

1st Grade ELA Course Information

Module	Study Module Topics	Estimated Time
Module 1	A World of Books	Quarter 1
Module 2	Creature Features	Quarter 2
Module 3	Powerful Forces	Quarter 3
Module 4	Cinderella Stories	Quarter 4

Primary Resources:

- Wit & Wisdom Grade 1
- Ohio's 1st Grade ELA Learning Standards: Ohio Department of Education (2017)
- Heggerty Phonemic Awareness Grade 1
- Foundations Level 1
- Geodes Level 1

Supplemental Resources

- Lexia
- RazKids

Grade 1 Module 1: A World of Books	
Summary	Students explore the power of books shared across time and cultures.
Essential Question	How do books change lives around the world?
Knowledge Goals	<ul style="list-style-type: none"> ● Describe how books can change the lives of people around the world. ● Identify and describe how people in different places get books. ● Appreciate the people that dedicate their lives to helping others access books. ● Identify and explain the elements of a story and how those elements contribute to the joy of reading.
Reading Goals	<ul style="list-style-type: none"> ● Ask and answer questions about key details in literary texts and informational texts on books and reading. (RL.1.1, RI.1.1) ● Retell and describe stories through the lenses of character, setting, and major events, using key details. (RL.1.2, RL.1.3) ● Use illustrations and details in a text to describe its key ideas. (RL.1.7)
Writing Goals	<ul style="list-style-type: none"> ● Write short narrative summaries with increasing independence, using key details from stories. (W.1.3) ● Write an original narrative about how books changed the life of a character that recounts appropriately sequenced events with some detail. (W.1.3) ● Strengthen writing by adding details in response to questions and suggestions from teachers and peers. (W.1.5)
End of Module Task	Narrative: Write and illustrate a narrative about a character whose life has changed because of books.
Core Texts	<ul style="list-style-type: none"> ● Picture Books, Literary <ul style="list-style-type: none"> ○ Tomás and the Library Lady, Pat Mora and Raul Colón ○ Waiting for the Biblioburro, Monica Brown and John Parra ○ That Book Woman, Heather Henson and David Small ○ Green Eggs and Ham, Dr. Seuss ● Picture Books, Informational <ul style="list-style-type: none"> ○ Museum ABC, The Metropolitan Museum of Art ○ My Librarian Is a Camel, Margriet Ruurs
Supplemental Texts	<p>Geodes:</p> <ul style="list-style-type: none"> ● Anansi and the Pot of Beans ● The Story in the Cave ● Library Cat ● Just in Time ● Jerry Draws ● How to Make Paper
Word Study	<p>Foundations Units 1-3:</p> <ul style="list-style-type: none"> ● Review all letters - formation/keyword/sound ● CVC words (3 sounds - blending/reading, segmenting/ spelling) ● Consonant Digraphs (wh, ch, sh, th, ck), -ck spelling

Additional Resources	Content Connections Volume of Reading Book List and Additional Texts (see Module 1)
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Grade 1 Module 2: Creature Features	
Summary	Students explore intriguing animal traits and behaviors and are introduced to people who study animals.
Essential Question	What can we discover about animals' unique features?
Knowledge Goals	<ul style="list-style-type: none"> ● Communicate ways and reasons that people observe animals and discover new things about them. ● Describe similarities and differences among diverse animal species, citing details about features of their bodies and behaviors. ● Explain how animals defend themselves and how people should act around animals to keep themselves and the animals safe.
Reading Goals	<ul style="list-style-type: none"> ● Determine the lessons of fables. (RI.1.2) ● Identify the main topic and retell key details of a text. (RI.1.2) ● Describe connections between two pieces of information about animals. (RI.1.3) ● Locate, name, and use various text features, to locate key facts or information in a text. (RI.1.5) ● Identify reasons the author gives to support points about an animal in a text, using information from the words and illustrations. (RI.1.8)
Writing Goals	<ul style="list-style-type: none"> ● Write informative paragraphs with increasing independence, using information from module texts. (W.1.2) ● Use digital tools to produce a writing piece. (W.1.6) ● Participate in shared research by collecting evidence about animals for an informative paragraph (W.1.7) ● Write an informative paragraph answering a question about an animal's unique feature and how the animal uses the feature. (W.1.8)
End of Module Task	Informational: Use evidence gathered during shared class research to write an informative paragraph about an animal's unique features.
Core Texts	<ul style="list-style-type: none"> ● Picture Books, Literary <ul style="list-style-type: none"> ○ Seven Blind Mice, Ed Young ● Picture Books, Informational <ul style="list-style-type: none"> ○ Me...Jane, Patrick McDonnell ○ Never Smile at a Monkey, Steve Jenkins ○ Sea Horse: The Shyest Fish in the Sea, Chris Butterworth, John Lawrence ○ What Do You Do With a Tail Like This?, Steve Jenkins, Robin Page
Supplemental Texts	<p>Geodes:</p> <ul style="list-style-type: none"> ● Vervet Monkey Alarm ● Smell Tells ● Super Spiny Mouse ● Thorny Devil ● A Wish to Fly ● One Look

	<ul style="list-style-type: none">● Rabbit or Hare● Draw a Rabbit
Word Study	Fundations Units 4-7: <ul style="list-style-type: none">● Bonus Letter Spelling (ff, ll, ss, zz), Glued Sound (all)● Glued Sounds (am, an)● Baseword & Suffix with Suffix -s● Glued Sounds (and, ing, ong, ung, ank, ink, onk, unk)
Additional Resources	Content Connections Volume of Reading Book List and Additional Texts (see Module 2)

Grade 1 Module 3: Powerful Forces	
Summary	Students explore how wind affects life on earth and how its energy can be used to generate power.
Essential Question	How do people respond to the powerful force of the wind?
Knowledge Goals	<ul style="list-style-type: none"> ● Wind force varies in intensity. ● People can experience a range of feelings, including joy, anger, fear, jealousy, guilt, boredom, and sadness. ● Wind is a form of energy.
Reading Goals	<ul style="list-style-type: none"> ● Identify basic similarities and differences between two texts on the same topic. (RI.1.9) ● Distinguish between information provided by pictures and information provided by words in a text. (RI.1.6) ● Explain major differences between books that tell stories and books that give information. (RI.1.5) ● Identify and interpret words and phrases that relate to senses and emotions. (RI.1.4) ● Ask and answer questions about the meaning of unknown words. (RI.1.4)
Writing Goals	<ul style="list-style-type: none"> ● Write narrative pieces that recount two or more sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (W.1.3) ● Use details in writing that include sensory and feelings words, including adjectives in a narrative to describe wind and how characters feel. (W.1.3, L.1.1.f) ● Participate in shared research by collecting evidence about what the wind does in a hurricane for an informative paragraph (W.1.7, W.1.8)
End of Module Task	Narrative: Create a story about how a character responds to the powerful force of the wind on a windy day.
Core Texts	<ul style="list-style-type: none"> ● Picture Books, Literary <ul style="list-style-type: none"> ○ Brave Irene, William Steig ○ Owl at Home, “The Guest,” Arnold Lobel ○ Gilberto and the Wind, Marie Hall Ets ● Picture Books, Informational <ul style="list-style-type: none"> ○ The Boy Who Harnessed the Wind, William Kamkwamba and Bryan Mealer ○ Feel the Wind, Arthur Dorros ○ Feelings, Alike
Supplemental Texts	<p>Geodes:</p> <ul style="list-style-type: none"> ● Seed Scatter ● In Motion ● Soaring ● The Wright Brothers ● Wind Giants ● Towes of Nashtifan ● The Great Storm of Galveston

	<ul style="list-style-type: none">● Ride the Storm
Word Study	Fundations Units 8-10: <ul style="list-style-type: none">● Consonant/Digraph Blends (4 sounds)● Closed/Open Syllables● Segmenting/Blending 5-Sounds
Additional Resources	Content Connections Volume of Reading Book List and Additional Texts (see Module 3)

Grade 1 Module 4: Cinderella Stories	
Summary	Students explore countries and cultures through the lens of an enduring tale.
Essential Question	Why do people around the world admire Cinderella?
Knowledge Goals	<ul style="list-style-type: none"> ● Recognize that countries all over the world share similar stories. ● Identify common elements of Cinderella stories that are shared across different cultures (e.g., good vs. evil characters, magical elements, proof of identity). ● Infer traits based on character actions. ● Identify admirable traits such as being honest, hardworking, forgiving, and kind.
Reading Goals	<ul style="list-style-type: none"> ● Identify which character is telling the story at various points in the Cinderella texts. (RL.1.6) ● Describe the characters, settings, and events in the story by using evidence from the text's illustrations and details. (RL.1.7) ● Compare and contrast the adventures and experiences of the Cinderella characters. (RL.1.9)
Writing Goals	<ul style="list-style-type: none"> ● Write opinion pieces about Cinderella stories that introduce the topic, state an opinion, give a reason for the opinion, and provide some sense of closure. (W.1.1) ● Select text evidence to support an opinion in response to a prompt. (W.1.1) ● Draw on information from experiences and provided sources to answer a question about a Cinderella character. (W.1.8)
End of Module Task	<p>Opinion: Which of the Cinderella characters do you most admire?</p> <ul style="list-style-type: none"> ● First, review the evidence on the Trait Charts for each Cinderella character. ● Next, choose the Cinderella you most admire. ● Then, write an opinion paragraph telling which Cinderella you most admire. ● Support your opinion using evidence from the module text that features your Cinderella character.
Core Texts	<ul style="list-style-type: none"> ● Picture Books, Literary <ul style="list-style-type: none"> ○ Adelita, Tomie dePaola ○ Bigfoot Cinderrrrrella, Tony Johnston; Illustrations, James Warhola ○ Cendrillon: A Caribbean Cinderella, Robert D. San Souci; Illustrations, Brian Pinkney ○ Cinderella, Marcia Brown ○ Glass Slipper, Gold Sandal: A Worldwide Cinderella, Paul Fleischman; Illustrations, Julie Paschkis ○ The Korean Cinderella, Shirley Climo; Illustrations, Ruth Heller ○ The Rough-Face Girl, Rafe Martin; Illustrations, David Shannon
Supplemental Texts	<p>Geodes:</p> <ul style="list-style-type: none"> ● Cinderella ● Old Tale, New Twist ● The King and the Sandal ● Billy Beg and His Bull ● Castles ● A Musical Life: The Work of Sergie Prokofiev ● World Traveler: St Basil's Cathedral

	<ul style="list-style-type: none">• All the World's a Stage
Word Study	Fundations Units 11-14: <ul style="list-style-type: none">• Vowel-Consonant-e Syllables• Multisyllabic (2 Closed Syllables or Closed & v-e Syllables)• Suffix (-s, -es, -ing, -ed) Added to Multisyllabic Words
Additional Resources	Content Connections Volume of Reading Book List and Additional Texts (see Module 4)