Course Description: Macon Elementary utilizes a reading workshop model to address the reading standards for fiction and nonfiction. This curriculum has been written to align with the revised MO Learning Standards for English Language Arts (approved by the state board of education in April of 2016).

First Grade Reading Scope and Sequence

	Unit	Timeframe
1	**Back to School**	**3 weeks**
2	**Plants**	**3 weeks**
3	**Bats**	**3 weeks**
4	**Sound**	**2 weeks**
5	**Law and Symbols**	**2 weeks**
6	**Thanksgiving**	**2 weeks**
7	**Maps**	**2 weeks**
8	**Gingerbread Man**	**2 weeks**
9	**Information Reading**	**8 weeks**
10	**Fairy Tales**	**3 weeks**
11	**Dr. Seuss**	**1 week**
12	**Narrative Stories**	**3 weeks**
13	**Economics**	**2 weeks**
14	**Animals**	**3 weeks**
15	**Caves**	**1 week**

Unit 1
Back to School

Standards addressed:
1.R.1.A.d Develop and demonstrate reading skills in response to reading text and read alouds by retelling main ideas in sequence including key details
1.R.2.A.a Read, infer, analyze, and draw conclusions to describe characters, setting, problem, solution, and events in logical sequences
1.R.2.A.g Read, infer, analyze, and draw conclusions to compare and contrast adventures and experiences of characters in stories
1.R.2.A.f Identify who is telling the story.

1.R.1.A.b Asking and responding to relevant questions
1.R.1.A.c Seeking clarification and locating facts and details about stories and other texts
1.R.2.A.a Describe characters, setting, problem, solution, and events in logical sequences
1.R.2.A.b Describe the main idea of a story
1.RF.3.A.g Read irregularly spelled words
1.R.3.A.a Use text features to restate the main idea
1.R.3.C.e Identify similarities and differences between texts on the same topic

Supporting Standards:
1.R.1.D.a Read independently for multiple purposes over sustained periods of time by engaging with and reading text that is developmentally appropriate

Essential Questions:
Who are the characters?
Who is telling the story?
What is the setting?
What is the problem?
What solution was used to solve the problem?
What was the sequence in the story?
How were the experiences in _____ similar and different then the experiences in _____?

Learning Targets:
I can describe characters, settings, problems, solutions, and events in a sequence.
I can draw conclusions to compare and contrast adventures and experiences.
I can read independently for multiple purposes.
I can read for long periods and engage with my book.

Content Vocabulary
Characters, Setting, Problem, Solution, Compare and Contrast, Sequence

Standard(s)	Text	Number of Days
1.R.2.A.a 1.R.2.A.g	*I Am Six*	2 days
1.R.1.A.d 1.R.2.A.a	*Ten Dogs in the Window*	3 days
1.R.2.A.b 1.R.2.A.a 1.R.1.A.b 1.R.1.A.d	*Charles Tigers*	2 days
1.R.2.A.f 1.R.1.A.b 1.R.1.A.c 1.R.2.A.a 1.RF.3.A.g	*My Best Friend*	3 days

1.R.3.A.a 1.R.3.C.e	*Pond Life and The Busy Pond*	3 days

Unit 2 **Plants**
Standards addressed: 1.R.1.A Develop and demonstrate reading skills in response to reading text and read alouds by asking and responding to relevant questions. 1.R.1.B Develop an understanding of vocabulary by identifying words that name actions and words that name persons, places, or things. 1.R.3.A.a Read, infer and draw conclusions to use text features to restate the main idea. 1.R.1.A.d Develop and demonstrate reading skills in response to reading text and read alouds by retelling main ideas in sequence including key details. 1.R.1.B.e Develop an understanding of vocabulary by determining what words mean from how they are used in context of a sentence either heard or read. 1.R.1.C.a Determine connection between text to text (text ideas including similarities and differences in fiction and nonfiction). 1.R.2.A Read, infer, analyze and draw conclusions to compare and contrast adventures and experiences of characters in stories. 1.R.2.A.b Read, infer, analyze, and draw conclusions to describe the main idea of a story. 1.R.2.A.g Read, infer, analyze, and draw conclusions to compare and contrast adventures and experiences of characters in stories. 1.R.2.C.b Read, infer and draw conclusions to recognize sensory details in literary texts. 1.R.3.A.c Read, infer and draw conclusions to use text features to locate specific information in text. 1.R.3.C.e Read, infer and draw conclusions to identify similarities and differences between texts on the same topic. **Supporting Standards:**
Essential Questions: What is a text feature? How does a text feature help you understand the text better?
Learning Targets: I can explain a text feature. I can use text features to understand the text.
Content Vocabulary: heading, glossary, index, table of contents, labels
Resources

Jasper's Beanstalk, A Seed Grows, Growing Vegetable Soup, Where Plants Grow, Planting Beans & Beets, A Place to Grow, A Tiny Seed, Johnny Appleseed, The Seasons of ARnold's Apple Tree, apples, BrainPop videos *Parts of a Plant, Plant Life Cycle, Plant Adaptations*		

Standard(s)	Text	Number of Days
1.R.1.A 1.R.1.B 1.R.1.A.d	***Jasper's Beanstalk***	3 days
1.R.1.B.e 1.R.2.A.b	***A Seed Grows***	2 days
1.R.3.A.a 1.R.2.C.b 1.R.1.A.d 1.R.3.C.e	***Growing Vegetable Soup***	3 days
1.R.3.A.c 1.R.3.C.e	***Where Plants Grow***	3 days
1.R.1.C.a 1.R.2.A 1.R.2.A.g 1.R.3.C.c	***Planting Beans and Beets***	2 days

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Unit 3
Bats

Standards addressed:
1.R.3.A.a Use text features to restate the main idea
1.R.1.B.e Develop an understanding of vocabulary by determining what words mean from how they are used in context of a sentence either heard or read.
1.R.1.D.a Engaging with and reading text that is developmentally appropriate.
1.R.2.A.g Compare and contrast adventures and experiences of characters in stories.
1.RF.4.A.a Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension. a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
1.R.3.C.b Identify main ideas and provide supporting details.
1.R.3.B.b Identify examples of sensory details.
1.R.3.C.a Ask and answer questions to clarify meaning.
1.R.3.C.d Identify the reasons an author gives to support points in a text.
1.R.3.A.b Explain facts or details using text features and distinguish between what facts were provided by pictures and what facts were conveyed by words.
1.R.3.A.c Use text features to locate specific information in text.
1.R.1.A.b Asking and responding to relevant questions.

Supporting Standards:

Essential Questions:
How do you determine the main idea and details?
What can you learn from studying pictures?

Learning Targets:
I can determine the main idea and details.
I can learn from studying pictures.

Content Vocabulary:
main idea, details, text features

Resources
Bats Day and Night, All About Bats, Helpful Bats, Echolocation song, *All About Bats for Kids: Animal Videos for Children, Critter Rock "Hairy not Scary", 3 Fun Facts About Bats, Bats* by Lily Wood, *Bats at the Library, Bats at the Beach, Bats at the Ballgame, Bats in the Band, Animals at Night, Stellaluna*

Standard(s)	Text	Number of Days
1.R.3.A.a 1.R.1.B.e	***Bats Day and Night***	2 days
1.R.1.D.a 1.R.2.A.g 1.RF.4.A.a 1.R.3.C.b 1.R.3.B.b	***Bat Poems***	4 days
1.R.3.C.a 1.R.3.C.b	***All About Bats***	2 days
1.R.3.C.d 1.R.3.A.c 1.R.1.A.b	***Helpful Bats***	3 days

Unit 4
Sound

Standards addressed:
1.R.1.B.e -Determining what words mean from how they are used in context of a sentence either heard or read.
1.R.1.D.a -Engaging with and reading text that is developmentally appropriate.
1.RF.4.A.a -Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension.
    a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
1.R.3.A.a -Use text features to restate the main idea
1.R.3.C.a -Ask and answer questions to clarify meaning

Essential Questions:
How can context clues help me determine word meanings?
How can asking and answering questions help you understand text?

Learning Targets:
I can use context clues to determine word meanings.
I can ask questions to help me understand text.
I can read appropriate text with fluency.

Content Vocabulary:
question, text, context clue, meaning

Resources
*Vibrations and Sound, Sounds: Volume and Pitch, Bill Nye the Science Guy Sound, Sound and Light, Sound (*by Darlene R. Stille), *All About Sound, Magic School Bus: At the Haunted House, BrainPop Jr. video on sound, What is Sound Energy?* video

Standard(s)	Text	Number of Days
1.R.1.B.e	***Vibrations and Sounds***	2 days
1.R.1.D.a 1.RF.4.A.a	***Sound Poem***	1 day
1.R.3.A.a 1.R.3.C.a	***Sounds: Volume and Pitch***	2 days

Unit 5
Laws and Symbols

Standards addressed:
1.R.1.A.b Asking and responding to relevant questions.
1.R.1.A.d Retelling main ideas in sequence including key details.
1.R.2.A.g Compare and contrast adventures and experiences of characters in stories.
1.R.3.C.b Identify main ideas and provide supporting details.
1.R.3.A.c Use text features to locate specific information in text.
Supporting Standards:

Essential Questions:
How can I ask questions to help me respond to relevant information?
How can I use key details to retell main ideas in sequence?

Learning Targets:
I can ask and respond to relevant questions.
I can identify main ideas and supporting details.

Content Vocabulary:
question, main idea, detail

Resources
Laws for Kids, People Need Laws, American Symbols, The Story of the Statue, The State of Liberty, The Adventures of Capitol Kitty, related videos on BrainPop Jr.

Standard(s)	Text	Number of Days
1.R.2.A.g **1.R.1.A.b** **1.R.1.A.d** **1.R.2.A.g**	*Laws for Kids*	3 days
1.R.1.A.d	*People Need Laws*	1 day
1.R.1.A.d	*American Symbols*	2 days

Unit 6
Thanksgiving

Standards addressed:
1.R.1.A.b Asking and responding to relevant questions.
1.R.2.A.a Describe characters, setting, problem, solution, and events in logical order.
1.R.2.A.g Compare and contrast adventures and experiences of characters in stories.
1.R.1.D.a Engaging with and reading text that is developmentally appropriate
1.RF.4.A.a Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension.
   a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Supporting Standards:

Essential Questions:
What can you learn from characters you read about?
What are the elements of all stories?

Learning Targets:
I can describe characters in the story.
I can identify story elements.

Content Vocabulary:
characters, setting, problem, solution, beginning, middle, end

Standard(s)	Text	Number of Days
1.R.1.D.a **1.RF.4.A.a**	**Thanksgiving Dinner poem**	1 day
1.R.1.A.b **1.R.2.A.a** **1.R.2.A.g**	*I know an Old Lady Who Swallowed a Pie*	3 days

Unit 7
Maps

Standards addressed:
1.R.1.A.b -Asking and responding to relevant questions
1.R.1.A.c -Seeking clarification and locating facts and details about stories and other texts.
1.R.2.A.g -Compare and contrast adventures and experiences of characters in stories.
1.R.3.A.a -Use text features to restate the main idea.
1.R.1.D.a -Engaging with and reading text that is developmentally appropriate.

Supporting Standards:

Essential Questions:
What can you learn from characters you read about?

Learning Targets:
I can compare and contrast experiences of characters in stories.

Content Vocabulary:
compare, contrast, characters

Resources
Jake Makes a Map, Following the Map, Our Earth, Me on the Map, Follow that Map!, Where do I live?

Standard(s)	Text	Number of Days
1.R.1.A.b 1.R.1.A.c	*Jake Makes a Map*	1 day
1.R.1.A.b 1.R.1.A.c 1.R.2.A.g	*Following the Map*	2 days
1.R.3.A.a	*Our Earth*	1 day

1.R.1.D.a	**Me on the Map**	2 days

Unit 8
Gingerbread Man

Standards addressed:
1.R.1.A.e Recognizing beginning, middle, and end.
1.R.2.A.c Describe sensory details
1.R.1.C.a Determine connection between: text to text (text ideas including similarities and differences in fiction and nonfiction

Supporting Standards:

Essential Questions:
How can sequencing a story help with understanding?
What are sensory details?
How are _____ (text title) and _____ (text title) similar?

Learning Targets:
I can retell a story in sequence.
I can describe sensory details.
I can build a connection between text to text.

Content Vocabulary:
sequence, retell, sensory, details

Standard(s)	Text	Number of Days
1.R.1.A.e 1.R.2.A.c	***The Gingerbread Man***	2 days
1.R.1.A.e 1.R.1.C.a	***The Gingerbread Kid Goes to School***	4 days

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Unit 9
Nonfiction Reading

Standards addressed:
1.R.3.A.c Use text features to locate specific information in text

1.R.1.A.d Retelling main ideas in sequence including key details.
1.R.1.C.a Determine connection between: a. Text to text (text ideas including similarities and differences in fiction and nonfiction).
1.R.1.D.a Engaging with and reading text that is developmentally appropriate.
1.R.3.C.d Identify the reasons an author gives to support points in a text.
1.R.3.C.c Describe the connection between two individuals, events, ideas, or pieces of information in a text.
1.R.3.C.a Ask and answer questions to clarify meaning.
1.R.3.C.b Identify main ideas and provide supporting details

Supporting Standards:

Essential Questions:
How can I use text features to locate specific information?
How can I use text to find the connection between two individuals, events, or ideas?
How can I use key details to help me retell main ideas in sequence?

Learning Targets:
I can use text features to locate specific information.
I can use information in a text to find the connection between two individuals, events, or ideas.
I can use key details to help me retell main ideas in sequence.

Content Vocabulary:
text features, connection, main idea, retell, sequence

Resources
Changing Seasons, Moonbear's Shadow, Sunshine Makes the Seasons, Moon Dance, Day and Night Sky, BrainPop videos on Sun, Seasons, and Light, *Abraham Lincoln, George Washington: Father of Our Country, It's Great to be President, President's Day*

Standard(s)	Text/Topic	Number of Days
1.R.3.A.c 1.R.1.A.d	***The Life of Martin Luther King Jr.***	2 days
1.R.1.C.a 1.R.1.D.a	***Martin Luther King Jr.***	2 days
1.R.1.A.d 1.R.3.C.d 1.R.3.C.c	***Changing Seasons***	3 days

1.R.3.C.a 1.R.3.C.b	*Day and Night Sky*	4 days
1.R.3.A.c	*Abraham Lincoln*	1 day
1.R.3.A.c	*George Washington: Father of Our Country*	2 days
1.R.3.C.a 1.R.3.C.c	*President's Day*	3 days

Unit 10 **Fairy Tales**
Standards addressed: **1.R.2.A.a** Describe characters, setting, problem, solution, and events in logical order. **1.RF.4.A.a** Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension.   b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **Supporting Standards:** .
Essential Questions: What can you learn from characters you read about? What are the elements of all stories?
Learning Targets: I can describe characters in the story. I can identify story elements.
Content Vocabulary: characters, setting, problem, solution, beginning, middle, end

Standard(s)	Text	Number of Days
1.R.2.A.a	***The Three Bears***	1 day
1.R.2.A.a	**The Three Billy Goats Gruff**	1 day
1.R.2.A.a	***Stone Soup***	1 day

1.R.2.A.a	*Jack and the Beanstalk*	1 day
1.R.2.A.a	*The Three Little Pigs*	1 day
1.RF.4.A.a	*Little Red Riding Hood Reader's Theatre*	1 day

Unit 11
Dr. Seuss

Standards addressed:
1.R.3.A.c Use text features to locate specific information in text.
1.R.3.A.a Use text features to restate the main idea.
1.RF.2.A.d Blending spoken phonemes to form 1 or 2 syllable words including consonant blends.
1.R.2.A.g Compare and contrast adventures and experiences of characters in stories
1.RF.2.A.a Producing and identifying sounds and syllables in spoken words

Supporting Standards:
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Essential Questions:
How can I compare and contrast adventures and experiences of characters in stories?
How can I use onset and rime when reading text?

Learning Targets:
I can compare and contrast adventures and experiences of characters in stories.
I can use onset and rime.

Content Vocabulary:
onset, rime, adventure, experience

Standard(s)	Text	
1.R.3.A.c 1.R.3.A.a	*Dr. Seuss*	**2 days**
1.RF.2.A.d	*Hop on Pop*	**1 day**
1.R.2.A.g 1.RF.2.A.a	*One Fish, Two Fish, Red Fish, Blue Fish*	**2 days**

Unit 12
Narrative Stories

Standards addressed:
1.R.1.A.b Asking and responding to relevant questions.
1.R.1.A.d Retelling main ideas in sequence including key details
1.R.2.A.a Describe characters, setting, problem, solution, and events in logical sequences.
1.R.2.A.c Describe sensory details.
1.R.2.A.g Compare and contrast adventures and experiences of characters in stories.
1.R.1.D.a Engaging with and reading text that is developmentally appropriate.

Supporting Standards:
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Essential Questions:
What are the elements of all stories?
What are sensory details?

Learning Targets:
I can describe characters, setting, problem, solution, and events in logical sequences.
I can describe sensory details.

Content Vocabulary
characters, setting, problem, solution, sequence

Standard(s)	Text	
1.R.1.A.b **1.R.1.A.d**	*Go Away, Otto!*	**2 days**
1.R.2.A.a **1.R.2.A.c**	*Lost!*	**3 days**
1.R.1.A.d **1.R.2.A.a**	*If You Give a Pig a Pancake*	**2 days**
1.R.1.A.b **1.R.1.D.a**	*Monsters' Stormy Day*	**2 days**
1.R.1.A.d **1.R.2.A.c**	*Going to the Dentist*	**2 days**
1.R.1.A.d **1.R.2.A.a**	*The Day I Needed Help*	**2 days**
1.R.1.A.b **1.R.2.A.g**	*Hippo's Toothache*	**2 days**

Unit 13
Economics

Standards addressed:

1.R.3.A.a Use text features to restate the main idea
1.R.3.C.a Ask and answer questions to clarify meaning.
1.R.1.A.b Asking and responding to relevant questions
1.R.1.C.a Determine connection between: Text to text (text ideas including similarities and **differences in fiction and nonfiction).**
1.R.3.C.c Describe the connection between two individuals, events, ideas, or pieces of information in a text.
1.R.3.A.c Use text features to locate specific information in text.
1.R.1.A.c Seeking clarification and locating facts and details about stories and other texts

Supporting Standards:
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Essential Questions:
How are _____ (non-fiction text title) and _____ (fiction text title) similar?

Learning Targets:
I can build a connection between non-fiction text and fiction text.

Content Vocabulary:
Fiction, nonfiction, connection

Resources
Who's Buying, Who's Selling, Goods and Services Around Town, Little Nino's Pizzeria, Community Workers

Standard(s)	Text	
1.R.3.C.a 1.R.1.A.b	***Who's Buying, Who's Selling***	**2 days**
1.R.1.C.a 1.R.3.C.c 1.R.3.A.c 1.R.3.A.a	***Goods and Services Around Town***	**3 days**
1.R.1.A.b 1.R.1.A.c	***Little Nino's Pizzeria***	**3 days**
1.R.3.A.a	***Community Workers***	**2 days**

Unit 14
Animals

Standards addressed:
1.R.1.A.b - Asking and responding to relevant questions.
1.R.3.A.a -Use text features to restate the main idea.
1.R.3.A.c -Use text features to locate specific information in text.
1.R.3.C.e -Identify similarities and differences between texts on the same topic

1.R.3.C.b -Identify main ideas and provide supporting details.
1.R.1.C.a - Determine connection between:
      a.Text to text (text ideas including similarities and differences in fiction and nonfiction).

Supporting Standards:
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Essential Questions:
What is the main idea?
How can comparing and contrasting fiction and non-fiction text help me to understand similarities and differences?

Learning Targets:
I can state the main idea.
I can compare and contrast.

Content Vocabulary:
Compare, contrast, fiction, nonfiction, main idea, similarities, differences

Standard(s)	Text	
1.R.1.A.b	*Moving Day*	**1 day**
1.R.3.A.a	*Living and Nonliving*	**1 day**
1.R.3.A.c 1.R.3.A.a	*Baby Animals*	**2 days**
1.R.3.C.e 1.R.1.C.a	*Living Things Grow and Change*	**2 days**
1.R.3.C.b	*Weird Bird Beaks*	**1 day**
1.R.3.C.b	*Animals Animals*	**1 day**
1.R.1.A.b	*How Plants and Live Animals*	**2 days**
1.R.1.A.b 1.R.1.C.a	*Animals and Plants*	**2 days**

Unit 15
Caves

Standards addressed:
1.R.3.A.b Explain facts or details using text features and distinguish between what facts were provided by pictures and what facts were conveyed by words

1.R.1.C.a Determine connection between: Text to text (text ideas including similarities and differences in fiction and nonfiction)

Supporting Standards:

Essential Questions:
How does an author support points in the text?
What can you learn from studying pictures or photographs in the text?

Learning Targets:
I can explain facts or details in text features.
I can learn from pictures and/or photographs in text.

Content Vocabulary:
similarities, difference, fiction, nonfiction, facts

Standard(s)	Text	
1.R.3.A.b	*Samuel Clemens*	**1 day**
1.R.3.A.b	*Mark Twain Cave*	**2 days**
1.R.3.A.b	*How Caves are Formed*	**1 day**
1.R.3.A.b	*Caves*	**1 day**
1.R.3.A.b 1.R.1.C.a	*Frog's Mississippi River Adventure*	**1 day**