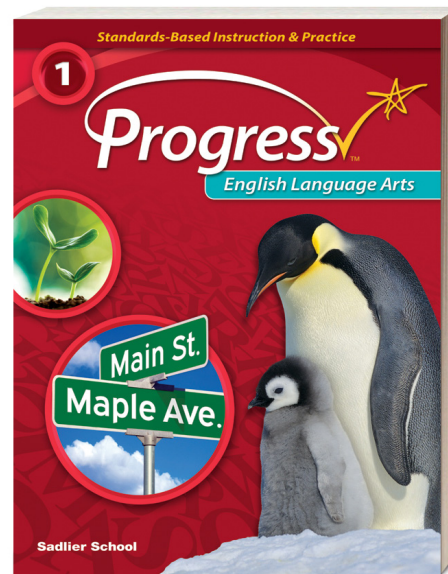


Standards-Based Instruction & Practice

Progress English Language Arts

Correlation to the Gwinnett County AKS and the Georgia GSE: English Language Arts for Grade 1

Grade 1



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Unit 1 Reading Literature: Key Ideas and Details

<ul style="list-style-type: none"> Read Aloud: “I Want to Be”—pp. 12–13 	<p>1LA.A.1 ask and answer questions about key details in a text</p> <p>1LA.A.2 retell stories, including key details, and demonstrate understanding of their central message or lesson</p> <p>1LA.A.3 describe characters, settings, and major events in a story, using key details</p> <p>1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media</p>	<p>ELAGSE1RL1 Ask and answer questions about key details in a text.</p> <p>ELAGSE1RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>ELAGSE1RL3 Describe characters, settings, and major events in a story, using key details.</p> <p>ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<ul style="list-style-type: none"> Understanding Key Details: “Bunny’s Talent” (Animal Fantasy)—pp. 14–17 Guided Instruction/Guided Practice/Independent Practice Words to Know • Teacher Talk: Find Evidence • Comprehension Check 	<p>1LA.A.1 ask and answer questions about key details in a text</p> <p>1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media</p>	<p>ELAGSE1RL1 Ask and answer questions about key details in a text.</p> <p>ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<ul style="list-style-type: none"> Retelling Stories: “The Elephant Dance” (Fable)—pp. 18–21 Guided Instruction/Guided Practice/Independent Practice Words to Know • Teacher Talk: Find Evidence • Comprehension Check 	<p>1LA.A.2 retell stories, including key details, and demonstrate understanding of their central message or lesson</p> <p>1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media</p>	<p>ELAGSE1RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<ul style="list-style-type: none"> Describing Story Elements: “Rocky’s Boat Ride” (Adventure Story)—pp. 22–25 Guided Instruction/Guided Practice/Independent Practice Words to Know • Teacher Talk: Find Evidence • Comprehension Check 	<p>1LA.A.3 describe characters, settings, and major events in a story, using key details</p> <p>1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media</p>	<p>ELAGSE1RL3 Describe characters, settings, and major events in a story, using key details.</p> <p>ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<ul style="list-style-type: none"> Foundational Skills Read Together: “The Best in Me”—p. 26 	<p>1LA.C.22 know and apply grade-level phonics and word analysis skills in decoding words</p>	<p>ELAGSE1RF3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<ul style="list-style-type: none"> Foundational Skills Reader 1: “At Bat!” (short vowels a and i; l and r blends; Fluency: Read with accuracy and rate)—pp. 27–28 Directions: Cut and fold the book. 	<p>1LA.C.22 know and apply grade-level phonics and word analysis skills in decoding words</p> <p>1LA.C.23.b read on-level text orally with accuracy, appropriate rate, and expression on successive readings</p>	<p>ELAGSE1RF3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>ELAGSE1RF4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
<ul style="list-style-type: none"> Foundational Skills Reader 2: “I Can!” (short vowels o, u, e; s blends; final blends; Fluency: Read with accuracy and rate)—pp. 29–30 Directions: Cut and fold the book. 	<p>1LA.C.22 know and apply grade-level phonics and word analysis skills in decoding words</p>	<p>ELAGSE1RF3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>

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Unit 1 Reading Literature: Key Ideas and Details		
	<i>continued from preceding page</i> 1LA.C.23.b read on-level text orally with accuracy, appropriate rate, and expression on successive readings	<i>continued from preceding page</i> ELAGSE1RF4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<ul style="list-style-type: none"> Close Reading: “Talk, Talk, Talk!” (Realistic Fiction)—pp. 31–34 Comprehension Check 	<p>1LA.A.1 ask and answer questions about key details in a text</p> <p>1LA.A.2 retell stories, including key details, and demonstrate understanding of their central message or lesson</p> <p>1LA.A.3 describe characters, settings, and major events in a story, using key details</p> <p>1LA.A.9 read prose and poetry of appropriate complexity for grade 1, with prompting and support</p>	<p>ELAGSE1RL1 Ask and answer questions about key details in a text.</p> <p>ELAGSE1RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>ELAGSE1RL3 Describe characters, settings, and major events in a story, using key details.</p> <p>ELAGSE1RL10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>
<ul style="list-style-type: none"> Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question—p. 42 	<p>1LA.A.8 compare and contrast the adventures and experiences of characters in stories</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.E.31.a follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)</p>	<p>ELAGSE1RL9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1SL1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
<ul style="list-style-type: none"> Language: Word Meanings—p. 36 Guided Instruction/Guided Practice and Independent Practice 	<p>1LA.F.39.a use sentence-level context as a clue to the meaning of a word or phrase</p> <p>1LA.F.40.c identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> <p>1LA.F.41 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., because)</p>	<p>ELAGSE1L4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ELAGSE1L5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>ELAGSE1L6 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>I named my hamster Nibblet because she nibbles too much because she likes that.</i>)</p>
<ul style="list-style-type: none"> Unit 1 Review: “Frog’s Wings”—pp. 37–38 	<p>1LA.A.1 ask and answer questions about key details in a text</p> <p>1LA.A.2 retell stories, including key details, and demonstrate understanding of their central message or lesson</p> <p>1LA.A.3 describe characters, settings, and major events in a story, using key details</p> <p>1LA.E.31.a follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)</p>	<p>ELAGSE1RL1 Ask and answer questions about key details in a text.</p> <p>ELAGSE1RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>ELAGSE1RL3 Describe characters, settings, and major events in a story, using key details.</p> <p>ELAGSE1SL1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>

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Unit 2 Text Types and Purposes: Write Nonfictional Narratives		
<ul style="list-style-type: none"> Read a Student Model—pp. 42–44 Teacher Talk: Use Time-Order Words • Teacher Talk: Find Details and Ending • Review a planning chart 	<p>1LA.D.26 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>ELAGSE1W3 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>
<ul style="list-style-type: none"> Plan Your Nonfictional Narrative—p. 45 Use a chart to plan your nonfictional narrative 	<p>1LA.D.26 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>ELAGSE1W3 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>
<ul style="list-style-type: none"> Create Your Nonfictional Narrative—pp. 46–47 Draw pictures • Start by completing the sentences 	<p>1LA.D.26 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>ELAGSE1W3 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>
<ul style="list-style-type: none"> Language: Common and Proper Nouns—p. 48 Guided Instruction/Guided Practice and Independent Practice 	<p>1LA.F.37.b use common, proper, and possessive nouns 1LA.F.38.a capitalize dates and names of people, months, and days</p>	<p>ELAGSE1L1.b Use common, proper, and possessive nouns. ELAGSE1L2.a Capitalize dates and names of people.</p>
<ul style="list-style-type: none"> Language: Possessive Nouns—p. 49 Guided Instruction/Guided Practice and Independent Practice 	<p>1LA.F.37.b use common, proper, and possessive nouns</p>	<p>ELAGSE1L1.b Use common, proper, and possessive nouns.</p>
<ul style="list-style-type: none"> Speaking and Listening: Share Your Writing—p. 50 Present your narrative • Be ready to answer questions 	<p>1LA.E.36 produce complete sentences when appropriate to task and situation</p>	<p>ELAGSE1SL6 Produce complete sentences when appropriate to task and situation.</p>
<ul style="list-style-type: none"> Speaking and Listening: Be a Good Listener/Return to the Essential Question—p. 51 Remember the rules for speaking and listening • Good listeners raise their hand and wait their turn before speaking 	<p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups 1LA.E.31.a follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion) 1LA.E.31.b build on others' talk in conversations by responding to the comments of others through multiple exchanges 1LA.E.31.c ask questions to clear up any confusion about the topics and texts under discussion 1LA.E.33 ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood</p>	<p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. ELAGSE1SL1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). ELAGSE1SL1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges. ELAGSE1SL1.c Ask questions to clear up any confusion about the topics and texts under discussion. ELAGSE1SL3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
<ul style="list-style-type: none"> Unit 2 Review—p. 52 	<p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p style="text-align: center;"><i>continued on next page</i></p>

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Unit 2 Text Types and Purposes: Write Nonfictional Narratives

	<i>continued from preceding page</i>	<i>continued from preceding page</i>
	<p>1LA.E.31.a follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)</p> <p>1LA.E.31.b build on others' talk in conversations by responding to the comments of others through multiple exchanges</p> <p>1LA.E.31.c ask questions to clear up any confusion about the topics and texts under discussion</p> <p>1LA.E.33 ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood</p> <p>1LA.E.36 produce complete sentences when appropriate to task and situation</p> <p>1LA.F.37.b use common, proper, and possessive nouns</p> <p>1LA.F.38.a capitalize dates and names of people, months, and days</p>	<p>ELAGSE1SL1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>ELAGSE1SL1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>ELAGSE1SL1.c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>ELAGSE1SL3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>ELAGSE1SL6 Produce complete sentences when appropriate to task and situation.</p> <p>ELAGSE1L1.b Use common, proper, and possessive nouns.</p> <p>ELAGSE1L2.a Capitalize dates and names of people.</p>

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Unit 3 Reading Informational Text: Key Ideas and Details

<ul style="list-style-type: none"> Read Aloud: "What Is a Seed"—pp. 56–57 	<p>1LA.B.10 ask and answer questions about key details in a text</p> <p>1LA.B.11 identify the main topic and retell key details of a text</p> <p>1LA.B.12 describe the connection between two individuals, events, ideas, or pieces of information in a text (e.g., biographies)</p> <p>1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media</p>	<p>ELAGSE1RI1 Ask and answer questions about key details in a text.</p> <p>ELAGSE1RI2 Identify the main topic and retell key details of a text.</p> <p>ELAGSE1RI3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<ul style="list-style-type: none"> Asking and Answering Questions: "From Tadpole to Frog" (Journal Entry)—pp. 58–61 Guided Instruction/Guided Practice/Independent Practice Words to Know • Teacher Talk: Find Evidence • Comprehension Check 	<p>1LA.B.10 ask and answer questions about key details in a text</p> <p>1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media</p>	<p>ELAGSE1RI1 Ask and answer questions about key details in a text.</p> <p>ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>

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Unit 3 Reading Informational Text: Key Ideas and Details

<ul style="list-style-type: none"> Identifying Main Idea and Details: “A Tree Grows” (Informational Text)—pp. 62–65 Guided Instruction/Guided Practice/Independent Practice Words to Know • Teacher Talk: Find Evidence • Comprehension Check 	<p>1LA.B.11 identify the main topic and retell key details of a text</p> <p>1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media</p>	<p>ELAGSE1RI2 Identify the main topic and retell key details of a text.</p> <p>ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<ul style="list-style-type: none"> Describing Connections: “Butterflies!” (Informational Text)/“Grow a Butterfly Garden” (Procedural Text)—pp. 66–69 Guided Instruction/Guided Practice/Independent Practice Words to Know • Teacher Talk: Find Evidence • Comprehension Check 	<p>1LA.B.12 describe the connection between two individuals, events, ideas, or pieces of information in a text (e.g., biographies)</p> <p>1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media</p>	<p>ELAGSE1RI3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<ul style="list-style-type: none"> Foundational Skills Read Together: “The Garter Snake”—p. 70 	<p>1LA.C.22.a know the spelling-sound correspondences for common consonant digraphs</p>	<p>ELAGSE1RF3.a Know the spelling-sound correspondences for common consonant digraphs.</p>
<ul style="list-style-type: none"> Foundational Skills Reader 1: “Penguins Grow and Change” (digraphs th, ch; Fluency: Read with purpose)—pp. 71–72 Directions: Cut and fold the book. 	<p>1LA.C.22.a know the spelling-sound correspondences for common consonant digraphs</p> <p>1LA.C.23.a read on-level text with purpose and understanding</p>	<p>ELAGSE1RF3.a Know the spelling-sound correspondences for common consonant digraphs.</p> <p>ELAGSE1RF4.a Read on-level text with purpose and understanding.</p>
<ul style="list-style-type: none"> Foundational Skills Reader 2: “What Will I Be?” (digraphs sh, wh; Fluency: Read with purpose)—pp. 73–74 Directions: Cut and fold the book. 	<p>1LA.C.22.a know the spelling-sound correspondences for common consonant digraphs</p> <p>1LA.C.23.a read on-level text with purpose and understanding</p>	<p>ELAGSE1RF3.a Know the spelling-sound correspondences for common consonant digraphs.</p> <p>ELAGSE1RF4.a Read on-level text with purpose and understanding.</p>
<ul style="list-style-type: none"> Close Reading: “Sea Turtles” (Informational Text)—pp. 75–78 Comprehension Check 	<p>1LA.B.10 ask and answer questions about key details in a text</p> <p>1LA.B.11 identify the main topic and retell key details of a text</p> <p>1LA.B.12 describe the connection between two individuals, events, ideas, or pieces of information in a text (e.g., biographies)</p> <p>1LA.B.19 read informational texts appropriately complex for grade 1, with prompting and support</p> <p>1LA.F.39.c use frequently occurring bases (e.g., look) and their inflectional forms (e.g., looks, looked, looking)</p>	<p>ELAGSE1RI1 Ask and answer questions about key details in a text.</p> <p>ELAGSE1RI2 Identify the main topic and retell key details of a text.</p> <p>ELAGSE1RI3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>ELAGSE1RI10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>ELAGSE1L4.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>
<ul style="list-style-type: none"> Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question—p. 79 	<p>1LA.B.18 identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p>ELAGSE1RI9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p style="text-align: center;"><i>continued on next page</i></p>

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Unit 3 Reading Informational Text: Key Ideas and Details

	<p style="text-align: center;"><i>continued from preceding page</i></p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.E.31.a follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)</p> <p>1LA.E.31.b build on others' talk in conversations by responding to the comments of others through multiple exchanges</p> <p>1LA.E.31.c ask questions to clear up any confusion about the topics and texts under discussion</p> <p>1LA.E.33 ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood</p>	<p style="text-align: center;"><i>continued from preceding page</i></p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1SL1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>ELAGSE1SL1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>ELAGSE1SL1.c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>ELAGSE1SL3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
<ul style="list-style-type: none"> Language: Plurals—p. 80 Guided Instruction/Guided Practice/Independent Practice 	<p>1LA.F.37.c use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop.)</p>	<p>ELAGSE1L1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p>
<ul style="list-style-type: none"> Unit 3 Review: “Watch Baby Animals”—pp. 81–82 	<p>1LA.B.10 ask and answer questions about key details in a text</p> <p>1LA.B.11 identify the main topic and retell key details of a text</p> <p>1LA.B.12 describe the connection between two individuals, events, ideas, or pieces of information in a text (e.g., biographies)</p> <p>1LA.C.22.a know the spelling-sound correspondences for common consonant digraphs</p> <p>1LA.F.39.c use frequently occurring bases (e.g., look) and their inflectional forms (e.g., looks, looked, looking)</p>	<p>ELAGSE1RI1 Ask and answer questions about key details in a text.</p> <p>ELAGSE1RI2 Identify the main topic and retell key details of a text.</p> <p>ELAGSE1RI3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>ELAGSE1RF3.a Know the spelling-sound correspondences for common consonant digraphs.</p> <p>ELAGSE1L4.c Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>

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Unit 4 Text Types and Purposes: Write Informational Texts

<ul style="list-style-type: none"> Read a Student Model—pp. 86–88 Teacher Talk: Find a Topic and Supporting Facts • Teacher Talk: Find a Conclusion • Review a planning chart 	<p>1LA.D.25 write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure</p>	<p>ELAGSE1W2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>
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Unit 4 Text Types and Purposes: Write Informational Texts		
<ul style="list-style-type: none"> Plan Your Informative Text—p. 89 Use a web to plan your informative text 	<p>1LA.D.25 write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure</p>	<p>ELAGSE1W2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>
<ul style="list-style-type: none"> Create Your Nonfictional Narrative—pp. 90–91 Draw pictures • Start by completing the sentences 	<p>1LA.D.25 write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure</p>	<p>ELAGSE1W2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>
<ul style="list-style-type: none"> Language: Commas—p. 92 Guided Instruction/Guided Practice/Independent Practice 	<p>1LA.F.38.a capitalize dates and names of people, months, and days 1LA.F.38.c use commas in dates and to separate single words in a series</p>	<p>ELAGSE1L2.a Capitalize dates and names of people. ELAGSE1L2.c Use commas in dates and to separate single words in a series.</p>
<ul style="list-style-type: none"> Language: Verbs—p. 93 Guided Instruction/Guided Practice/Independent Practice 	<p>1LA.F.37.c use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop.) 1LA.F.37.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>ELAGSE1L1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). ELAGSE1L1.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>
<ul style="list-style-type: none"> Speaking and Listening: Share Your Writing—p. 94 Present your text • Show your drawings • Be ready to answer questions 	<p>1LA.E.34 describe people, places, things, and events with relevant details, expressing ideas and feelings clearly 1LA.E.35 add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings 1LA.E.36 produce complete sentences when appropriate to task and situation</p>	<p>ELAGSE1SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. ELAGSE1SL5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. ELAGSE1SL6 Produce complete sentences when appropriate to task and situation.</p>
<ul style="list-style-type: none"> Speaking and Listening: Be a Good Listener/Return to the Essential Question—p. 95 Look at the speaker • Think about what the speaker says • Sit still and be quiet 	<p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups 1LA.E.31.a follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion) 1LA.E.31.b build on others' talk in conversations by responding to the comments of others through multiple exchanges 1LA.E.31.c ask questions to clear up any confusion about the topics and texts under discussion 1LA.E.33 ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood</p>	<p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. ELAGSE1SL1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). ELAGSE1SL1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges. ELAGSE1SL1.c Ask questions to clear up any confusion about the topics and texts under discussion. ELAGSE1SL3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>

Unit 4 Text Types and Purposes: Write Informational Texts

- Unit 4 Review—p. 96

1LA.E.31
participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups

1LA.E.31.a
follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)

1LA.E.31.b
build on others' talk in conversations by responding to the comments of others through multiple exchanges

1LA.E.31.c
ask questions to clear up any confusion about the topics and texts under discussion

1LA.E.33
ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood

1LA.E.34
describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

1LA.E.35
add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings

1LA.E.36
produce complete sentences when appropriate to task and situation

1LA.F.37.c
use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop.)

1LA.F.37.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)

1LA.F.38.a
capitalize dates and names of people, months, and days

1LA.F.38.c
use commas in dates and to separate single words in a series

ELAGSE1SL1
Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

ELAGSE1SL1.a
Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

ELAGSE1SL1.b
Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

ELAGSE1SL1.c
Ask questions to clear up any confusion about the topics and texts under discussion.

ELAGSE1SL3
Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

ELAGSE1SL4
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

ELAGSE1SL5
Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

ELAGSE1SL6
Produce complete sentences when appropriate to task and situation.

ELAGSE1L1.c
Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).

ELAGSE1L1.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*).

ELAGSE1L2.a
Capitalize dates and names of people.

ELAGSE1L2.c
Use commas in dates and to separate single words in a series.

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Unit 5 Reading Literature: Craft and Structure		
<ul style="list-style-type: none"> Read Aloud: “Bunk Bed Brothers”—pp. 100–101 	<p>1LA.A.4 identify words and phrases in stories or poems that suggest feelings or appeal to the senses</p> <p>1LA.A.5 explain major differences between texts that tell stories and texts that give information</p> <p>1LA.A.6 identify who is telling the story at various points in a text</p> <p>1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media</p>	<p>ELAGSE1RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>ELAGSE1RL.5 Explain major difference between texts that tell stories and texts that give information.</p> <p>ELAGSE1RL.6 Identify who is telling the story at various points in a text.</p> <p>ELAGSE1SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<ul style="list-style-type: none"> Identifying Sensory Words: “Ice Cream Music” (Narrative Poem)—pp. 102–105 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check 	<p>1LA.A.4 identify words and phrases in stories or poems that suggest feelings or appeal to the senses</p> <p>1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media</p>	<p>ELAGSE1RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>ELAGSE1SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<ul style="list-style-type: none"> Identifying Fiction and Nonfiction: “Brown Bear, Brown Bear” (Informational Text)/“Lunch with the Bears” (Fantasy)—pp. 106–109 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check 	<p>1LA.A.5 explain major differences between texts that tell stories and texts that give information</p> <p>1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media</p>	<p>ELAGSE1RL.5 Explain major difference between texts that tell stories and texts that give information.</p> <p>ELAGSE1SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<ul style="list-style-type: none"> Identifying the Narrator: “Max’s Monster” (Adventure Story)—pp. 110–113 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check 	<p>1LA.A.6 identify who is telling the story at various points in a text</p> <p>1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media</p>	<p>ELAGSE1RL.6 Identify who is telling the story at various points in a text.</p> <p>ELAGSE1SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<ul style="list-style-type: none"> Foundational Skills Read Together: “Scat, Cat”—p. 114 	<p>1LA.C.22.b decode regularly spelled one-syllable words</p>	<p>ELAGSE1RF.3.b Decode regularly spelled one-syllable words.</p>
<ul style="list-style-type: none"> Foundational Skills Reader 1: “Fred’s Trip” (CVC and CCVC words; Fluency: Read with expression)—pp. 115–116 Directions: Cut and fold the book. 	<p>1LA.C.22.b decode regularly spelled one-syllable words</p> <p>1LA.C.23.b read on-level text orally with accuracy, appropriate rate, and expression on successive readings</p>	<p>ELAGSE1RF.3.b Decode regularly spelled one-syllable words.</p> <p>ELAGSE1RF.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
<ul style="list-style-type: none"> Foundational Skills Reader 2: “Big Waves, Big Prizes” (CVCe and CVCCe words; Fluency: Read with expression)—pp. 117–118 Directions: Cut and fold the book. 	<p>1LA.C.22.b decode regularly spelled one-syllable words</p> <p>1LA.C.23.b read on-level text orally with accuracy, appropriate rate, and expression on successive readings</p>	<p>ELAGSE1RF.3.b Decode regularly spelled one-syllable words.</p> <p>ELAGSE1RF.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>

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<p>Unit 5 Reading Literature: Craft and Structure</p>		
<ul style="list-style-type: none"> Close Reading: “Blue Flube” (Fantasy)—pp. 119–122 Comprehension Check 	<p>1LA.A.4 identify words and phrases in stories or poems that suggest feelings or appeal to the senses</p> <p>1LA.A.5 explain major differences between texts that tell stories and texts that give information</p> <p>1LA.A.6 identify who is telling the story at various points in a text</p> <p>1LA.A.9 read prose and poetry of appropriate complexity for grade 1, with prompting and support</p>	<p>ELAGSE1RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>ELAGSE1RL.5 Explain major difference between texts that tell stories and texts that give information.</p> <p>ELAGSE1RL.6 Identify who is telling the story at various points in a text.</p> <p>ELAGSE1RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>
<ul style="list-style-type: none"> Connect Across Texts: Compare and Contrast Texts/ Return to the Essential Question—p. 123 	<p>1LA.A.8 compare and contrast the adventures and experiences of characters in stories</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.E.31.a follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)</p> <p>1LA.E.31.b build on others’ talk in conversations by responding to the comments of others through multiple exchanges</p> <p>1LA.E.31.c ask questions to clear up any confusion about the topics and texts under discussion</p> <p>1LA.E.33 ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood</p>	<p>ELAGSE1RL.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>ELAGSE1SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1SL.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>ELAGSE1SL.1.b Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>ELAGSE1SL.1.c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>ELAGSE1SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
<ul style="list-style-type: none"> Language: Verb Endings <i>s, ed, ing</i>—p. 124 Guided Instruction/Guided Practice/Independent Practice 	<p>1LA.F.39.c use frequently occurring bases (e.g., look) and their inflectional forms (e.g., looks, looked, looking)</p>	<p>ELAGSE1L.4.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>
<ul style="list-style-type: none"> Unit 5 Review: “A Cooking Tip”—pp. 125–126 	<p>1LA.A.4 identify words and phrases in stories or poems that suggest feelings or appeal to the senses</p> <p>1LA.A.5 explain major differences between texts that tell stories and texts that give information</p> <p>1LA.A.6 identify who is telling the story at various points in a text</p> <p>1LA.C.22.b decode regularly spelled one-syllable words</p> <p>1LA.F.39.c use frequently occurring bases (e.g., look) and their inflectional forms (e.g., looks, looked, looking)</p>	<p>ELAGSE1RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>ELAGSE1RL.5 Explain major difference between texts that tell stories and texts that give information.</p> <p>ELAGSE1RL.6 Identify who is telling the story at various points in a text.</p> <p>ELAGSE1RF.3.b Decode regularly spelled one-syllable words.</p> <p>ELAGSE1L.4.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>

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Unit 6 Text Types and Purposes: Write Fictional Narratives		
<ul style="list-style-type: none"> Read a Student Model—pp. 130–132 Teacher Talk: Find Details • Teacher Talk: Find Time-Order Words and Find Ending • Review a planning chart 	<p>1LA.D.26 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>ELAGSE1W3 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>
<ul style="list-style-type: none"> Plan Your Narrative—p. 133 Use a chart to plan your narrative 	<p>1LA.D.26 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>ELAGSE1W3 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>
<ul style="list-style-type: none"> Create Your Narrative—p. 134 Draw pictures • Start by completing the sentences 	<p>1LA.D.26 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>ELAGSE1W3 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>
<ul style="list-style-type: none"> Language: Pronouns—p. 136 Guided Instruction/Guided Practice/Independent Practice 	<p>1LA.F.37.d use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything)</p>	<p>ELAGSE1L.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p>
<ul style="list-style-type: none"> Language: Adjectives—p. 137 Guided Instruction/Guided Practice/Independent Practice 	<p>1LA.F.37.f use frequently occurring adjectives</p>	<p>ELAGSE1L.f Use frequently occurring adjectives.</p>
<ul style="list-style-type: none"> Speaking and Listening: Share Your Writing—p. 138 Present your text • Tell your ideas clearly • Use details • Look at your listeners when you speak 	<p>1LA.E.34 describe people, places, things, and events with relevant details, expressing ideas and feelings clearly 1LA.E.36 produce complete sentences when appropriate to task and situation</p>	<p>ELAGSE1SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. ELAGSE1SL6 Produce complete sentences when appropriate to task and situation.</p>
<ul style="list-style-type: none"> Speaking and Listening: Be a Good Listener/Return to the Essential Question—p. 139 Remember the rules for speaking and listening • Listen carefully • Think of questions about what you hear 	<p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups 1LA.E.31.a follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion) 1LA.E.31.b build on others' talk in conversations by responding to the comments of others through multiple exchanges 1LA.E.31.c ask questions to clear up any confusion about the topics and texts under discussion 1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media 1LA.E.33 ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood</p>	<p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. ELAGSE1SL1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). ELAGSE1SL1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges. ELAGSE1SL1.c Ask questions to clear up any confusion about the topics and texts under discussion. ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ELAGSE1SL3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>

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Unit 6 Text Types and Purposes: Write Fictional Narratives

<ul style="list-style-type: none"> Unit 6 Review—p. 140 	<p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.E.31.a follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)</p> <p>1LA.E.31.b build on others' talk in conversations by responding to the comments of others through multiple exchanges</p> <p>1LA.E.31.c ask questions to clear up any confusion about the topics and texts under discussion</p> <p>1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> <p>1LA.E.33 ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood</p> <p>1LA.E.34 describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</p> <p>1LA.E.36 produce complete sentences when appropriate to task and situation</p> <p>1LA.F.37.d use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything)</p> <p>1LA.F.37.f use frequently occurring adjectives</p>	<p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1SL1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>ELAGSE1SL1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>ELAGSE1SL1.c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>ELAGSE1SL3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>ELAGSE1SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>ELAGSE1SL6 Produce complete sentences when appropriate to task and situation.</p> <p>ELAGSE1L1.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>ELAGSE1L1.f Use frequently occurring adjectives.</p>
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Unit 7 Reading Informational Text: Craft and Structure

<ul style="list-style-type: none"> Read Aloud: “Walking with Grandpa”—pp. 148-149 	<p>1LA.B.13 ask and answer questions to help determine or clarify the meaning of words and phrases in a text</p> <p>1LA.B.14 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</p> <p>1LA.B.15 distinguish between information provided by pictures or other illustrations and information provided by the words in a text</p> <p>1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media</p>	<p>ELAGSE1RI4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>ELAGSE1RI5 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.</p> <p>ELAGSE1RI6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
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Unit 7 Reading Informational Text: Craft and Structure		
<ul style="list-style-type: none"> Understanding Word Meanings: “We Need a Dog Park” (Opinion Piece)—pp. 150-153 Guided Instruction/Guided Practice/Independent Practice Words to Know • Teacher Talk: Find Evidence • Comprehension Check 	<p>1LA.B.13 ask and answer questions to help determine or clarify the meaning of words and phrases in a text</p> <p>1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media</p>	<p>ELAGSE1RI4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<ul style="list-style-type: none"> Using Text Features: “Neighborhood Helpers” (Informational Text)—pp. 154-157 Guided Instruction/Guided Practice/Independent Practice Words to Know • Teacher Talk: Find Evidence • Comprehension Check 	<p>1LA.B.14 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</p> <p>1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media</p>	<p>ELAGSE1RI5 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.</p> <p>ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<ul style="list-style-type: none"> Distinguishing Words and Pictures: “Fire Drills” (Procedural Text)—pp. 158-161 Guided Instruction/Guided Practice/Independent Practice Words to Know • Teacher Talk: Find Evidence • Comprehension Check 	<p>1LA.B.15 distinguish between information provided by pictures or other illustrations and information provided by the words in a text</p> <p>1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media</p>	<p>ELAGSE1RI6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<ul style="list-style-type: none"> Foundational Skills Read Together: “Farm Neighborhoods”—p. 162 	<p>1LA.C.22.c know final -e and common vowel team conventions for representing long vowel sounds</p>	<p>ELAGSE1RF3.c Know final -e and common vowel team conventions for representing long vowel sounds.</p>
<ul style="list-style-type: none"> Foundational Skills Reader 1: “Who Am I?” (long a and long i; Fluency: Use context to confirm or self-correct)—pp. 163-164 Directions: Cut and fold the book. 	<p>1LA.C.22.c know final -e and common vowel team conventions for representing long vowel sounds</p> <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<p>ELAGSE1RF3.c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<ul style="list-style-type: none"> Foundational Skills Reader 2: “Firefighters at Work” (long a and long i; Fluency: Use context to confirm or self-correct)—pp. 165-166 Directions: Cut and fold the book. 	<p>1LA.C.22.c know final -e and common vowel team conventions for representing long vowel sounds</p> <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<p>ELAGSE1RF3.c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<ul style="list-style-type: none"> Close Reading: “Who Works at Night?” (Informational Text)—pp. 167-170 Comprehension Check 	<p>1LA.B.13 ask and answer questions to help determine or clarify the meaning of words and phrases in a text</p> <p>1LA.B.14 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</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p>ELAGSE1RI4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>ELAGSE1RI5 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.</p> <p style="text-align: center;"><i>continued on next page</i></p>

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Unit 7 Reading Informational Text: Craft and Structure		
	<p style="text-align: center;"><i>continued from preceding page</i></p> <p>1LA.B.15 distinguish between information provided by pictures or other illustrations and information provided by the words in a text</p> <p>1LA.B.19 read informational texts appropriately complex for grade 1, with prompting and support</p>	<p style="text-align: center;"><i>continued from preceding page</i></p> <p>ELAGSE1RI6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>ELAGSE1RI10 With prompting and support, read informational texts appropriately complex for grade 1.</p>
<ul style="list-style-type: none"> Connect Across Texts: Compare and Contrast Texts/ Return to the Essential Question—p. 171 	<p>1LA.B.18 identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.E.31.a follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)</p>	<p>ELAGSE1RI9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1SL1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
<ul style="list-style-type: none"> Language: Prefix re and Suffix ful—p. 172 Guided Instruction/Guided Practice and Independent Practice 	<p>1LA.F.39.b use frequently occurring affixes as clues to the meanings of words</p> <p>1LA.F.41 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., because)</p>	<p>ELAGSE1L4.b Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>ELAGSE1L6 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>I named my hamster Nibbles because she nibbles too much because she likes that.</i>)</p>
<ul style="list-style-type: none"> Unit 7 Review: “Who Works in School?”—pp. 173–174 	<p>1LA.B.13 ask and answer questions to help determine or clarify the meaning of words and phrases in a text</p> <p>1LA.B.14 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</p> <p>1LA.B.15 distinguish between information provided by pictures or other illustrations and information provided by the words in a text</p> <p>1LA.C.22.c know final -e and common vowel team conventions for representing long vowel sounds</p> <p>1LA.F.39.b use frequently occurring affixes as clues to the meanings of words</p>	<p>ELAGSE1RI4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>ELAGSE1RI5 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.</p> <p>ELAGSE1RI6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>ELAGSE1RF3.c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>ELAGSE1L4.b Use frequently occurring affixes as a clue to the meaning of a word.</p>

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Unit 8 Text Types and Purposes: Write Opinion Pieces		
<ul style="list-style-type: none"> Read a Student Model—pp. 178–180 Teacher Talk: Find Topic, Opinion, and Reasons • Teacher Talk: Find a Conclusion • Review a web 	<p>1LA.D.24 write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure</p>	<p>ELAGSE1W1 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>
<ul style="list-style-type: none"> Plan Your Draft—p. 181 Use a web to plan your opinion piece 	<p>1LA.D.24 write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure</p>	<p>ELAGSE1W1 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>
<ul style="list-style-type: none"> Write Your Opinion Piece—pp. 182–183 Draw pictures • Start by completing the sentence 	<p>1LA.D.24 write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure</p>	<p>ELAGSE1W1 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>
<ul style="list-style-type: none"> Language: Prepositions—p. 184 Guided Instruction/Guided Practice/Independent Practice 	<p>1LA.F.37.i use frequently occurring prepositions (e.g., during, beyond, toward)</p>	<p>ELAGSE1L1 Use frequently occurring prepositions (e.g., during, beyond, toward).</p>
<ul style="list-style-type: none"> Language: Conjunctions—p. 185 Guided Instruction/Guided Practice/Independent Practice 	<p>1LA.F.37.g use frequently occurring conjunctions (e.g., and, but, or, so, because)</p>	<p>ELAGSE1L1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p>
<ul style="list-style-type: none"> Speaking and Listening: Share Your Writing—p. 186 Present your opinion piece • Speak clearly • Look at your listeners when you speak • Be ready to answer questions 	<p>1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media 1LA.E.36 produce complete sentences when appropriate to task and situation</p>	<p>ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ELAGSE1SL6 Produce complete sentences when appropriate to task and situation.</p>
<ul style="list-style-type: none"> Speaking and Listening: Be a Good Listener/Return to the Essential Question—p. 187 Remember to listen carefully to classmates • Think about whether you agree with the opinion 	<p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups 1LA.E.31.a follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion) 1LA.E.31.b build on others' talk in conversations by responding to the comments of others through multiple exchanges 1LA.E.31.c ask questions to clear up any confusion about the topics and texts under discussion 1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media 1LA.E.33 ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood</p>	<p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. ELAGSE1SL1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). ELAGSE1SL1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges. ELAGSE1SL1.c Ask questions to clear up any confusion about the topics and texts under discussion. ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ELAGSE1SL3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>

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Unit 8 Text Types and Purposes: Write Opinion Pieces

<ul style="list-style-type: none"> Unit 8 Review—p. 188 	<p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.E.31.a follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)</p> <p>1LA.E.31.b build on others' talk in conversations by responding to the comments of others through multiple exchanges</p> <p>1LA.E.31.c ask questions to clear up any confusion about the topics and texts under discussion</p> <p>1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> <p>1LA.E.33 ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood</p> <p>1LA.F.37.g use frequently occurring conjunctions (e.g., and, but, or, so, because)</p> <p>1LA.F.37.i use frequently occurring prepositions (e.g., during, beyond, toward)</p>	<p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1SL1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>ELAGSE1SL1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>ELAGSE1SL1.c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>ELAGSE1SL3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>ELAGSE1L1.g Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>ELAGSE1L1.i Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p>
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Unit 9 Reading Literature: Integration of Knowledge and Ideas

<ul style="list-style-type: none"> Read Aloud: “Why the Desert Has So Many Stars”—pp. 192–193 	<p>1LA.A.7 use illustrations and details in a story to describe its characters, setting, or events; make predictions based on prior knowledge</p> <p>1LA.A.8 compare and contrast the adventures and experiences of characters in stories</p> <p>1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media</p>	<p>ELAGSE1RL7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>ELAGSE1RL9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<ul style="list-style-type: none"> Understanding Story Elements: “Snake and Frog” (Folktale)—pp. 194–197 Guided Instruction/Guided Practice/Independent Practice Words to Know • Teacher Talk: Find Evidence • Comprehension Check 	<p>1LA.A.7 use illustrations and details in a story to describe its characters, setting, or events; make predictions based on prior knowledge</p> <p>1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media</p>	<p>ELAGSE1RL7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>

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<ul style="list-style-type: none"> Comparing and Contrasting Characters: “Spider’s Greed” (Folktale)—pp. 198–201 Guided Instruction/Guided Practice/Independent Practice Words to Know • Teacher Talk: Find Evidence • Comprehension Check 	<p>1LA.A.8 compare and contrast the adventures and experiences of characters in stories</p> <p>1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media</p>	<p>ELAGSE1RL9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<ul style="list-style-type: none"> Foundational Skills Read Together: “The Missing Bag” (long o, u and e vowel sounds)—p. 202 	<p>1LA.C.22.c know final -e and common vowel team conventions for representing long vowel sounds</p>	<p>ELAGSE1RF3.c Know final -e and common vowel team conventions for representing long vowel sounds.</p>
<ul style="list-style-type: none"> Foundational Skills Reader 1: “Robin’s Trip to China” (long o; Fluency: Read with expression)—pp. 203–204 Directions: Cut and fold the book. 	<p>1LA.C.22.c know final -e and common vowel team conventions for representing long vowel sounds</p> <p>1LA.C.23.b read on-level text orally with accuracy, appropriate rate, and expression on successive readings</p>	<p>ELAGSE1RF3.c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>ELAGSE1RF4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
<ul style="list-style-type: none"> Foundational Skills Reader 2: “Mule and the Deep Well” (long u, long e; Fluency: Read with expression)—pp. 205–206 Directions: Cut and fold the book. 	<p>1LA.C.22.c know final -e and common vowel team conventions for representing long vowel sounds</p> <p>1LA.C.23.b read on-level text orally with accuracy, appropriate rate, and expression on successive readings</p>	<p>ELAGSE1RF3.c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>ELAGSE1RF4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
<ul style="list-style-type: none"> Close Reading: “The Two Frogs”—pp. 207–210 Comprehension Check 	<p>1LA.A.7 use illustrations and details in a story to describe its characters, setting, or events; make predictions based on prior knowledge</p> <p>1LA.A.8 compare and contrast the adventures and experiences of characters in stories</p> <p>1LA.A.9 read prose and poetry of appropriate complexity for grade 1, with prompting and support</p>	<p>ELAGSE1RL7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>ELAGSE1RL9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>ELAGSE1RL10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>
<ul style="list-style-type: none"> Connect Across Texts: Compare and Contrast Texts/ Return to the Essential Question—p. 211 	<p>1LA.A.8 compare and contrast the adventures and experiences of characters in stories</p> <p>1LA.E.31.a follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)</p> <p>1LA.E.31.b build on others’ talk in conversations by responding to the comments of others through multiple exchanges</p> <p>1LA.E.31.c ask questions to clear up any confusion about the topics and texts under discussion</p>	<p>ELAGSE1RL9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>ELAGSE1SL1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>ELAGSE1SL1.b Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>ELAGSE1SL1.c Ask questions to clear up any confusion about the topics and texts under discussion.</p>

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Unit 9 Reading Literature: Integration of Knowledge and Ideas

<ul style="list-style-type: none"> Language: Shades of Meaning—p. 212 Guided Instruction/Guided Practice and Independent Practice 	<p>1LA.F.40.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>1LA.F.41 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., because)</p>	<p>ELAGSE1L5.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>ELAGSE1L6 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>I named my hamster Nibbles because she nibbles too much because she likes that.</i>)</p>
<ul style="list-style-type: none"> Unit 9 Review: “Farmer Bill’s Carrot”—pp. 213–214 	<p>1LA.A.7 use illustrations and details in a story to describe its characters, setting, or events; make predictions based on prior knowledge</p> <p>1LA.A.8 compare and contrast the adventures and experiences of characters in stories</p> <p>1LA.C.22.c know final -e and common vowel team conventions for representing long vowel sounds</p> <p>1LA.F.40.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>ELAGSE1RL7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>ELAGSE1RL9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>ELAGSE1RF3.c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>ELAGSE1L5.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>

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Unit 10 Research to Build and Present Knowledge: Write Research Reports

<ul style="list-style-type: none"> Read a Student Model—pp. 218–219 Teacher Talk: Find a Topic and Supporting Facts • Teacher Talk: Find a Conclusion 	<p>1LA.D.25 write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure</p> <p>1LA.D.29 participate in shared research and writing projects (e.g., exploring a number of “how- to” books on a given topic and use them to write a sequence of instructions)</p> <p>1LA.D.30 recall information from experiences or gather information from provided sources to answer a question, with guidance and support from adults</p>	<p>ELAGSE1W2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>ELAGSE1W7 Participate in shared research and writing projects (e.g., exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>ELAGSE1W8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<ul style="list-style-type: none"> Listen to Gather Facts—p. 220 Teacher Talk: Find a Topic and Supporting Facts 	<p>1LA.D.29 participate in shared research and writing projects (e.g., exploring a number of “how- to” books on a given topic and use them to write a sequence of instructions)</p>	<p>ELAGSE1W7 Participate in shared research and writing projects (e.g., exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>

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<ul style="list-style-type: none"> Research and Take Notes—p. 221 Fill in the chart with notes and facts 	<p>1LA.D.30 recall information from experiences or gather information from provided sources to answer a question, with guidance and support from adults</p>	<p>ELAGSE1W8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<ul style="list-style-type: none"> Create Your Report—pp. 222–223 Draw pictures • Start by completing the sentences 	<p>1LA.D.25 write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure</p>	<p>ELAGSE1W2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>
<ul style="list-style-type: none"> Language: Sentences—p. 224–225 Guided Instruction/Guided Practice/Independent Practice 	<p>1LA.F.37.j produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory) 1LA.F.38.b use end punctuation for sentences</p>	<p>ELAGSE1L1.j Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory). ELAGSE1L2.b Use end punctuation for sentences.</p>
<ul style="list-style-type: none"> Speaking and Listening: Share Your Writing—p. 226 Present your research report • Speak clearly and in complete sentences • Look at your listeners • Tell your opinion about the topic 	<p>1LA.E.34 describe people, places, things, and events with relevant details, expressing ideas and feelings clearly 1LA.E.36 produce complete sentences when appropriate to task and situation</p>	<p>ELAGSE1SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. ELAGSE1SL6 Produce complete sentences when appropriate to task and situation.</p>
<ul style="list-style-type: none"> Speaking and Listening: Be a Good Listener/Return to the Essential Question—p. 227 Remember to listen carefully to classmates • Think of questions you have and whether you agree with the opinion 	<p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups 1LA.E.31.a follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion) 1LA.E.31.b build on others' talk in conversations by responding to the comments of others through multiple exchanges 1LA.E.31.c ask questions to clear up any confusion about the topics and texts under discussion 1LA.E.33 ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood</p>	<p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. ELAGSE1SL1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). ELAGSE1SL1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges. ELAGSE1SL1.c Ask questions to clear up any confusion about the topics and texts under discussion. ELAGSE1SL3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
<ul style="list-style-type: none"> Unit 10 Review—p. 228 	<p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups 1LA.E.31.a follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion) 1LA.E.31.b build on others' talk in conversations by responding to the comments of others through multiple exchanges</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. ELAGSE1SL1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). ELAGSE1SL1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p style="text-align: center;"><i>continued on next page</i></p>

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Unit 10 Research to Build and Present Knowledge: Write Research Reports

	<i>continued from preceding page</i>	<i>continued from preceding page</i>
	<p>1LA.E.31.c ask questions to clear up any confusion about the topics and texts under discussion</p> <p>1LA.E.33 ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood</p> <p>1LA.E.34 describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</p> <p>1LA.E.36 produce complete sentences when appropriate to task and situation</p> <p>1LA.F.37.j produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory)</p> <p>1LA.F.38.b use end punctuation for sentences</p>	<p>ELAGSE1SL1.c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>ELAGSE1SL3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>ELAGSE1SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>ELAGSE1SL6 Produce complete sentences when appropriate to task and situation.</p> <p>ELAGSE1L1.j Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).</p> <p>ELAGSE1L2.b Use end punctuation for sentences.</p>

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Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

<ul style="list-style-type: none"> Read Aloud: “Lighting Up the Sky”—pp. 232–233 	<p>1LA.B.16 use illustrations and details in a text to describe its key ideas</p> <p>1LA.B.17 identify the reasons an author gives to support points in a text</p> <p>1LA.B.18 identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)</p> <p>1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media</p>	<p>ELAGSE1RI7 Use illustrations and details in a text to describe its key ideas.</p> <p>ELAGSE1RI8 Identify the reasons an author gives to support points in a text.</p> <p>ELAGSE1RI9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<ul style="list-style-type: none"> Using Pictures and Details: “Sky Lights” (Informational Text)—pp. 234–237 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check 	<p>1LA.B.16 use illustrations and details in a text to describe its key ideas</p> <p>1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media</p>	<p>ELAGSE1RI7 Use illustrations and details in a text to describe its key ideas.</p> <p>ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<ul style="list-style-type: none"> Identifying Author’s Reasons: “Lights Out!” (Opinion Piece)—pp. 238–241 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check 	<p>1LA.B.17 identify the reasons an author gives to support points in a text</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p>ELAGSE1RI8 Identify the reasons an author gives to support points in a text.</p> <p style="text-align: center;"><i>continued on next page</i></p>

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Unit 11 Reading Informational Text: Integration of Knowledge and Ideas		
	<i>continued from preceding page</i> 1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media	<i>continued from preceding page</i> ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<ul style="list-style-type: none"> Comparing Texts: “Movements of the Sun, Earth, and Moon” (Informational Text)/“Make a Model” (Procedural Text)—pp. 242–245 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check 	1LA.B.18 identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures) 1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media	ELAGSE1RI9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<ul style="list-style-type: none"> Foundational Skills Read Together: “Pictures in the Stars” (syllables)—p. 246 	1LA.C.22.d use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word 1LA.C.22.f read words with inflectional endings	ELAGSE1RF3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. ELAGSE1RF3.f Read words with inflectional endings.
<ul style="list-style-type: none"> Foundational Skills Reader 1: “Super Stars” (syllables; Fluency: Read with expression)—pp. 247–248 Directions: Cut and fold the book. 	1LA.C.22.d use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word 1LA.C.23.b read on-level text orally with accuracy, appropriate rate, and expression on successive readings	ELAGSE1RF3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. ELAGSE1RF4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<ul style="list-style-type: none"> Foundational Skills Reader 2: “Our Moon” (inflectional endings –s, –ed, –ing; Fluency: Read with expression)—pp. 249–250 Directions: Cut and fold the book. 	1LA.C.22.f read words with inflectional endings 1LA.C.23.b read on-level text orally with accuracy, appropriate rate, and expression on successive readings	ELAGSE1RF3.f Read words with inflectional endings. ELAGSE1RF4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<ul style="list-style-type: none"> Foundational Skills Reader 2: “Our Moon” (inflectional endings –s, –ed, –ing; Fluency: Read with expression)—pp. 249–250 Directions: Cut and fold the book. 	1LA.C.22.f read words with inflectional endings	ELAGSE1RF3.f Read words with inflectional endings.
<ul style="list-style-type: none"> Close Reading: “Sunlight Is Better” (Opinion Piece)—pp. 251–254 Comprehension Check 	1LA.B.16 use illustrations and details in a text to describe its key ideas 1LA.B.17 identify the reasons an author gives to support points in a text 1LA.B.18 identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures) 1LA.B.19 read informational texts appropriately complex for grade 1, with prompting and support	ELAGSE1RI7 Use illustrations and details in a text to describe its key ideas. ELAGSE1RI8 Identify the reasons an author gives to support points in a text. ELAGSE1RI9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). ELAGSE1RI10 With prompting and support, read informational texts appropriately complex for grade 1.

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<p>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas</p>		
<ul style="list-style-type: none"> Connect Across Texts: Compare and Contrast Texts/ Return to the Essential Question—p. 255 	<p>1LA.B.18 identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.E.31.a follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)</p> <p>1LA.E.31.b build on others' talk in conversations by responding to the comments of others through multiple exchanges</p> <p>1LA.E.31.c ask questions to clear up any confusion about the topics and texts under discussion</p> <p>1LA.E.33 ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood</p>	<p>ELAGSE1R19 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1SL1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>ELAGSE1SL1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>ELAGSE1SL1.c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>ELAGSE1SL3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
<ul style="list-style-type: none"> Language: Groups of Words—p. 256 Guided Instruction/Guided Practice/Independent Practice 	<p>1LA.F.40.a sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent</p> <p>1LA.F.40.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>1LA.F.41 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., because)</p>	<p>ELAGSE1L5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>ELAGSE1L5.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>ELAGSE1L6 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>I named my hamster Nibblet because she nibbles too much because she likes that.</i>)</p>
<ul style="list-style-type: none"> Unit 11 Review: "Kids in Space"—pp. 257-258 	<p>1LA.B.16 use illustrations and details in a text to describe its key ideas</p> <p>1LA.B.17 identify the reasons an author gives to support points in a text</p> <p>1LA.B.18 identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)</p> <p>1LA.C.22.d use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word</p> <p>1LA.C.22.f read words with inflectional endings</p> <p>1LA.F.40.a sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent</p> <p>1LA.F.40.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>ELAGSE1R17 Use illustrations and details in a text to describe its key ideas.</p> <p>ELAGSE1R18 Identify the reasons an author gives to support points in a text.</p> <p>ELAGSE1R19 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>ELAGSE1RF3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>ELAGSE1RF3.f Read words with inflectional endings.</p> <p>ELAGSE1L5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>ELAGSE1L5.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>

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Writing Handbook

<ul style="list-style-type: none"> Step 1: Planning—pp. 278–279 What am I writing? • Why am I writing? • Who is my audience • Research Tip • Use a graphic organizer • Planning a Report Together 	<p>1LA.D.25 write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure</p> <p>1LA.D.27 focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed, with guidance and support from adults</p> <p>1LA.D.28 use a variety of tools to produce and publish writing, including digital tools and collaboration with peers, with guidance and support from adults</p> <p>1LA.D.29 participate in shared research and writing projects (e.g., exploring a number of “how- to” books on a given topic and use them to write a sequence of instructions)</p> <p>1LA.D.30 recall information from experiences or gather information from provided sources to answer a question, with guidance and support from adults</p> <p>1LA.F.39.d use glossaries and beginning dictionaries and thesauruses, both print and digital, to determine or clarify the meanings of words and phrases (with guidance and support)</p>	<p>ELAGSE1W2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>ELAGSE1W5 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>ELAGSE1W6 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>ELAGSE1W7 Participate in shared research and writing projects (e.g., exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>ELAGSE1W8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<ul style="list-style-type: none"> Step 2: Drafting—p. 280 	<p>1LA.D.25 write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure</p> <p>1LA.D.27 focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed, with guidance and support from adults</p> <p>1LA.D.28 use a variety of tools to produce and publish writing, including digital tools and collaboration with peers, with guidance and support from adults</p>	<p>ELAGSE1W2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>ELAGSE1W5 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>ELAGSE1W6 With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.</p>
<ul style="list-style-type: none"> Step 3: Revising—pp. 281–282 Revising with a Partner • Revising Checklist 	<p>1LA.D.25 write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure</p> <p>1LA.D.25 write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure</p> <p>1LA.F.37 demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>	<p>ELAGSE1W2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>ELAGSE1W2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>ELAGSE1L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

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<ul style="list-style-type: none"> Step 4: Editing—pp. 283–284 Editing Marks • Editing Checklist 	<p>1LA.D.25 write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure</p> <p>1LA.D.27 focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed, with guidance and support from adults</p> <p>1LA.F.37 demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>1LA.F.38 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>1LA.F.39.d use glossaries and beginning dictionaries and thesauruses, both print and digital, to determine or clarify the meanings of words and phrases (with guidance and support)</p>	<p>ELAGSE1W2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>ELAGSE1W5 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>ELAGSE1L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>ELAGSE1L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<ul style="list-style-type: none"> Step 5: Producing and Publishing—p. 284 Type work on a computer • Add photographs or illustrations • Add text features • Digital Connection 	<p>1LA.D.25 write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure</p> <p>1LA.D.27 focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed, with guidance and support from adults</p> <p>1LA.F.38 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>1LA.F.41 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., because)</p>	<p>ELAGSE1W2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>ELAGSE1W5 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>ELAGSE1L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>ELAGSE1L6 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>I named my hamster Nibbles because she nibbles too much because she likes that</i>).</p>