

# First Grade ELA Focus Calendar

	Quarter 1			Quarter 2			Quarter 3		Quarter 4		
Units (Unit Theme)	Getting Started (Kinder Review)	Unit 1 Back to School	Unit 2 Animal Habitats	Unit 3 I am Responsible	Unit 4 Our Neighborhood at Work	Unit 5 What's the Weather	Unit 6 North, South, East, West	Unit 7 I Think I Can	Unit 8 Away We Grow	Unit 9 Home Sweet Home	Unit 10 I am Brave
Approx. Unit Length	2 weeks	3-4 weeks	3-4 weeks	3-4 weeks	3-4 weeks	3-4 weeks	3-4 weeks	4-5 weeks	4-5 weeks	3-4 weeks	3-4 weeks
<b>Foundational Skills</b>	<b>Strand: Print Concepts</b> K.RF.1.a,b,c,d <b>Strand: Phonological Awareness</b> K.RF.2.a,b,c <b>Strand: Phonics &amp; Word Recognition</b> K.RF.3.a	<b>Strand: Print Concepts</b> 1R.F.1.a <b>Strand: Phonological Awareness</b> 1R.F.2.a,b,c,d <b>Strand: Phonics &amp; Word Recognition</b> 1R.F.3.b,g <b>Strand: Fluency</b> 1R.F. 4.a	<b>Strand: Phonics and Word Recognition</b> 1R.F.3.d,e,f,g	<b>Strand: Phonics and Word Recognition</b> 1R.F.3.a,g	<b>Strand: Phonics and Word Recognition</b> 1R.F.3.c,g	<b>Strand: Phonics and Word Recognition</b> 1R.F.3c,g	<b>Strand: Phonics and Word Recognition</b> 1R.F.3.c  <b>Second Grade Strand: Phonics and Word Recognition</b> 2 R.F.3.b 1 R.F.3.g	<b>Strand: Fluency</b> 1R.F.4.b,c  <b>Second Grade Strand: Phonics and Word Recognition</b> 2 R.F.3.b 1 R.F.3.g	<b>Strand: Phonics and Word Recognition</b> 1.R.F.3.c,g	<b>Strand: Phonics and Word Recognition</b> 1.R.F.3.a,c,g	<b>Strand: Phonics and Word Recognition</b> 1.R.F.3.f  <b>Second Grade Strand: Phonics and Word Recognition</b> 2 R.F.3.b
<b>Reading Literature</b>  *Language Standards 1.L.4.a,b,c should be included in first close read when students identify “tricky” or vocabulary words and use context clues to find meaning.	(Close Read Focus: 1st Reading Procedures)  <b>Strand: Main Idea and Key Details</b> RL 1  <b>Strand: Range of Reading and Level of Text Complexity</b> RL 10 Lexile Band 190L to 530L	(Close Read Focus: 1st Reading Procedures)  <b>Strand: Main Idea and Key Details</b> RL 1  <b>Strand: Range of Reading and Level of Text Complexity</b> RL 10 Lexile Band 190L to 530L	(Close Read Focus: 1 <sup>st</sup> Reading Procedures)  <b>Strand: Main Idea and Key Details</b> RL 2  <b>Strand: Range of Reading and Level of Text Complexity</b> RL 10 Lexile Band 190L to 530L	(Close Read: Focus 1 <sup>st</sup> Reading Procedures)  <b>Strand: Main Idea and Key Details</b> RL 3  <b>Strand: Range of Reading and Level of Text Complexity</b> RL 10 Lexile Band 190L to 530L	(Close Read Focus: 1 <sup>st</sup> Reading Procedures)  <b>Strand: Main Idea and Key Details</b> RL 3  <b>Strand: Range of Reading and Level of Text Complexity</b> RL 10 Lexile Band 190L to 530L	(Close Read 1 <sup>st</sup> Read & Focus: 2nd Reading Procedures)  <b>Strand: Craft and Structure</b> RL 4  <b>Strand: Range of Reading and Level of Text Complexity</b> RL 10 Lexile Band 190L to 530L	(Close Read 1 <sup>st</sup> Read & Focus: 2 <sup>nd</sup> Reading Procedures)  <b>Strand: Craft and Structure</b> RL 4 RL 5 RL 6  <b>Strand: Range of Reading and Level of Text Complexity</b> RL 10 Lexile Band 190L to 530L	(Close Read 1 <sup>st</sup> , 2 <sup>nd</sup> Read & Focus: 3 <sup>rd</sup> Reading Procedures)  <b>Strand: Integration of Knowledge and Ideas</b> RL 7 RL 8 (Not applicable) RL 9  <b>Strand: Range of Reading and Level of Text Complexity</b> RL 10 Lexile Band 190L to 530L	(Close Read 1 <sup>st</sup> , 2 <sup>nd</sup> Read & Focus: 3 <sup>rd</sup> Reading Procedures)  <b>Strand: Integration of Knowledge and Ideas</b> RL 7 RL 8 (Not applicable) RL 9  <b>Strand: Range of Reading and Level of Text Complexity</b> RL 10 Lexile Band 190L to 530L	(Close Read 1 <sup>st</sup> , 2 <sup>nd</sup> Read & Focus: 3 <sup>rd</sup> Reading Procedures)  <b>Review RL Strands</b>	(Close Read 1 <sup>st</sup> , 2 <sup>nd</sup> Read & Focus: 3 <sup>rd</sup> Reading Procedures)  <b>Review RL Strands</b>

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<p><b>Reading Informational Text</b></p> <p>*Language Standards 1.L.4.a,b,c should be included in first close read when students identify “tricky” or vocabulary words and use context clues to find meaning.</p>	<p>(Close Read Focus: 1st Reading Procedures)</p> <p><b>Strand: Main Idea and Key Details</b> RI 1</p> <p><b>Strand: Range of Reading and Level of Text Complexity</b> RI 10 Lexile Band 190L to 530L</p>	<p>(Close Read Focus: 1st Reading Procedures)</p> <p><b>Strand: Main Idea and Key Details</b> RI 1</p> <p><b>Strand: Range of Reading and Level of Text Complexity</b> RI 10 Lexile Band 190L to 530L</p>	<p>(Close Read Focus: 1st Reading Procedures)</p> <p><b>Strand: Main Idea and Key Details</b> RI 2</p> <p><b>Strand: Range of Reading and Level of Text Complexity</b> RI 10 Lexile Band 190L to 530L</p>	<p>(Close Read Focus: 1st Reading Procedures)</p> <p><b>Strand: Main Idea and Key Details</b> RI 3</p> <p><b>Strand: Range of Reading and Level of Text Complexity</b> RI 10 Lexile Band 190L to 530L</p>	<p>(Close Read: 1st Reading Procedures)</p> <p><b>Strand: Main Idea and Key Details</b> RI 3</p> <p><b>Strand: Range of Reading and Level of Text Complexity</b> RI 10 Lexile Band 190L to 530L</p>	<p>(Close Read 1st Read &amp; Focus: 2nd Reading Procedures)</p> <p><b>Strand: Craft and Structure</b> RI 4</p> <p><b>Strand: Range of Reading and Level of Text Complexity</b> RI 10 Lexile Band 190L to 530L</p>	<p>(Close Read 1st Read &amp; Focus: 2nd Reading Procedures)</p> <p><b>Strand: Craft and Structure</b> RI 4 RI 5 RI 6</p> <p><b>Strand: Range of Reading and Level of Text Complexity</b> RI 10 Lexile Band 190L to 530L</p>	<p>(Close Read 1st, 2nd Read &amp; Focus: 3rd Reading Procedures)</p> <p><b>Strand: Integration of Knowledge and Ideas</b> RI 7 RI 8 RI 9</p> <p><b>Strand: Range of Reading and Level of Text Complexity</b> RI 10 Lexile Band 190L to 530L</p>	<p>(Close Read 1st, 2nd Read &amp; Focus: 3rd Reading Procedures)</p> <p><b>Strand: Integration of Knowledge and Ideas</b> RI 7 RI 8 RI 9</p> <p><b>Strand: Range of Reading and Level of Text Complexity</b> RI 10 Lexile Band 190L to 530L</p>	<p>(Close Read 1st, 2nd Read &amp; Focus: 3rd Reading Procedures)</p> <p><b>Review RI Strands</b></p>	<p>(Close Read 1st, 2nd Read &amp; Focus: 3rd Reading Procedures)</p> <p><b>Review RI Strands</b></p>
<p><b>Writing</b></p>	<p><b>Strand: Text Type and Purposes</b> W.3 - Narrative</p> <p>(Teach temporal words to signal event order)</p>	<p><b>Strand: Text Type and Purposes</b> W.3- Narrative</p> <p>(Teach temporal words to signal event order)</p>	<p><b>Strand: Text Type &amp; Purposes</b> W.3-Narrative (until after district fall writing prompt)</p> <p>(Teach temporal words to signal event order)</p> <p>W.3 – Informational Writing</p>	<p><b>Strand: Text Type &amp; Purposes</b> W.1- Opinion</p> <p>(Teach transitional words to signal reasons that support their opinion)</p>	<p><b>Strand: Text Type &amp; Purposes</b> W.1- Opinion</p> <p>(Teach transitional words to signal reasons that support their opinion)</p>	<p><b>Strand: Text Type &amp; Purposes</b> W.1-Opinion</p> <p>(Teach transitional words to signal reasons that support their opinion)</p>	<p><b>Strand: Text Type &amp; Purposes</b> W.1- Opinion</p> <p><b>Strand: Production &amp; Distribution of Writing</b> W.4 (N/A) W.5 W.6</p> <p><b>Strand: Research to Build and Present Knowledge</b> W.8 W.9 (N/A) W.10 (Not applicable)</p>	<p><b>Strand: Text Type &amp; Purposes</b> W.2- Informational</p> <p><b>Strand: Production &amp; Distribution of Writing</b> W.4 (N/A) W.5 W.6</p> <p><b>Strand: Research to Build &amp; Present Knowledge</b> W.7 W.8 W.9 (N/A) W.10 (NA)</p>	<p><b>Strand: Text Type &amp; Purposes</b> W.2 - Informational</p> <p><b>Strand: Production &amp; Distribution of Writing</b> W.4(NA) W.5 W.6</p> <p><b>Strand: Research to Build &amp; Present Knowledge</b> W.7 W.8 W.9 (Not applicable) W.10 (NA)</p>	<p>Review all Writing Standards W.1- Opinion W.2-Informational W.3-Narrative W.4 (N/A) W.5 W.6 W.7 W.8 W.9 (N/A) W.10 (N/A)</p>	<p>Review all Writing Standards W.1- Opinion W.2-Informational W.3-Narrative W.4 (N/A) W.5 W.6 W.7 W.8 W.9 (N/A) W.10 (N/A)</p>
<p><b>Speaking and Listening</b></p>	<p><b>Strand: Comprehension and Collaboration</b> SL.1,a,b,c SL.2</p>	<p><b>Review Speaking and Listening Standards:</b> SL.1 SL.2</p>	<p><b>Review Speaking and Listening Standards:</b> SL.1 SL.2</p>	<p><b>Review Speaking and Listening Standards:</b> SL.1 SL.2</p>	<p><b>Review Speaking and Listening Standards:</b> SL.1 SL.2</p>	<p><b>Review Speaking and Listening Standards:</b> SL.1 SL.2</p>	<p><b>Review Speaking and Listening Standards:</b> SL.1 SL.2</p>	<p><b>Review all Speaking and Listening Standards:</b> SL.1 SL.2</p>	<p><b>Review all Speaking and Listening Standards:</b> SL.1 SL.2</p>	<p><b>Review all Speaking and Listening Standards:</b> SL.1 SL.2</p>	<p><b>Review all Speaking and Listening Standards:</b> SL.1 SL.2</p>

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				<b>Strand: Comprehension and Collaboration</b> SL.3	SL.3	<b>SL.3 Strand: Presentation of Knowledge and Ideas</b> SL.4	<b>SL.3 SL.4 Strand: Presentation of Knowledge and Ideas</b> SL.5 SL.6	<b>SL.3 SL.4 SL.5 SL.6</b>	<b>SL.3 SL.4 SL.5 SL.6</b>	<b>SL.3 SL.4 SL.5 SL.6</b>	<b>SL.3 SL.4 SL.5 SL.6</b>
<b>Language</b>  <b>1.L.2.d,e - Spelling</b>	<b>Strand: Conventions of Standard English</b>  <b>Strand: Vocabulary Acquisition &amp; Use: 1.L.4,6 embedded within reading, 1.L.5a-d embedded through language</b> 1.L.1.a 1.L.2.a 1.L.2.b  *Covers various reading standards as an introduction to grammar. See page 11 in the Schoolwide Teacher's Manual.	<b>Strand: Conventions of Standard English</b> 1.L.1.c	<b>Strand: Conventions of Standard English</b> 1.L.1.b	<b>Strand: Conventions of Standard English</b> 1.L.1.c 1.L.1.e 1.L.4.c	<b>Strand: Conventions of Standard English</b> 1.L.1.f 1.L.1.h	<b>Strand: Conventions of Standard English</b> 1.L.1.d	<b>Strand: Conventions of Standard English</b> 1.L.1.i	<b>Strand: Conventions of Standard English</b> 1.L.1.g 1.L.6	<b>Strand: Conventions of Standard English</b> 1.L.2.c	<b>Strand: Vocabulary Acquisition &amp; Use</b> 1.L.1.j 1.L.5.d	Review any language standards students continue to struggle with
	*Text Layout *Concepts of Print  Capitalization/ punctuation  Types of sentences	Nouns (singular, plural)	Nouns (common, proper, possessive)	Verbs and Verb Tense, noun verb agreement (1 star sentence)	Adjectives/ Articles/ Demonstratives (2 star sentences)	Pronouns (personal, possessive, indefinite)	Prepositions	Conjunctions	Commas in a series and date	Sentence Structure  (produce and expand sentences) Shades of meaning and intensity	Review/Apply

# First Grade ELA Focus Calendar

<b>Social Studies</b>	Standard <b>4 - Civics and Government:</b> 1.SS.4.1.1 1.SS.4.1.2 1.SS.4.1.3 1.SS.4.2.2	Standard <b>1-History:</b> 1.SS.1.1.2, 1.SS.1.1.3, 1.SS.1.1.4 <b>3 - Economics:</b> 1.SS.3.1.3 <b>5 - Global Perspectives</b> 1.SS.5.1.1	Standard <b>3 - Economics</b> 1.SS.3.1.1	Standard <b>2 - Geography</b> 1.SS.2.2.2 <b>3 - Economics</b> 1.SS.3.1.3 <b>4 - Civics and Government</b> 1.SS.4.1.1 1.SS.4.1.4 1.SS.4.3.2 <b>5 - Global Perspectives</b> 1.SS.5.1.2	Standard <b>1-History:</b> 1.SS.1.1.1 <b>3 - Economics</b> 1.SS.3.1.2 1.SS.3.1.3 <b>4 - Civics and Government</b> 1.SS.4.3.1 <b>5 - Global Perspectives</b> 1.SS.5.1.2	Standard <b>2 - Geography</b> 1.SS.2.1.5	Standard <b>1-History:</b> 1.SS.1.1.1 <b>2-Geography:</b> 1.SS.2.1.1 1.SS.2.1.2 1.SS.2.1.3 1.SS.2.1.4 1.SS.2.1.5 <b>4 - Civics and Government</b> 1.SS.4.2.1 1.SS.4.2.3	Standard <b>4 - Civics and Government</b> 1.SS.4.1.4		Standard <b>2 - Geography</b> 1.SS.2.1.5 1.SS.2.2.1 <b>3 - Economics</b> 1.SS.3.1.1 <b>4 - Civics and Government</b> 1.SS.4.2.1 <b>5 - Global Perspectives</b> 1.SS.5.1.1	Standard <b>4 - Civics and Government</b> 1.SS.4.1.4
<b>Science</b>			Standard <b>1- Nature of Science:</b> 1.S.1.2.1 1.S.1.4.1 <b>3 - Biology</b> 1.S.3.1.2 1.S.3.2.1	Standard <b>1 - Nature of Science:</b> 1.S.1.7.1 <b>5-Personal and Social Perspectives:</b> <b>Technology:</b> 1.S.5.1.1		Standard <b>1- Nature of Science:</b> 1.S.1.2.1 1.S.1.6.1 <b>2 - Physical Science</b> 1.S.2.1.1 <b>4-Earth and Space Systems:</b> 1.S.4.1.1	Standard <b>2 - Physical Science</b> 1.S.2.2.1	Standard <b>1 - Nature of Science:</b> 1.S.1.7.1	Standard <b>1- Nature of Science:</b> 1.S.1.2.1 1.S.1.3.1 1.S.1.4.1 1.S.1.6.1 1.S.1.8.1 <b>3 - Biology</b> 1.S.3.1.1 1.S.3.2.1		

\*Until formal assessments for social studies and science standards are created, once student scores SM or SE for science and social studies standards, carry score to following quarters.

\*\* Any ELA standards that were not met in a given quarter, must be reassessed in following quarters.