Sedalia School District #200

Level: Elementary   **Subject Area:** ELA   **Unit/Grade:** Unit 1---1st grade

Essential Question:
- How do story elements help a reader retell a story?

Pacing/ Calendar	Priority Standards	Target Skills	Target Strategies	Phonics	Red Words	Writing
Week 1 Sept. 9-13	**1.R.2.A.a**- Read, infer, analyze, and draw conclusions to describe characters, setting, problem, solution, and events in logical sequence	**Main Idea** Genre: Informational Text	Summarize	Lesson 1-1 to 1-3 plus /a/ and /o/	a, I, the	**Narrative** **1.W.1.A.a** - Plan a first draft by brainstorming and recording key ideas **1.W.1.B.a-b** - Appropriate to genre type, develop a draft by: • sequencing ideas into sentences and staying on topic • generating evidence of a simple opening and closing **1.L.1.A.g** - Produce complete simple and compound sentences **1.L.1.B** - In written text: • print legibly, using correct spacing between words and sentences • use ending punctuation • spell words phonetically using phonemic awareness and spelling knowledge
Week 2 Sept 16-20		**Understanding Characters** Genre: Realistic Fiction	Infer/Predict	Lesson 1-4 plus short /i/	for, and	
Week 3 Sept 23-27		**Sequence of Events** Author's Word Choice	Monitor/Clarify	Lesson 1-5 plus short /u/	is, see	
Week 4 Sept 30- Oct 4		**Text and Graphic Features** Author's Word Choice	Question	Lesson 1-6 plus short /e/	has, of	
Week 5 Oct 7-11	[Missouri Learning Standards](#) [Show Me Standards](#)	**Story Structure** Genre: Fantasy	Analyze/ Evaluate	Lesson 2-2 ff, ll, ss, zz	Review	

Sedalia School District #200

Level: Elementary	Subject Area: ELA	Unit/Grade: Unit 2---1st grade

Essential Question:
- How can I use key details or text features to describe the main idea?
- Why are text features important?

Pacing/ Calendar	Priority Standards	Target Skills	Target Strategies	Phonics	Red Words	Writing
Week 6 Oct 14-18	**1.R.2.A.b**- Read, infer, analyze, and draw conclusions to describe the main idea of a story	**Understanding Characters** Story Message	Summarize	Lesson 2-3A ing, ang, ong, ung	was, to	**Informative** **1.W.1.A.a** - Plan a first draft by brainstorming and recording key ideas **1.W.1.B.a-b** - Appropriate to genre type, develop a draft by: • sequencing ideas into sentences and staying on topic • generating evidence of a simple opening and closing **1.L.1.A.g** - Produce complete simple and compound sentences **1.L.1.B** - In written text: • print legibly, using correct spacing between words and sentences • use ending punctuation • spell words phonetically using phonemic awareness and spelling knowledge
Week 7 Oct 21- Nov 1	**1.R.3.C.b**- Read, infer, analyze, and draw conclusions to identify main ideas and provide supporting details	**Main Idea and Details** Text and Graphic Features	Infer/Predict	Lesson 2-3B ink, ank, onk, unk	his, by	
Week 8 Nov 4-8	**1.R.3.A.c**- Read, infer, analyze, and draw conclusions to use text features to locate specific information in text	**Sequence of Events** Narrators	Analyze/ Evaluate	Lesson 2-1 /2-5 Suffix s	do, how	
Week 9 Nov 11-15	Missouri Learning Standards Show Me Standards	**Text and Graphic Features** Genre: Biography	Question	Lesson 2-4 Open Syllable	from, put	
Week 10 Nov 18-22		**Story Structure** Dialogue	Visualize	Lesson 2-6 Compound Words	Review	

Sedalia School District #200

Level: Elementary	Subject Area: ELA	Unit/Grade: Unit 3---1st grade

Essential Question:
- How can retelling a story help me remember the story?
- How can I use text features to study non-fiction books and find information?

Pacing/ Calendar	Priority Standards	Target Skills	Target Strategies	Phonics	Red Words	Writing
Week 11 Nov 25- Dec 6	**1.R.2.A.a-** Read, infer, analyze, and draw conclusions to describe characters, setting, problem, solution, and events in logical sequence	**Author's Purpose** Details	Analyze/ Evaluate	Lesson 2-7/2-8 Detached Syllables	you, saw	**Informative** **1.W.1.A.a** - Plan a first draft by brainstorming and recording key ideas **1.W.1.B.a-b** - Appropriate to genre type, develop a draft by: • sequencing ideas into sentences and staying on topic • generating evidence of a simple opening and closing **1.L.1.A.g** - Produce complete simple and compound sentences **1.L.1.B** - In written text: • print legibly, using correct spacing between words and sentences • use ending punctuation • spell words phonetically using phonemic awareness and spelling knowledge
Week 12 Dec 9-13	**1.R.2.A.b**- Read, infer, analyze, and draw conclusions to describe the main idea of a story	**Sequence of Events** Story Lesson	Question	Lesson 2-10 A, C Blends	come, what	
Week 13 Dec 16-20	**1.R.3.C.b-** Read, infer, analyze, and draw conclusions to identify main ideas and provide supporting details	**Cause and Effect** Sound Words	Visualize	Lesson 2-10 B Blends	want, does	
Week 14 Jan 6-10		**Conclusions** Cause and Effect	Infer/Predict	Lesson 2-12/2-25 y; -all	have, who	
Week 15 Jan 13-17	**1.R.3.A.c**- Read, infer, analyze, and draw conclusions to use text features to locate specific information in text Missouri Learning Standards Show Me Standards	**Compare and Contrast** Text and Graphic Features	Monitor/ Clarify	Lesson 2-13 A B Ending Blends	they, are	

Sedalia School District #200

Level: Elementary	Subject Area: ELA	Unit/Grade: Unit 4--1st grade

Essential Question:
- How does retelling a story help me determine the central message or lesson learned from a text?
- Why is it important to be able to find key details in a text?

Pacing/ Calendar	Priority Standards	Target Skills	Target Strategies	Phonics	Red Words	Writing
Week 16 Jan 20-24	**1.R.2.A.a**- Read, infer, analyze, and draw conclusions to describe characters, setting, problem, solution, and events in logical sequence.	**Main Ideas and Details** Author's Purpose	Question	Lesson 2-14; 2-15 Blends	Review Weeks 1-8	**Narrative** **1.W.1.A.a** - Plan a first draft by brainstorming and recording key ideas **1.W.1.B.a-b** - Appropriate to genre type, develop a draft by:
Week 17 Jan 27-31	**1.R.2.A.b**- Read, infer, analyze, and draw conclusions to describe the main idea of a story	**Compare and Contrast** Dialogue	Visualize	Lesson 2-19; 2-20 -tch; -dge	Review Weeks 9-15	• sequencing ideas into sentences and staying on topic • generating evidence of a simple opening and closing
Week 18 Feb 3-7	**1.R.3.C.b**- Read, infer, analyze, and draw conclusions to identify main ideas and provide supporting details	**Author's Purpose** Conclusions	Summarize	Lesson 2-22 Suffix -ing	as, all, or	**1.L.1.A.g** - Produce complete simple and compound sentences **1.L.1.B** - In written text:
Week 19 Feb 10-21	**1.R.3.A.c**- Read, infer, analyze, and draw conclusions to use text features to locate specific information in text	**Sequence of Events** Using Context	Monitor/ Clarify	Lesson 3-1 Magic e	any, your, why	• print legibly, using correct spacing between words and sentences • use ending punctuation • spell words phonetically using phonemic awareness and spelling knowledge
Week 20 Feb 24-28	[Missouri Learning Standards](#) [Show Me Standards](#)	**Cause and Effect** Story Lesson	Infer/Predict	Lesson 3-1 Magic e	here, there, where	

Sedalia School District #200

Level: Elementary	**Subject Area:** ELA	**Unit/Grade:** Unit 5---1st grade

Essential Question:
- How do you use the key details and pictures to support the descriptions of characters, setting and major events?
- How do using text features help you learn more about a topic?

Pacing/ Calendar	Priority Standards	Target Skills	Target Strategies	Phonics	Red Words	Writing
Week 21 Mar 2-6	**1.R.2.A.a**- Read, infer, analyze, and draw conclusions to describe characters, setting, problem, solution, and events in logical sequence.	**Story Structure** Repetition	Analyze/ Evaluate	Lesson 3-2 Special Magic e	Review	**Narrative** **1.W.1.A.a** - Plan a first draft by brainstorming and recording key ideas **1.W.1.B.a-b** - Appropriate to genre type, develop a draft by: - sequencing ideas into sentences and staying on topic - generating evidence of a simple opening and closing **1.L.1.A.g** - Produce complete simple and compound sentences **1.L.1.B** - In written text: - print legibly, using correct spacing between words and sentences - use ending punctuation - spell words phonetically using phonemic awareness and spelling knowledge
Week 22 Mar 9-13	**1.R.2.A.b**- Read, infer, analyze, and draw conclusions to describe the main idea of a story	**Conclusions** Using Context	Visualize	Lesson 3-2;3-3 Magic e /Blends	her, been, say	
Week 23 Mar 23-27	**1.R.3.C.b**- Read, infer, analyze, and draw conclusions to identify main ideas and provide supporting details	**Cause and Effect** Figurative Language	Monitor/ Clarify	Lesson 3-4 Magic e with suffix s	one, says, goes	
Week 24 Mar 30- Apr 3	**1.R.3.A.c**- Read, infer, analyze, and draw conclusions to use text features to locate specific information in text	**Sequence of Events** Figurative Language	Question	Lesson 3-13 Contractions	some, done, look	
Week 25 Apr 6-10	Missouri Learning Standards Show Me Standards	**Understanding Characters** Narrator	Summarize	Lesson 3-14; 3-15; 3-16 Vowel Teams	Review	

Sedalia School District #200

Level: Elementary	Subject Area: ELA	Unit/Grade: Unit 6---1st grade

Essential Question:
- How can describing the characters, setting, problem and solution help me retell the story and determine the central message?
- How can I get myself ready to read a non-fiction text?

Pacing/ Calendar	Priority Standards	Target Skills	Target Strategies	Phonics	Red Words	Writing
Week 26 Apr 13-17	**1.R.2.A.a**- Read, infer, analyze, and draw conclusions to describe characters, setting, problem, solution, and events in logical sequence.	**Compare and Contrast** Figurative Language	Monitor/ Clarify	Lesson 3-17; 3-18; 3-19 Vowel Teams	again, very, many	**Opinion** **1.W.1.A.a** - Plan a first draft by brainstorming and recording key ideas **1.W.1.B.a-b** - Appropriate to genre type, develop a draft by:
Week 27 Apr 20-24	**1.R.2.A.b**- Read, infer, analyze, and draw conclusions to describe the main idea of a story	**Author's Purpose** Using Context	Analyze/ Evaluate	Lesson 3-25; 4-8 Bossy-R	our, which, every	• sequencing ideas into sentences and staying on topic • generating evidence of a simple opening and closing **1.L.1.A.g** - Produce complete simple and compound sentences **1.L.1.B** - In written text: • print legibly, using correct spacing between words and sentences • use ending punctuation • spell words phonetically using phonemic awareness and spelling knowledge
Week 28 Apr 27- May 1	**1.R.3.C.b**- Read, infer, analyze, and draw conclusions to identify main ideas and provide supporting details	**Story Structure** Genre: Fantasy	Infer/Predict	Lesson 3-26; 4-3 Bossy-R	give, live	
Week 29 May 4-8	**1.R.3.A.c**- Read, infer, analyze, and draw conclusions to use text features to locate specific information in text	**Understanding Characters** Author's Word Choice	Visualize	Lesson 3-27; 4-4 Review	Review	
Week 30 May 11-15	Missouri Learning Standards Show Me Standards	**Main Idea and Details** Genre: Narrative Nonfiction	Summarize	Review	Review	