



# Wayne County Schools – Grade 1 – ELA



First Nine Weeks		
Foundational Skills		
Focus Standards	Skills / Learning Targets	Resources/ Assessments
<p><b>ELAGSE1FR1:</b> Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)</p> <p><b>ELAGSE1RF2:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p><b>ELAGSE1RF3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>f. Read words with inflectional endings.</p>	<ul style="list-style-type: none"> <li>▪ Short vowels</li> </ul> <p>I can hear long and short vowels.</p> <ul style="list-style-type: none"> <li>▪ Inflection –s</li> </ul> <p>I can read words with endings.</p> <ul style="list-style-type: none"> <li>▪ Capitalization, punctuation</li> </ul> <p>I can write a sentence that starts with a capital letter and ends with a punctuation mark.</p> <ul style="list-style-type: none"> <li>▪ Long vowels</li> </ul> <p>I can hear long and short vowels.</p> <ul style="list-style-type: none"> <li>▪ Blending one syllable words</li> </ul> <p>I can blend sounds to make words.</p> <p>I can sound out one-syllable words.</p> <ul style="list-style-type: none"> <li>▪ Segmenting sounds</li> </ul> <p>I can tell beginning, middle and ending sounds.</p> <ul style="list-style-type: none"> <li>▪ Sight words</li> </ul> <p>I can read first grade sight words.</p>	<p>Journeys</p> <p>Journeys Comprehensive Language and Literacy Guide</p> <p>Differentiated Reading Kits</p> <p>Assessments</p> <ul style="list-style-type: none"> <li>▪ WC Sight word check (Beginning of Year Window- August 8-30)</li> <li>▪ IPI for Differentiated Reading Instruction - (BOY window- August 8-30)</li> <li>▪ Running Records- End of nine weeks</li> <li>▪ DI Assessments-As students finish each section of cards</li> </ul>

**First Nine Weeks**

**Reading Literary and Informational Text**

Focus Standards	Skills/ Learning Targets	Resources/ Assessments
<p><b>Reading Literary</b>  <b>ELAGSE1RL1:</b> Ask and answer questions about key details in a text.  <b>ELAGSE1RL3:</b> Describe characters, settings, and major events in a story, using key details.  <b>ELACC1RL7:</b> Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><b>Reading Informational</b>  <b>ELAGSE1RI1:</b> Ask and answer questions about key details in a text.  <b>ELAGSE1RI2:</b> Identify the main topic and retell key details of a text.</p>	<ul style="list-style-type: none"> <li>▪ Comprehension strategies (infer, predict, sequence)</li> <li>▪ Ask and answer questions</li> </ul> <p>I can ask questions about a story.  I can answer who, what, when, where and why questions about a story.  I can answer questions about key details in a story.</p> <ul style="list-style-type: none"> <li>▪ Describe characters, setting and events</li> </ul> <p>I can tell who was in the story, where it happened, when it happened and what happened.  I can tell about the story using pictures and words.</p> <ul style="list-style-type: none"> <li>▪ Main idea and details</li> </ul> <p>I can tell what the story is about and tell important parts.</p> <ul style="list-style-type: none"> <li>▪ Retelling</li> </ul> <p>I can tell what the story is about and tell important parts.</p>	<p>Journeys</p> <p>Journeys Comprehensive Language and Literacy Guide</p> <p>Differentiated Reading Kits</p> <p>Assessments</p> <ul style="list-style-type: none"> <li>▪ Journey’s Cold Reads</li> <li>▪ Running Records (as needed)</li> <li>▪ WC Sight word check (as needed)</li> </ul>

**First Nine Weeks**

**Grammar Skills/Writing**

<b>Focus Standards</b>	<b>Skills Learning Targets</b>	<b>Resources/ Assessments</b>
<p><b>ELAGSE1L1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences(e.g., He hops; We hop)</p> <p>j. Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory)</p> <p>k. Prints with appropriate spacing between words and sentences.</p> <p><b>ELAGSE1L2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>b. Use end punctuation for sentences.</p> <p><b>ELAGSE1L5:</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<ul style="list-style-type: none"> <li>▪ Printing letters</li> </ul> <p>I can print all upper and lower case letters</p> <ul style="list-style-type: none"> <li>▪ Nouns and verbs</li> </ul> <p>I can use nouns correctly.</p> <p>I can match nouns with action words.</p> <ul style="list-style-type: none"> <li>▪ Writing in complete sentences.</li> <li>▪ Capitalization</li> <li>▪ Punctuation</li> </ul> <p>I can write in complete sentences using correct capitalization and punctuation.</p> <p>I can use suggestions to add details to make my writing better.</p> <ul style="list-style-type: none"> <li>▪ Sort words</li> </ul> <p>I can put words in groups that are the same.</p>	<p>Write From the Beginning and Beyond (Observational Comment Writing)</p> <p>Zaner-Bloser Handwriting</p> <p>Journeys</p> <p>Journeys Comprehensive Language and Literacy Guide</p> <p>Mentor Sentences</p> <p>Observational Comment Writing Independent Sample by the end of first nine weeks –bring scored samples to PLC to discuss students’ strengths and weakness</p> <p>Oct. 15-25</p> <p>Assessments</p> <ul style="list-style-type: none"> <li>▪ Observational Comment Writing Rubric</li> </ul>

**Second Nine Weeks**

**Foundational Skills**

<b>Focus Standards</b>	<b>Skills/ Learning Targets</b>	<b>Resources/ Assessments</b>
<p><b>ELAGSE1RF2:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p><b>ELAGSE1RF3:</b> Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. c. Know final –e and common vowel team conventions for representing long vowel sounds. f. Read words with inflectional endings.</p>	<ul style="list-style-type: none"> <li>▪ Long vowels</li> </ul> <p>I can hear long and short vowels. I can sound out words that end with silent e and words that have vowel teams.</p> <ul style="list-style-type: none"> <li>▪ Digraphs</li> </ul> <p>I can sound out common digraphs.</p> <ul style="list-style-type: none"> <li>▪ Words with inflectional ending</li> </ul> <p>I can read words with inflectional endings</p>	<p>Journeys</p> <p>Journeys Comprehensive Language and Literacy Guide</p> <p>Differentiated Reading Kits</p> <p>Assessments</p> <ul style="list-style-type: none"> <li>▪ Running Records as needed</li> <li>▪ Sight word assessment as needed</li> <li>▪ DI Assessments- As students finish each section of cards</li> </ul>

## Second Nine Weeks

### Reading Literary and Informational Text

Focus Standards	Skills/ Learning Targets	Resources/ Assessments
<p><b>Reading Literary</b>  <b>ELAGSE1RL2:</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.  <b>ELAGSE1RL4:</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><b>Reading Informational</b>  <b>ELAGSE1RI5:</b> Know and use various text features (e.g. , headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.  <b>ELAGSE1RI6:</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  <b>ELACC1RI7:</b> Use illustrations and details in a text to describe its key ideas.  <b>ELAGSE1RI9:</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<ul style="list-style-type: none"> <li>▪ Retelling                      I can tell what the story is about and tell important parts.                     <ul style="list-style-type: none"> <li>▪ Words that suggest feelings/appeal to senses                              I can tell how words make me feel.</li> </ul> </li>   <li>▪ Text features                      I can use parts of a text to find information</li>   <li>▪ Using illustrations and words to understand text                      I can understand what is read because the words and pictures help me.                      I can use the pictures and words to help understand ideas.</li>   <li>▪ Compare and Contrast                      I can compare how two texts are the same or different.</li> </ul>	<p>Journeys</p> <p>Journeys Comprehensive Language and Literacy Guide</p> <p>Assessments</p> <ul style="list-style-type: none"> <li>▪ Journey’s Cold Reads</li> </ul>

## Second Nine Weeks

### Grammar Skills/Writing

Focus Standards	Skills/ Learning Targets	Resources/ Assessments
<p><b>ELAGSE1L1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences(e.g., He hops; We hop)</p> <p>d. Use personal, possessive, and indefinite pronouns(e.g., I, me, my; they, them, their, anyone, everything).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions.</p> <p>j. Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).</p> <p><b>ELAGSE1L2:</b> Demonstrate command of the conventions of standard English capitalization , punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p>	<ul style="list-style-type: none"> <li>▪ Proper Nouns</li> </ul> <p>I can use proper nouns. I can correctly capitalize proper nouns and dates</p> <ul style="list-style-type: none"> <li>▪ Nouns/verbs</li> </ul> <p>I can match nouns with action words.</p> <ul style="list-style-type: none"> <li>▪ Pronouns</li> </ul> <p>I can use a different word for a noun (I, me, my, they, them, their, anyone, everything).</p> <ul style="list-style-type: none"> <li>▪ Verb tense</li> </ul> <p>I can use action words for things that happened yesterday, today and tomorrow.</p> <ul style="list-style-type: none"> <li>▪ Adjectives</li> </ul> <p>I can use adjectives (words that add meaning).</p> <ul style="list-style-type: none"> <li>▪ Expanding sentences</li> </ul> <p>I can add words to make a telling (asking, commanding, exclamatory) sentences clearer.</p> <ul style="list-style-type: none"> <li>▪ Spelling</li> </ul> <p>I can use spelling patterns when writing words.</p> <ul style="list-style-type: none"> <li>▪ Informational Writing</li> </ul> <p>I can choose a real topic and write my facts.</p>	<p>Write From the Beginning and Beyond Informational</p> <p>Journeys</p> <p>Journeys Comprehensive Language and Literacy Guide</p> <p>Mentor Sentences</p> <p>Zaner-Bloser Handwriting</p> <p>Informational Writing Sample-PLC discussions around students’ strengths and weaknesses – December 9-20 bring scored samples</p> <p>Assessments</p> <ul style="list-style-type: none"> <li>▪ Write From the Beginning and Beyond Informational Rubric</li> </ul>

**Second Nine Weeks**

**Grammar Skills/Writing**

<b>Focus Standards</b>	<b>Skills/ Learning Targets</b>	<b>Resources/ Assessments</b>
<p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p><b>ELAGSE1L5:</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>b. Define words by category and by one or more key attributes (e.g. a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p><b>ELAGSE1W2:</b> Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>ELAGSE1W5:</b> 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.</p> <p><b>ELAGSE1W6:</b> With guidance and support from adults, use a variety of tools to produce and publish writing , including digital tools and collaboration with peers.</p>		

**Second Nine Weeks**

**Grammar Skills/Writing**

<b>Focus Standards</b>	<b>Skills/ Learning Targets</b>	<b>Resources/ Assessments</b>
<p><b>ELAGSE1W7:</b> Participate in shared research and writing projects.</p> <p><b>ELAGSE1W8:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>		

Third Nine Weeks		
Foundational Skills		
Focus Standards	Skills/ Learning Targets	Resources/ Assessments
<p><b>ELAGSE1RF3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>c. Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p><b>ELAGSE1RF4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>d. Read grade-appropriate irregularly spelled words.</p>	<ul style="list-style-type: none"> <li>▪ R-controlled vowels</li> <li>▪ Digraphs</li> <li>▪ Long vowels</li> </ul> <p>I can read words with r-controlled vowels, digraphs, and long vowels.</p> <ul style="list-style-type: none"> <li>▪ Syllables</li> </ul> <p>I can use vowels to sound out syllables.</p> <p>I can decode words by breaking them into syllables.</p> <ul style="list-style-type: none"> <li>▪ Read with accuracy and fluency</li> </ul> <p>I can understand what I read.</p> <p>I know the purpose of my reading.</p> <p>I can read fluently.</p> <p>I can self-correct when I read.</p>	<p>Journeys</p> <p>Journeys Comprehensive Language and Literacy Guide</p> <p>Differentiated Reading Kits</p> <p>Assessments</p> <ul style="list-style-type: none"> <li>▪ Running Records- as needed</li> <li>▪ WC Sight Word Check-as needed</li> <li>▪ DI Assessments- As students finish each section of cards</li> </ul>

### Third Nine Weeks

#### Reading Literary and Informational Text

Focus Standards	Skills / Learning Targets	Resources/ Assessments
<p><b>Reading Literary:</b>  <b>ELAGSE1RL5:</b> Explain major differences between texts that tell stories and texts that give information.  <b>ELAGSE1RL6:</b> Identify who is telling the story at various points in a text.  <b>ELAGSE1RL9:</b> Compare and contrast the adventures and experiences of characters in stories.</p> <p><b>Reading Informational:</b>  <b>ELAGSE1RI3:</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.  <b>ELAGSE1RI4:</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  <b>ELAGSE1RI8:</b> Identify the reasons an author gives to support points in a text.</p>	<ul style="list-style-type: none"> <li>▪ Fiction/Non-Fiction I can tell which books are stories and which tell true things.</li>   <li>▪ Narrator/Speaker/Point of View I can tell who is talking to tell the story.</li>   <li>▪ Compare/Contrast I can tell how stories are the same and different.               <ul style="list-style-type: none"> <li>▪ Connections I can tell how two different things (individuals, events, ideas, or pieces of information) connect in a text.</li> </ul> </li>   <li>▪ Word meanings I can identify words and phrases I do not understand. I can ask or answer questions about words and phrases I do not know.               <ul style="list-style-type: none"> <li>▪ Author’s Purpose I can tell the reasons why an author gives details in a text.</li> </ul> </li> </ul>	<p>Journeys</p> <p>Journeys Comprehensive Language and Literacy Guide</p> <p>Assessments</p> <ul style="list-style-type: none"> <li>▪ Journey’s Cold Reads</li> </ul>

### Third Nine Weeks

#### Grammar Skills/Writing

Focus Standards	Skills/ Learning Targets	Resources/ Assessments
<p><b>ELAGSE1L1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>d. Use personal, possessive, and indefinite pronouns(e.g., I, me, my; they, them, their, anyone, everything).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>h. Use determiners(e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions(e.g., during, beyond, toward).</p> <p>j. Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).</p> <p><b>ELAGSE1L2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p><b>ELAGSE1L4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p>	<ul style="list-style-type: none"> <li>▪ Pronouns I can use a different word for a noun . (I, me, my, they, them, their, anyone, everything)</li> <li>▪ Verb Tense I can use action words for things that happened yesterday, today, and tomorrow.</li> <li>▪ Articles I can use a, an, and the.</li> <li>▪ Prepositions I can use prepositions like over, under, and, around.</li> <li>▪ Conjunctions I can use connecting words.</li> <li>▪ Commas in a series I can use commas in lists.</li> <li>▪ Context Clues I can use word clues to figure out what a word means.</li> <li>▪ Word meanings I can use the beginning and ending of words to figure out what a word means.</li> </ul>	<p>Write From the Beginning and Beyond Narrative</p> <p>Journeys</p> <p>Journeys Comprehensive Language and Literacy Guide</p> <p>Write Score</p> <p>Mentor Sentences</p> <p>Zaner-Bloser Handwriting</p> <p>Narrative Writing Sample-PLC discussions around students' strengths and weaknesses – March 9-20 bring scored samples</p> <p>Assessments</p> <ul style="list-style-type: none"> <li>▪ Write From the Beginning and Beyond Narrative Rubric</li> </ul>

### Third Nine Weeks

#### Grammar Skills/Writing

Focus Standards	Skills/ Learning Targets	Resources/ Assessments
<p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).  <b>ELAGSE1L5:</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p><b>ELAGSE1W3:</b> 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.</p> <p><b>ELAGSE1W5:</b> 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.</p> <p><b>ELAGSE1W6:</b> With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.</p> <p><b>ELAGSE1W7:</b> Participate in shared research and writing projects.</p> <p><b>ELAGSE1W8:</b> With guidance and support from adults, recall information from experiences of gather information from provided sources to answer questions.</p>	<p>I can identify root words and understand that adding –s, -ed, and –ing changes the meaning of the root word.</p> <ul style="list-style-type: none"> <li>▪ Shades of meaning</li> </ul> <p>I can use words that show a slight difference in actions (e.g., glance, peek, stare) or descriptions (e.g., big, huge, gigantic).</p> <ul style="list-style-type: none"> <li>▪ Narrative Writing</li> <li>▪ I can write about events that happened first, next, and last.</li> </ul>	

## Fourth Nine Weeks

### Foundational Skills

Focus Standards	Skills/ Learning Targets	Resources/ Assessments
<p><b>ELAGSE1RF3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>c. Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p><b>ELAGSE1RF4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>d. Read grade-appropriate irregularly spelled words.</p>	<ul style="list-style-type: none"> <li>▪ R-controlled vowels</li> <li>▪ Digraphs</li> <li>▪ Long vowels</li> </ul> <p>I can read words with r-controlled vowels, digraphs, and long vowels.</p> <ul style="list-style-type: none"> <li>▪ Syllables</li> </ul> <p>I can use vowels to sound out syllables. I can decode words by breaking them into syllables.</p> <ul style="list-style-type: none"> <li>▪ Read with accuracy and fluency</li> </ul> <p>I can understand what I read. I know the purpose of my reading. I can read fluently. I can self-correct when I read.</p>	<p>Journeys</p> <p>Journeys Comprehensive Language and Literacy Guide</p> <p>Differentiated Reading Kits</p> <p>Assessments</p> <ul style="list-style-type: none"> <li>▪ IPI for Differentiated Reading Kits- End of year window May 1-15</li> <li>▪ Running Records-Due to IC-End of year window-May 1-15</li> <li>▪ WC Sight Word Check-All words End of year window-May 1-15</li> </ul>

**Fourth Nine Weeks**

**Reading Literary and Informational Text**

Focus Standards	Skills Learning Targets	Resources/ Assessments
<p><b>Reading Literary:</b> <b>ELAGSE1RL10:</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><b>Reading Informational:</b> <b>ELAGSE1RI10:</b> With prompting and support, read informational texts appropriately complex for grade 1.</p>	<ul style="list-style-type: none"> <li>▪ Read grade level prose and poetry</li> </ul> <p>I can read and listen to prose and poems.</p> <p>I can read true stories with help.</p>	<p>Journeys</p> <p>Journeys Comprehensive Language and Literacy Guide</p> <p>Assessments</p> <ul style="list-style-type: none"> <li>▪ Journey’s Cold Reads</li> </ul>

## Fourth Nine Weeks

### Grammar Skills/Writing

Focus Standards	Skills Learning Targets	Resources/ Assessments
<p><b>ELAGSE1L6:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships(e.g., I named my hamster Nibblet because she nibbles too much because she likes that).</p> <p><b>ELAGSE1W1:</b> 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.</p> <p><b>ELAGSE1W5:</b> 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.</p> <p><b>ELAGSE1W6:</b> With guidance and support from adults, use a variety of tools to produce and publish writing , including digital tools and collaboration with peers.</p> <p><b>ELAGSE1W7:</b> Participate in shared research and writing projects.</p> <p><b>ELAGSE1W8:</b> With guidance and support from adults, recall information from experiences of gather information from provided sources to answer questions.</p>	<ul style="list-style-type: none"> <li>▪ Opinion Writing</li> </ul> <p>I can write what I think and why I think it.</p>	<p>Write From the Beginning and Beyond</p> <p>Journeys</p> <p>Journeys Comprehensive Language and Literacy Guide</p> <p>Mentor Sentences</p> <p>Assessments:</p> <ul style="list-style-type: none"> <li>▪ Write From the Beginning and Beyond Rubrics (Narrative, Informational)</li> </ul>