RF3Ai (contractions/compound words)</p> <p>1.R.1.B.f(sorting into categories)</p> <p>1.R.1.B.i(expanding vocab in response to text)</p> <p>1.R.2.A.a(characters, setting,problem.solution, sequence of events)</p> <p>1.R.2.A.b(main idea)</p> <p>1.R.2.A.c (sensory details)</p> <p>1.R.2.A.d(use of recurring phrases)</p> <p>1.R.2.A.e(actions of the main character)</p> <p>1.R.2.A.f(who's telling the story)</p> <p>1.R.2.A.f.g(compare and contrast experiences and adventures of characters)</p> <p>1.R.3.B(identify examples of sensory details)</p> <p>R.3.C (ask questions to clarify, main idea, connections)</p>		<p><a href="#">Missouri Learning Standards</a></p>		<p>Examine/explain why authors write texts that teach?</p> <p>Compare and contrast all about books?</p> <p>Identify several questions that will help with your research and find answers on a nonfiction topic?</p> <p>Categorize facts and opinions?</p> <p>Create a list of possible nonfiction writing topics that interest you that you have some prior knowledge of?</p> <p>Design a KW minus the L chart about a topic you are interested and have prior knowledge in?</p> <p>Create an all about book using details &amp; diagrams that meaningful and informative?</p> <p>Create a table of contents and plan the order in which they will present information in the all about books?</p> <p>Draw conclusions from other authors books/pictures/words, on the best way to present your all about book?</p> <p>Apply concepts to decide which visual aids and when and where to include them in their all about books? Create a list of interesting hooks or leads for your story?</p>

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February	<p>between individuals, reasons author gives to support points in a text, similarities and differences between texts of the same topic)</p> <p>W.1.A -W.1.D prewrite, draft, revise/edit, publish/share</p> <p>W.2.A compose opinion writing</p> <p>W.2.B informative writing</p> <p>W.3.A Research process</p> <p>L.1.A. Grammar</p> <p>1L1AF pronouns</p> <p>L1B punctuation, capitalization, spelling in written text.</p> <p>1L1Bd commas in a series</p> <p>1L1Bg ABC order</p> <p>SL1A--SL4A speaking and listening, rules, build on conversations, follow instructions, confirming comprehension, speaking clearly</p>		<p><a href="#">Missouri Learning Standards</a></p>		<p>Create a list of interesting endings for your book that engage the reader and wrap up your story?</p> <p>Use concepts of a revision check lists to make certain their pieces contain the basic feature used in nonfiction all about books?</p> <p>Critique your piece to make sure you punctuation/ conventions in the correct spots and that it helps readers read your story correctly? Design a cover for your nonfiction all about book?</p> <p>Create a dedication, thank you, and an about the author page for your nonfiction all about book?</p> <p>Reflect and connect on the piece you just wrote to examine what you've learned about the genre and yourself as a writer?</p>

Month	Reading/Speaking and Listening/Writing	Key Vocabulary	ELA Links to New MLS	Science and Social Studies Big Ideas to use in ELA	Essential Questions
<p>March Q4 Mid March</p>	<p>RF3Ak(decoding when reading)</p> <p>RF4Aa(read appropriate text with fluency)</p> <p>1.RF.3.A.c(blends)</p> <p>1.RF.3.A.d (digraphs)</p> <p>RF3.A.g (read irregularly spelled words)</p> <p>RF3Ah (reading root words with inflectional endings)</p> <p>RF3Ai (contractions/compound words)</p> <p>R.1.A(reading skills in response to read alouds)</p> <p>1.RF.2.A.e (segmenting phonemes)</p> <p>1.R.1.A.a (predicting)</p> <p>1RF.2Ad (blending phonemes to form one or 2 syllable words)</p> <p>1.R.1.A.b(ask and respond to relevant questions)</p> <p>R1D (read independently/ stamina)</p> <p>1.RF.2.A.b(short vowels and long)</p>	<p><b>Poetry Vocab</b></p> <p>poetry</p> <p>line breaks</p> <p>white space</p> <p>layout</p> <p>rhyme</p> <p>rhythm</p> <p>verses</p> <p>onomatopia</p> <p>alliteration</p> <p>repetition</p> <p>figurative language</p> <p>imagery</p> <p>fix up strategies</p> <p><b>Writing Vocab</b></p> <p>transition/temporal words</p> <p>realistic fiction</p> <p>fantasy fiction</p> <p>setting</p> <p>impact</p> <p>voice</p>	<p><a href="#">Missouri Learning Standards</a></p>	<p><b>Science and SS Q4</b></p> <p><b>Science</b></p> <p>ESS2D.1</p> <p>Weather</p> <p>SS</p> <p>1.F.1</p> <p>US symbols</p> <p>Statue of Liberty</p> <p>US capitol</p> <p>Bald Eagle</p> <p>Liberty Bell</p>	<p><b>SS Questions Q4</b></p> <p>Design a poster of your favorite US Symbol with a brief descriptions of what it is/does/represents?</p> <p><b>POETRY Questions Q4</b></p> <p>Compare and Contrast different unit poetry books?</p> <p>Classify different poem by the way they look?</p> <p>Compare free verse and rhyming poetry?</p> <p>Identify patterns in poetry?</p> <p>Discover an understanding of poems by differentiating between onomatopoeia, alliteration, repetition</p> <p>Make observations using sensory images and details to allow for a clear understanding of poetry and create a picture in our minds?</p> <p>Explore to find the big idea, mood, emotions in a poem?</p> <p>Connect with poetry by finding similarities between their life and the poem?</p> <p>Apply concepts of word choice and visualize how to take something ordinary and make it appear extraordinary?</p>

Month	Reading/Speaking and Listening/Writing	Key Vocabulary	ELA Links to New MLS	Science and Social Studies Big Ideas to use in ELA	Essential Questions
March	<p>1.R.1.A.d (retelling main ideas in sequence)</p> <p>1.R.1.A.e (BME)</p> <p>1.R.1.B.f(sorting into categories)</p> <p>R.1.B(understand VOCAB)</p> <p>1.R.1.B.g (shades of meaning in verbs and adj. ex. said, shouted, cried,yelled etc.)</p> <p>1.R.1.B.i(expanding vocab in response to text)</p> <p>1.R.2.A.a(characters, setting,problem.solution, sequence of events)</p> <p>1.R.2.A.b(main idea)</p> <p>1.R.2.A.c (sensory details)</p> <p>1.R.2.A.d(use of recurring phrases)</p> <p>1.R.2.A.e(actions of the main character)</p> <p>1.R.2.A.f(who's telling the story)</p> <p>1.R.2.A.f.g(compare and contrast experiences and adventures of characters)</p>		<p><a href="#">Missouri Learning Standards</a></p>		<p>Use fix up strategies, print features, and clues the poet provides for better understanding of your poem?</p> <p>Synthesize and draw conclusions to develop a deeper understanding of poetry</p> <p><b>Writing Questions Q4</b></p> <p>Explore realistic and fantasy fiction comparing and contrasting the features, structures, of each?</p> <p>Create a list of settings for a story and pick one to describe in detail that will have an impact on your reader?</p> <p>Develop characters for your story and give them emotions,qualities and characteristic of people we encounter in our daily lives?</p> <p>Invent Characters and possible problems they would encounter stretch the problem over several pages and end with a solution for the problem?</p> <p>Listen to a read aloud turn and talk to tell your partner what made that realistic fiction story funny. Tell your partner about a connection to that funny moment?</p> <p>Develop a character and keep it's look consistent across the story?</p> <p>Asses the stories you've created and choose one to take through the writing</p>

Month	Reading/Speaking and Listening/Writing	Key Vocabulary	ELA Links to New MLS	Science and Social Studies Big Ideas to use in ELA	Essential Questions
March	<p>1.R.3.B(identify examples of sensory details)</p> <p>R.3.C (ask questions to clarify, main idea, connections between individuals, reasons author gives to support points in a text, similarities and differences between texts of the same topic)</p> <p>1.RF.3.A.f (syllabication patterns)</p> <p>W.1.A -W.1.D prewrite, draft, revise/edit, publish/share</p> <p>W.2.A compose opinion writing</p> <p>W.2.B informative writing</p> <p>W.3.A Research process</p> <p>W.2.C Narrative</p> <p>L.1.A. Grammar</p> <p>1.L1Ab adj. &amp; adverbs in sentences.</p> <p>1L1Ae prepositions</p> <p>1L1AF pronouns</p> <p>L1B punctuation,</p>		<p><a href="#">Missouri Learning Standards</a></p>		<p>process</p> <p>Begin your story by addressing the four Ws (where who when what)</p> <p>Revise and add to list of temporal words in their notebooks</p> <p>Revise their closings in their writer's notebooks and choose one that wrap up their stories</p> <p>Create a list of vivid verbs and adj. to describe a character's feeling and actions?</p> <p>Apply dialogue in stories to add life and realism to their characters?</p> <p>Create a characters that have "voice" Assess your work and make sure you have sured correct capitalization and punctuation?</p> <p>Assess their piece by using an editing checklist?</p> <p>Design a cover for your published story?</p> <p>Analyze your piece and see how far you've grown as a writer?</p>



Month	Reading/Speaking and Listening/Writing	Key Vocabulary	ELA Links to New MLS	Science and Social Studies Big Ideas to use in ELA	Essential Questions
March	<p>capitalization, spelling in written text.</p> <p>1L1Bd commas in a series</p> <p>1L1Bg ABC order</p> <p>SL1A--SL4A speaking and listening, rules, build on conversations, follow instructions, confirming comprehension, speaking clearly</p>		<p><a href="#">Missouri Learning Standards</a></p>		
April	<p>RF4Aa(read appropriate text with fluency)</p> <p>R.1.A(reading skills in response to read alouds)</p> <p>1.RF.3.A.c(blends)</p> <p>1.RF.3.A.d (diagraphs)</p> <p>1.RF.3.A.f (syllabication)</p>	<p><b>VOCAB BOOK REVIEWS</b></p> <p>book review</p> <p>quality</p> <p>characteristic</p> <p>summary</p>	<p><a href="#">Missouri Learning Standards</a></p>	<p>Science and SS</p> <p>Science ETSA.1,B.1,C.1</p> <p>STEM activities</p> <p>SS</p> <p>2.D.1</p> <p>Roles and responsibilities of government (judge, mayor, city council, police) in</p>	<p><b>Writing</b></p> <p><b>Book Review Questions Q4</b></p> <p>Identify and discuss different books you like to read?</p> <p>Explain what a book review is</p> <p>Show that the summary is the short way</p>

Month	Reading/Speaking and Listening/Writing	Key Vocabulary	ELA Links to New MLS	Science and Social Studies Big Ideas to use in ELA	Essential Questions
April	<p>patterns)  RF3Ah (reading root words with inflectional endings)  RF3Ai (contractions/compound words)  1.R.1.A.a (predicting)  1.R.1.A.b(ask and respon to relevant questions)  RF3.A.g (read irregularly spelled words)  1.R.1.A.e (BME)  R.1.B(understand VOCAB)  1.R.1.A.f (comprehension/connections)  1.R.1.B.f(sorting into categories)  R1D (read independently/stamina)  1.RF.2.A.b(short vowels and long)  1.R.1.B.i(expanding vocab in response to text)  1.R.2.A.a(characters, setting,problem.solution, sequence of events)  1.R.2.A.b(main idea)  1.R.2.A.c (sensory details)  1.R.2.A.d(use of recurring phrases)  1.R.2.A.e(actions of the main character)  1.R.2.A.f(who’s telling the story)  1.R.2.A.f.g(compare and contrast experiences and adventures of characters)  1.R.2.B.(poetry)  1.R.2.C(Drama ex. Reader theatre)</p>	<p><b>Poetry Vocab</b>  poetry  line breaks  white space  layout  rhyme  rhythm  verses  onomatopia  alliteration  repetition  figurative language  imagery  fix up strategies</p> <p><b>Writing Vocab</b>  transition/temporal words  realistic fiction  fantasy fiction  setting  impact  voice</p>	<p><a href="#">Missouri Learning Standards</a></p>	<p>community</p>	<p>of telling the most important parts of a the book?</p> <p>Work with a partner to create lists of books they know well and like a lot to use when writing book reviews?</p> <p>See the list of favorite books you made and distinguish between them to review the most memorable?</p> <p>Analyze the recommendation sections of sample book reviews to identify how writers think about their audience,their message, and a clear recommendation that promotes the book</p> <p>Analyze and discuss the opinion part of a book review to get themselves ready to plan and write this section of their own reviews?</p> <p>Analyze their reviews to make sure they included all the necessary components of a book review</p> <p>Apply conventions to their book reviews</p>

Month	Reading/Speaking and Listening/Writing	Key Vocabulary	ELA Links to New MLS	Science and Social Studies Big Ideas to use in ELA	Essential Questions
April	<p>1.R.3.B(identify examples of sensory details)</p> <p>R.3.C (ask questions to clarify, main idea, connections between individuals, reasons author gives to support points in a text, similarities and differences between texts of the same topic)</p> <p>R.3.C (ask questions to clarify, main idea, connections between individuals, reasons author gives to support points in a text, similarities and differences between texts of the same topic)</p> <p>R.3.C (ask questions to clarify, main idea, connections between individuals, reasons author gives to support points in a text, similarities and differences between texts of the same topic)</p> <p>RF3Ak(decoding when reading)</p> <p>W.1.A -W.1.D prewrite, draft, revise/edit, publish/share</p> <p>L.1.A. Grammar</p> <p>W.2.C Narrative</p> <p>1.L1Ab adj. &amp; adverbs in sentences.</p> <p>1L1Ae prepositions</p> <p>1L1AF pronouns</p> <p>L1B punctuation, capitalization, spelling in written text.</p> <p>SL1A--SL4A speaking and listening, rules,</p>		<p><a href="#">Missouri Learning Standards</a></p>		

Month	Reading/Speaking and Listening/Writing	Key Vocabulary	ELA Links to New MLS	Science and Social Studies Big Ideas to use in ELA	Essential Questions
April	build on conversations, follow instructions, confirming comprehension, speaking clearly		<a href="#">Missouri Learning Standards</a>		
May	RF3Ak(decoding when reading) R.1.A(reading skills in response to read alouds) RF4Aa(read appropriate text with fluency) 1.R.1.A.a (predicting) 1.R.1.A.b(ask and respond to relevant questions) RF3.A.g (read irregularly spelled words) 1.R.1.A.e (BME) 1.R.1.A.f (comprehension/connections) R.1.B(understand VOCAB) 1.R.1.B.f(sorting into categories) 1.R.1.B.i(expanding vocab in response to text) R1D (read independently/stamina) 1.RF.2.A.b(short vowels and long) 1.RF.3.A.f (syllabication patterns) 1.R.2.A.a(characters, setting,problem.solution, sequence of events) 1.R.2.A.b(main idea) 1.R.2.A.c (sensory details) 1.R.2.A.d(use of recurring phrases) 1.R.2.A.e(actions of the main character) 1.R.2.A.f(who's telling the	<b>Poetry Vocab</b> poetry line breaks white space layout rhyme rhythm verses onomatopia alliteration repetition figurative language imagery fix up strategies  <b>Writing Vocab</b> transition/temporal words realistic fiction fantasy fiction setting impact voice	<a href="#">Missouri Learning Standards</a>		<b>Book Review Questions Q4</b>  Identify and discuss different books you like to read?  Explain what a book review is Show that the summary is the short way of telling the most important parts of a the book?  Work with a partner to create lists of books they know well and like a lot to use when writing book reviews?  See the list of favorite books you made and distinguish between them to review the most memorable?  Analyze the recommendation sections of sample book reviews to identify how writers think about their audience,their message, and a clear recommendation that promotes the book  Analyze and discuss the opinion part of a book review to get themselves ready to plan and write this section of their own reviews?

Month	Reading/Speaking and Listening/Writing	Key Vocabulary	ELA Links to New MLS	Science and Social Studies Big Ideas to use in ELA	Essential Questions
	story) 1.R.2.A.f.g(compare and contrast experiences and adventures of characters) 1.R.3.B(identify examples of sensory details)				Analyze their reviews to make sure they included all the necessary components of a book review  Apply conventions to their book reviews
May	1.R.3.C (ask questions to clarify, main idea, connections between individuals, reasons author gives to support points in a text, similarities and differences between texts of the same topic) 1.RF.3.A.c(blends) 1.RF.3.A.d (digraphs) W.1.A -W.1.D prewrite, draft, revise/edit, publish/share W.2.C Narrative L.1.A. Grammar 1.L1Ab adj. & adverbs in sentences. 1L1Ae prepositions 1L1AF pronouns L1B punctuation, capitalization, spelling in written text. SL1A--SL4A speaking and listening, rules, build on conversations, follow instructions, confirming comprehension, speaking clearly		<a href="#">Missouri Learning Standards</a>		