



2023 - 2024

Choctaw County

1st Grade ELA Instructional Guide

1st 9 Weeks (44 Instructional Days)

Aug. 4th - Oct. 5th
Fall iReady Diagnostic Testing (Aug. 7th - Aug 11th)
DIBELS
Benchmark Testing (Oct. 2nd - Oct. 5th)

Standards not
covered by OCR
Curriculum

10 Days

Open Court Reading: Getting Started

7 Days

Open Court Reading: Unit 1 Lesson 1 Back to School

Phonics:

•/s/ spelled s; /m/ spelled m; /a/ spelled a; and /t/ spelled t and tt

Comprehension:

- Making Connections
- Compare and Contrast

22 Ask and answer questions about key details in literary and informational text.

23.a Describe the characters and settings, using illustrations and textual evidence from a story.

Writing:

- Writing about Me
- Penmanship Lowercase Letters l and t
- Grammar, Usage, and Mechanics: Letter, Word, Sentence, Writing Left to Right, Top to Bottom

7 Days

Open Court Unit 1 Lesson 2: Back to School

Phonics:

•/d/ spelled d; /n/ spelled n; /i/ spelled i; and /h/ spelled h

Comprehension:

- Asking Questions
- Predicting
- Sequence
- Cause and Effect

27 Make predictions using information found within a literary text.

Writing:

- Writing Autobiographies
- Penmanship: Lowercase Letters i and n
- Grammar, Usage, and Mechanics
- Common and Proper Nouns

5 Days

Open Court Unit 1 Lesson 3: Back to School

Phonics:

- /p/ spelled p; /l/ spelled l and ll; /o/ spelled o; /b/ spelled b

Comprehension:

- Predicting
- Sequence
- Making Connections
- Access Complex Text
- Sequence

29.a Compare and contrast characters, settings, and major events in literary texts.

Writing:

- Writing Autobiographies
- Penmanship Letters l, t, i, and n
- Spacing Between Letters and Words
- Singular and Plural Nouns

5 Days

Open Court Unit 2 Lesson 1: Be My Friend

Phonics:

- /k/ spelled c /aw/ spelled al and all /k/ spelled k and -ck /r/ spelled r

Comprehension:

- Summarizing
- Visualizing Access Complex Text
- Making Inferences

22 Ask and answer questions about key details in literary and informational text.

23.a Describe the characters and settings, using illustrations and textual evidence from a story.

Writing:

- Writing a Description
- Adjectives

5 Days

Open Court Unit 2 Lesson 2: Be My Friend

Phonics:

- /f/ spelled f and ff ;/s/ spelled ss /g/ spelled g /j/ spelled j

Comprehension:

- Making Connections
- Summarizing
- Access Complex Text
- Making Inferences
- Fact and Opinion

20 Use text features to locate key facts or information in printed or digital text.

Writing:

- Writing a Narrative
- Possessive Nouns

5 Days

Open Court Unit 2 Lesson 3: Be My Friend

Phonics:

- Listening for /u/ and /ū/ /j/ spelled -dge /u/ spelled u /z/ spelled z and zz /z/ spelled _s

Comprehension:

- Asking and Answering Questions
- Access Complex Text
- Cause and Effect
- Main Idea and Details

23.a Describe the characters and settings, using illustrations and textual evidence from a story.

23.b Retell the plot or sequence of major events in chronological order.

Writing:

- Writing a Narrative
- Action Verbs and Helping Verbs

Recurring Standards:

R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.

R2. Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.

R3. Expand background knowledge and build vocabulary through discussion, reading, and writing.

R4. Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively.

R5. Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.

(Ongoing Standards throughout the Year)

1 Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.

2 Actively participate in shared reading experiences and collaborative discussions to build background knowledge and learn how oral reading should sound.

3 Ask and answer questions to seek help, get information, or clarify information to confirm understanding in response to information presented in audible, text, or digital format.

4.a Orally describe people, places, things, and events, expressing ideas with relevant details.

5.a Explain the roles of author(s) and illustrator(s).

6.b Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.

6.e Add, delete, and substitute phonemes at the beginning or end of spoken words made up of three to five phonemes, and produce the resulting word.

6.f Distinguish long from short vowel sounds in spoken, single-syllable words.

6.h Identify the sound substitution in words with five to six phonemes.

7.a Produce the most frequent sound(s) for each letter of the alphabet, including x, q, and the long and short sounds of the vowels

7.b Decode and encode regularly spelled one syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position.

7.o Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.

8 Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.

9.a Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension.

9.c Participate in poetry reading, noticing phrasing, rhythm, and rhyme. 10 Read high-frequency words commonly found in grade-appropriate text. 12.a Identify possessives and plurals and use them as clues to the meaning of text. 14 Sort and categorize groups of words or pictures based on meaning, and label each category. 16 Use grade-appropriate academic vocabulary in speaking and writing. 19 Identify common types of texts and their features, including literary, informational, fairy tale, and poetry. 20 Use text features to locate key facts or information in printed or digital text. 22 Ask and answer questions about key details in literary and informational text. 23.a Describe the characters and settings, using illustrations and textual evidence from a story. 23.b Retell the plot or sequence of major events in chronological order. 29.a Compare and contrast characters, settings, and major events in literary texts. 30.c Use lower case letters in the majority of written work, using capitals only when appropriate. 31.a Encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling 31.b Encode consonant-vowel (CV) words using knowledge of open syllable patterns. 32.a Identify the required features of a sentence, including capitalization of the first word and end punctuation. 32.b Transcribe spoken words to demonstrate that print represents oral language. 32.c Compose a simple sentence, including a subject and a predicate, that expresses a complete thought. 32.d With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys. 32.e Write the correct number of words, with proper spacing, for a spoken phrase or sentence 33 Actively participate in shared writing experiences to compose and develop a well organized paragraph with a topic sentence, details to support, and concluding sentence. 38 Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression. 42.a Recall information from experiences to contribute to shared research and writing projects. 42.b Gather information from provided sources.	
2nd 9 Weeks (44 Instructional Days) Common Unit Assessments Semester Exam	
<u>7 Days</u> Open Court Unit 3 Lesson 1: Science Cycles Phonics: • /ks/ spelled -x /e/ spelled e /ed/ and /d/ spelled -ed /t/ spelled -ed Comprehension: • Visualizing • Summarizing • Access Complex Text	

- Main Idea and Details
- Sequence

25 Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.

Writing:

- Writing Descriptions
- Simple Sentences

7 Days

Open Court Unit 3 Lesson 2: Science Cycles

Phonics: (6,7)

•/e/ spelled _ea_ /sh/ spelled sh /th/ spelled th /ch/ spelled ch and -tch

Comprehension:

- Visualizing
- Predicting
- Asking and Answering Questions
- Summarizing
- Access Complex Text
- Making Inferences
- Compare and Contrast
- Cause and Effect
- Sequence

25 Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.

Writing:

- Writing Descriptions
- Declarative Sentences

5 Days

Open Court Unit 3 Lesson 3: Science Cycles

Phonics:

•/or/ spelled or and ore; /ar/ spelled ar /w/ spelled w_ /w/ spelled wh_

Comprehension:

- Asking and Answering Questions
- Summarizing
- Making Connections
- Clarifying
- Access Complex Text
- Classify and Categorize
- Sequence
- Compare and Contrast

23.b Retell the plot or sequence of major events in chronological order.

29.b Describe the connections between individuals, events, ideas, or pieces of information in an informational text.

29.c Point out similarities and differences between two texts on the same topic

Writing:

- Writing a Description
- Interrogative Sentences

5 Days

Open Court Unit 4 Lesson 1: Light and Sound

Phonics:

- /er/ spelled er and ir /er/ spelled ur /er/ spelled ear /ng/ spelled -ng

Comprehension:

- Visualizing
- Access Complex Text
- Cause and Effect
- Compare and Contrast

29.b Describe the connections between individuals, events, ideas, or pieces of information in an informational text.

29.c Point out similarities and differences between two texts on the same topic

Writing:

- Writing a Description
- Declarative, Interrogative, and Exclamatory Sentences

5 Days

Open Court Unit 4 Lesson 2: Light and Sound

Phonics:

- Schwa /ɜl/ spelled -al, -el, -il, and -le /nk/ spelled -nk /kw/ spelled qu_

Comprehension:

- Summarizing
- Asking and Answering Questions
- Clarifying
- Predicting
- Access Complex Text
- Fact and Opinion
- Sequence
- Cause and Effect

23.a Describe the characters and settings, using illustrations and textual evidence from a story.

23.b Retell the plot or sequence of major events in chronological order.

24.a Use the term narrator to refer to the speaker who is telling the story.

25 Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.

Writing:

- Writing Instructions
- Imperative Sentences

5 Days

Open Court Unit 4 Lesson 3: Light and Sound

Phonics:

- /y/ spelled y /v/ spelled v /ā/ spelled a and a_e

Comprehension:

- Visualizing
- Predicting
- Making Connections
- Access Complex Text
- Cause and Effect
- Compare and Contrast
- Making Inferences
- Author's Purpose

25 Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.

Writing:

- Writing Instructions
- Determiners

5 Days

Open Court Unit 5- Lesson 1: Around our Town

Phonics:

- /ī/ spelled i and i_e; /s/ spelled ce and ci_; /j/ spelled ge and gi_

Comprehension:

- Asking and Answering Questions
- Summarizing
- Making Connections
- Visualizing
- Access Complex Text
- Classify and Categorize
- Main Idea and Details

22 Ask and answer questions about key details in literary and informational text.

23.a Describe the characters and settings, using illustrations and textual evidence from a story.

23.b Retell the plot or sequence of major events in chronological order.

Writing:

- Writing an Opinion Statement
- Capitalizing Names of People and Proper Nouns

5 Days

Open Court Unit 5- Lesson 2: Around our Town

Phonics:

- /ō/ spelled o and o_e; /ū/ spelled u and u_e

Comprehension:

- Summarizing
- Making Connections
- Access Complex Text
- Classify and Categorize
- Fact and Opinion
- Making Inferences
- Sequence

19 Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.

20 Use text features to locate key facts or information in printed or digital text.

Writing:

- Writing a Persuasive Poster
- Capitalizing Days and Months and Using Commas in Dates

Recurring Standards:

R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.

R2. Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.

R3. Expand background knowledge and build vocabulary through discussion, reading, and writing.

R4. Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively.

R5. Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.

(Ongoing Standards throughout the Year)

1 Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.

2 Actively participate in shared reading experiences and collaborative discussions to build background knowledge and learn how oral reading should sound.

3 Ask and answer questions to seek help, get information, or clarify information to confirm understanding in response to information presented in audible, text, or digital format.

4.a Orally describe people, places, things, and events, expressing ideas with relevant details.

5.a Explain the roles of author(s) and illustrator(s).

6.b Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.

6.e Add, delete, and substitute phonemes at the beginning or end of spoken words made up of three to five phonemes, and produce the resulting word.

6.f Distinguish long from short vowel sounds in spoken, single-syllable words.

6.h Identify the sound substitution in words with five to six phonemes.

7.a Produce the most frequent sound(s) for each letter of the alphabet, including x, q, and the long and short sounds of the vowels

7.b Decode and encode regularly spelled one syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position.

7.o Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.

8 Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.

9.a Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension.

9.c Participate in poetry reading, noticing phrasing, rhythm, and rhyme.

10 Read high-frequency words commonly found in grade-appropriate text.

12.a Identify possessives and plurals and use them as clues to the meaning of text.

12.c Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.

14 Sort and categorize groups of words or pictures based on meaning, and label each category.

15 Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems

16 Use grade-appropriate academic vocabulary in speaking and writing.

19 Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.

20 Use text features to locate key facts or information in printed or digital text.

22 Ask and answer questions about key details in literary and informational text.

23.a Describe the characters and settings, using illustrations and textual evidence from a story.

23.b Retell the plot or sequence of major events in chronological order.

24.a Use the term narrator to refer to the speaker who is telling the story.

25 Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.

26 With prompting and support, use textual evidence to explain the central message or moral of a literary text.

27 Make predictions using information found within a literary text.

28 Self-monitor comprehension of text by pausing to summarize and rereading for clarification, when comprehension is lacking.

29.b Describe the connections between individuals, events, ideas, or pieces of information in an informational text.

29.c Point out similarities and differences between two texts on the same topic

30.b Print first and last names using proper letter formation, capitalizing only the first letter of each name.

30.c Use lower case letters in the majority of written work, using capitals only when appropriate.

31.c Encode words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, by distinguishing the placement and action of the lips, teeth, and tongue during articulation.

31.e Encode words with vowel-consonant-e syllable patterns.

31.f Encode words with the common vowel teams and diphthongs, with prompting and support.

31.g With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur.

32.a Identify the required features of a sentence, including capitalization of the first word and end punctuation.

32.b Transcribe spoken words to demonstrate that print represents oral language.

32.c Compose a simple sentence, including a subject and a predicate, that expresses a complete thought.

32.d With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.

32.e Write the correct number of words, with proper spacing, for a spoken phrase or sentence

32.f Begin each sentence with a capital letter. 32.g Capitalize the pronoun I and names of individuals. 32.h Use commas in dates and words in a series 32.i Recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary, with prompting and support. 33 Actively participate in shared writing experiences to compose and develop a well organized paragraph with a topic sentence, details to support, and concluding sentence. 36 With prompting and support, write an opinion piece about a topic, including at least one supporting reason from a source, and providing a sense of closure. 38 Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression. 42.a Recall information from experiences to contribute to shared research and writing projects. 42.b Gather information from provided sources. 43 Use a variety of digital tools to produce and publish writing with guidance and support from adults, working both individually and in collaboration with peers.	
3rd 9 Weeks (44 Days)	
Open Court Unit 5 Lesson 3	
4th 9 Weeks (47 Days)	

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