



TPSD **Grade 1** ELA Syllabus
Units 9-12, Third Nine Weeks

Unit 9: Treasures

Unit Summary: Students will explore the concept of how a surprise or a story can be a treasure. *Mama's Birthday Present* and *Cinderella* are read to help students understand how good memories should be cherished, the importance of spending time with family and friends, and how something unexpected can make us feel happy.

Students support their Reading foundational skills with working toward mastery of the vowel teams ai, ay, ea. Students are using adjectives (colors and shapes) to enhance their writing, as well as identifying who is speaking in a story.

Performance Skills:

- I can name the characters, tell where a story happened, and tell who is talking in a story.
- I can read fluently with understanding.
- I can explain the differences between books that tell stories and books that give information.
- I can use parts of the book to find information.
- I can compare/contrast adventures and experiences in a story.
- I can identify the reasons an author gives to support the main idea of a story.
- I can write an interrogative sentence and put a question mark at the end.
- I can use common spelling patterns when writing.
- I can explain the difference between common, proper, and possessive nouns.
- I can blend sounds to make words and break words into parts.
- I can use adjectives to describe people, places, things, and events.
- I can use a comma to separate three words in a series.

Academic Vocabulary/Words to Understand:

Informative, vowel team, topic, fact, research, possessive noun

Unit 10: Treasures, Too!

Unit Summary: The Reading Street Unit book *A Trip to Washington, DC* helps students realize that we can find important historical documents, monuments, symbols, and natural or manmade wonders in our country. Knowledge that we can share special places with others is found in *A Southern Ranch*.

Reading foundational skills now include working with the vowel teams oa and ow, as well as 3-letter consonant blends. Students identify common conjunctions (because, so, but, and, or) and write sentences that make a command or request. Basic sentences are written with words spelled using known spelling patterns. Informative writing continues as students read a text, then write facts about the topic to inform the reader of what can be learned from that book.

Performance Skills:

- I can identify words and phrases in a story or poem that tell "how" something happens or occurs.
- I can name the characters, tell what happened, and tell who is talking in the story.
- I can locate key facts using text features.
- I can decode two syllable words following basic patterns by breaking the words into syllables.
- I can write an informative paper with a topic, facts, and an ending sentence.
- I can sort words into categories and use word clues to figure out what a word means.
- I can write sentences that make a command or request.
- I can put two sentences together into one sentence.

Academic Vocabulary/Words to Understand:

Informative, phrase, clarify, connection, text feature, fact, adjective, conjunction, category

Unit 11: Collecting Treasures

Unit Summary: Students will have enjoyable conversations centered around *Peter's Chair* and *Henry and Mudge*. These stories will help students understand that we can share things we outgrow, family photographs, friendship, and pride in our community.

Students will continue to work with compound words and vowel digraphs ue, ew, and ui. The suffixes "ly" and "ful" along with the oo sound in moon are practiced and identified in reading and writing. Students are identifying what is learned from the text and what is learned from the illustrations. While students ask and answer questions about key details, characters, setting, and major events, they also learn the meaning of new words by using sentence level text clues. Informative writing continues through the nine weeks.

Performance Skills:

- I can determine the central message or lesson by using key details.
- I can identify words or phrases in a story or poem that tell me how something looks, sounds, tastes, feels, or smells.
- I can read short informational texts.
- I can use a prefix or suffix to help me define a new word.
- I can recognize and read irregularly spelled words.
- I can use word clues to find out what words mean.
- I can retell in sequence what happened in a book I've read or heard.
- I can use details to describe nouns (people, places, things).
- I can use drawings to clarify my ideas.

Academic Vocabulary/Words to Understand:

Informative, inflectional endings, connection, adjective, conjunction, suffix, phrase, clarify

Unit 12: Great Ideas

Unit Summary: Students will read *Tippy-Toe Chick, Go!* and *Mole and the Baby Bird* to understand that we need clever solutions when something unexpected happens, when we don't have the right tools, or when others won't help us. Students will understand that we should think about what is fair, imagine how others might feel, and listen to what others say.

To continue building strong Reading foundational skills, students are working with diphthongs ow, ou, final syllables of le, and using the V/CV or VC/V pattern. They are reading and drawing conclusions from a text and comparing and contrasting two texts, characters, or events. Informative writing continues with students including a topic, facts, and an ending/closing sentence.

Performance Skills:

- I can ask and answer questions about key details in a story.
- I can identify details that tell me about the characters, setting or events.
- I can recognize long vowel sounds that are created using a final e and common vowel teams.
- I can learn the meaning of words by asking and answering questions.
- I can locate key facts or information using text features.
- I can think about what I read and then write sentences with the correct punctuation at the end. (declarative, interrogative, exclamatory)
- I can read fluently and make corrections when my reading doesn't make sense.
- I can ask questions using information recalled or gathered.
- I can add drawings to help others understand my ideas, thoughts, or feelings.

Academic Vocabulary/Words to Understand:

Informative, key detail, compare, contrast, pronoun, conjunction, preposition, context clues, connection

