

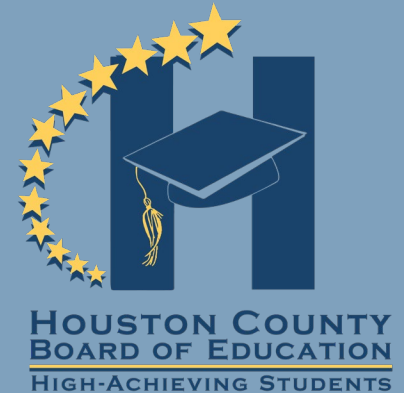
1st Grade

English Language Arts

Key Instructional Activities

- Describing characters, settings, and major events in a story, using key details
- Comparing and contrasting the experiences of different characters
- Participating in shared research and writing projects (e.g., exploring a number of “how-to” books and using them to write a sequence of instructions)
- Using phonics (matching letters and sounds) and word analysis skills to figure out unfamiliar words when reading and writing
- Writing about a topic, supplying some facts, and providing some sense of opening and closing
- Describing people, places, things, and events with relevant details, expressing ideas and feelings clearly and with complete sentences
- Identifying the reasons an author gives to support a point
- Identifying the correct meaning for a word with multiple meanings, based on the sentence or paragraph in which the word is used (e.g., deciding whether the word bat means a flying mammal or a club used in baseball)
- Writing about a topic, supplying some facts, and providing some sense of opening and closing
- Explaining differences between texts that tell stories and texts that provide information
- Producing and expanding complete simple and compound statements, questions, commands, and exclamations
- Reading stories and showing they understand the lesson or moral of the story
- Asking and answering questions about a story, including characters, settings, and major events

In 1st grade, your student will become a more independent reader and writer. Your student will continue to learn and practice rules for recognizing the sounds that make up words and be able to sound out more complex words. Such foundational skills are necessary and important components of developing proficient readers with the capacity to comprehend a wide range of materials.



By the end of 1st grade, all students are expected to:

- *Demonstrate understanding of spoken words, symbols, and sounds;*
- *Apply grade-appropriate phonics, language, and word analysis skills in writing and reading;*
- *Self-select books, self-monitor to correct errors when reading and writing, and talk with and listen to peers about one’s reading and writing to become lifelong readers and writers; and*
- *Use reading and writing to communicate through listening, speaking, and viewing.*

Helping Your Student in 1st Grade ELA

Learning does not end in the classroom. Students need help and support at home to succeed in their studies. Try to create a quiet place for your student to study, and carve out time every day when your student can concentrate on reading and writing uninterrupted by friends, brothers or sisters, or other distractions. Sit down with your student at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your student is working on, and it will help you be the first to know if your student needs help with specific topics. By taking these small steps, you will be helping your student become successful both in and outside the classroom.

- Read, read, read! The amount your student reads independently is directly connected to his or her success in school.
- Visit a library or bookstore together and ask the librarian or bookseller to recommend young adult books. To find popular young adult books for your student to read, visit <https://tinyurl.com/y3rjcelh>.
- Act out stories together from books, television, or your child's imagination.
- Pick a "word of the day" each day starting with a different letter. Have your child write the word and look for other things beginning with the same letter.
- Start a family book club. Let different members of the family pick the book. This could be a good way to enjoy quality family time while experiencing the joy of reading together!
- Encourage your child to find a picture from a newspaper or magazine, cut it out, paste it on paper, and write a story about it.
- It is also helpful when your child sees other people reading at home. You could share what you have read.
- Visit museums, zoos, theaters, historical sites, aquariums, and other educational places to help increase your student's exposure to new knowledge and vocabulary.
- Use technology to help build your student's interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.



1st Grade ELA System Pacing Overview



This guide provides an overview of what your student will learn in his or her 1st Grade English Language Arts course. It focuses on the key skills your student will learn, which will build a strong foundation for success in the other subjects studied throughout elementary school. This guide is based on the state-adopted Georgia Standards of Excellence.

August - September

Class Management Lessons & Characters

Small Moments: Writing with Focus, Detail, and Dialogue

Performance Goals: To use reading strategies before, during and after reading along with using all we learned about how stories go to write stories from their lives.

The students learn how to navigate their reading life. Students are taught how to choose, take care of, and discuss books from the classroom library. Lessons focus on identifying characters and their feelings based on what they say and do in the text and illustrations.

This unit supports students' knowledge of the writing process as they plan, draft, revise, and edit small moment stories from their lives. Children also learn how to study a mentor text to discover craft moves and techniques they can try out in their own writing. This unit both positions students to practice telling stories in sequence and provides an opportunity to build community at the beginning of the school year.

<p>Georgia Standards of Excellence:</p> <ul style="list-style-type: none"> • Participate in collaborative discussions with diverse partners about grade 1 topics and texts in small and larger groups. • Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. • Ask and answer questions about key details in a text. • Retell stories, including key details, and demonstrate understanding of their central message or lesson. • Identify who is telling the story at various points in the text. • Use illustrations and details in a story to describe its characters, setting, or events. • Identify the main topic and retell key details of a text. • Use illustrations and details in a text to describe its key ideas. • Build on others' talk in conversations by responding to the comments of others through multiple exchanges. • Describe characters, settings, and major events in a story, using key details. 	<ul style="list-style-type: none"> • 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. • With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
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September - October

Fiction and Nonfiction Books: Learning About, Reading, & Discussing	Writing How-To Books
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Performance Goals: To use all they know about reading and solving words to read books and write books that teach others how-to do something.

<p>Students learn to compare and contrast between fiction and nonfiction texts and learn how to talk about books with others. Skills and strategies are taught so students can practice “what would look right, sound right, and make sense” as they are reading.</p>	<p>This unit on writing how-to books gives students an opportunity to teach about areas of personal expertise through writing procedural texts, teaching others about things they know to do well. Students will learn write in such a way that readers can read the text and follow the directions.</p>
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<p>Georgia Standards of Excellence:</p> <ul style="list-style-type: none"> • Explain major differences between texts that tell stories and texts that give information. • Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. • Follow-agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • Read with sufficient accuracy and fluency to support comprehension. 	<ul style="list-style-type: none"> • Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
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October – November

Understanding Plot, Characters, and Word Solving Strategies	Nonfiction Chapter Books
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Performance Goals: To read nonfiction text and write nonfiction books that teach others about a topic.

<p>Character studies go deeper so students can make predictions about what will happen next. An author study will allow students to compare characters across multiple texts in a set. Students will begin to notice that a plot has a problem and a solution. While reading, students will practice using their finger to take apart words and will look for parts of words that can help them.</p>	<p>In this unit, students will teach others all they know about topics by writing many information books, revising them repeatedly and with independence. Students will learn to use a teaching voice and write a lot, so that each page teaches new and interesting information. Students will learn new ways to elaborate, to tell more, by studying mentor texts.</p>
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<p>Georgia Standards of Excellence:</p> <ul style="list-style-type: none"> • Describe characters, settings, and major events in a story, using key details. • Use illustrations and details in a story to describe its characters, setting, or events. • Compare and contrast the adventures and experiences of characters in stories. • Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • Know and apply grade-level phonics and word analysis skills in decoding words. • Decode regularly spelled one-syllable words. • Isolate and pronounce initial, medial vowel, and final sounds (phonemes), including consonant blends. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<ul style="list-style-type: none"> • Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. • Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
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December - January	
Fluency Work & Nonfiction Texts	Writing Reviews
<p>Performance Goals: To read and understand about characters in books and writing reviews to give their opinion.</p>	
<p>Students practice fluent reading while paying close attention to the punctuation that is used in texts. A deeper dive into nonfiction texts will show students the characteristics of nonfiction books and that authors write information about a topic they know a lot about. Students will practice learning about different topics as they read nonfiction books and record information in a readers' notebook.</p>	<p>This unit of study in opinion writing, Writing Reviews, aims to show children that they can use writing to express their thinking and to get others to follow that line of thinking. Students learn how to be both thoughtful and persuasive through writing about collections, readers of places and things, and book reviews.</p>
<p>Georgia Standards of Excellence:</p> <ul style="list-style-type: none"> • Explain major difference between texts that tell stories and texts that give information. • Ask and answer questions about key details in a text. • Identify the main topic and retell key details of a text. • Retell stories, including key details, and demonstrate understanding of their central message or lesson. • Use illustrations and details in a text to describe its key ideas. • Identify the reasons an author gives to support points in a text. • Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). • Read with sufficient accuracy and fluency to support comprehension. 	<ul style="list-style-type: none"> • 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. • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

January - February	
Giving Book Talks and Sharing Opinions	Poetry and Songs
<p>Performance Goals: To use all they know to read and understand text and write poems and songs about objects/topics of interest.</p>	
<p>Students learn to give a good book talk by getting their classmates interested in a book. They share their opinion with their peers about the authors and illustrators as well as characters they love.</p>	<p>In this unit children write a variety of poems and songs about objects, topics, and experiences they know a lot about. The unit is designed to expose first graders to the beauty of language; students experiment and play with language by writing, singing, chanting. This unit also provides opportunity for students to produce a significant volume of writing.</p>
<p>Georgia Standards of Excellence:</p> <ul style="list-style-type: none"> • Use illustrations and details in a story to describe its characters, setting, or events. • Ask and answer questions about key details in a text. • Describe characters, settings, and major events in a story, using key details. 	<ul style="list-style-type: none"> • With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. • Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

<ul style="list-style-type: none"> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Follow agreed upon rules for discussions. Ask questions to clear up any confusion about the topics and texts under discussion. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 	<ul style="list-style-type: none"> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
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February – March

Studying Print and Author’s Message	From Scenes to Series: Writing Fiction
Performance Goals: To read with a deeper understanding of characters and write fiction stories about characters.	
Students learn about the playful language writers use including rhyming words, sound words, nonsense words, and alliteration. They will look closely at print to notice punctuation, speech bubbles, thought bubbles, and rhythmic language. Authors often write books to get us to think about or do something while including a message in the story.	In this unit, students will create pretend characters and take those characters on many adventures by writing many books. Students will draw on everything they know about narrative writing and learn essentials about writing fictional narratives.
<ul style="list-style-type: none"> Ask and answer questions about key details in a text. Retell stories, including key details, and demonstrate understanding of their central message or lesson. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Identify who is telling the story at various points in the text. Read with sufficient accuracy and fluency to support comprehension. Read on-level text with accuracy, appropriate rate, and expression on successive readings. Use illustrations and details in a story to describe its characters, setting, or events. Describe characters, settings, major events in a story, using key details. Identify the main topic and retell key details of a text. Use illustrations and details in a text to describe its key ideas. Identify reasons an author gives to support points in a text. 	<ul style="list-style-type: none"> 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. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

March - May

Fiction and Nonfiction Features, and a Focus on Characters and Setting	Writing Like Scientists OR Independent Writing Projects
Performance Goals: To read and compare nonfiction books and write in genres of choice.	
Students will dive into a world of folktales with a focus on good and bad characters. They look closer at illustrations and text to identify the setting and look at word choice. Authors write nonfiction texts by grouping information together, writing in the order it happens, and sometimes telling information like a story. Students learn to discriminate between fiction and nonfiction texts.	Writing like Scientists launches students to use what they know about the scientific process to write lab reports. OR Independent writing projects exposures students to many different genres of writing while students cycle through writing in genres they choose.
<p>Georgia Standards of Excellence:</p> <ul style="list-style-type: none"> Explain major differences between texts that tell stories and texts that give information. Distinguish between information provided by pictures or other illustrations and information provided by words in a text. Use illustrations and details in a text to describe its key ideas, characters, settings, or events. Describe the connection between two individuals, events, ideas, or pieces of information in a text. Know and use various text features to locate key facts or information in a text. 	<ul style="list-style-type: none"> 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. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 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.

- Identify the reasons an author gives to support points in a text.
- Identify basic similarities in and differences between two texts on the same topic.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.