



**Grade 1 ELA Teaching and Learning  
Framework – Aligned to Tier 1  
Resource Wonders and UFLI**

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
What Makes You Special?	What Makes a community?	Changes Over Time	Animals Everywhere	Figure It Out	Together We Can!
<b>Foundations Domain</b>					
<b>Phonological Awareness</b> <ul style="list-style-type: none"> <li><b>F.PA.6:</b> Phonemic Awareness</li> </ul>	<b>Phonological Awareness</b> <ul style="list-style-type: none"> <li><b>F.PA.5:</b> Onsets &amp; Rimes</li> <li><b>F.PA.6:</b> Phonemic Awareness</li> </ul>	<b>Phonological Awareness</b> <ul style="list-style-type: none"> <li><b>F.PA.4:</b> Syllables</li> <li><b>F.PA.5:</b> Onsets &amp; Rimes</li> <li><b>F.PA.6:</b> Phonemic Awareness</li> </ul>	<b>Phonological Awareness</b> <ul style="list-style-type: none"> <li><b>F.PA.4:</b> Syllables</li> <li><b>F.PA.5:</b> Onsets &amp; Rimes</li> <li><b>F.PA.6:</b> Phonemic Awareness</li> </ul>	<b>Phonological Awareness</b> <ul style="list-style-type: none"> <li><b>F.PA.6:</b> Phonemic Awareness</li> </ul>	<b>Phonological Awareness</b> <ul style="list-style-type: none"> <li><b>F.PA.4:</b> Syllables</li> <li><b>F.PA.5:</b> Onsets &amp; Rimes</li> <li><b>F.PA.6:</b> Phonemic Awareness</li> </ul>
<b>Phonics</b> <ul style="list-style-type: none"> <li><b>F.P.1:</b> Phoneme-Grapheme Correspondences</li> <li><b>F.P.2:</b> Decoding with Phonics</li> <li><b>F.P.3:</b> Encoding with Phonics</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li><b>F.P.1:</b> Phoneme-Grapheme Correspondences</li> <li><b>F.P.2:</b> Decoding with Phonics</li> <li><b>F.P.3:</b> Encoding with Phonics</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li><b>F.P.1:</b> Phoneme-Grapheme Correspondences</li> <li><b>F.P.2:</b> Decoding with Phonics</li> <li><b>F.P.3:</b> Encoding with Phonics</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li><b>F.P.1:</b> Phoneme-Grapheme Correspondences</li> <li><b>F.P.2:</b> Decoding with Phonics</li> <li><b>F.P.3:</b> Encoding with Phonics</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li><b>F.P.1:</b> Phoneme-Grapheme Correspondences</li> <li><b>F.P.2:</b> Decoding with Phonics</li> <li><b>F.P.3:</b> Encoding with Phonics</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li><b>F.P.2:</b> Decoding with Phonics</li> <li><b>F.P.3:</b> Encoding with Phonics</li> </ul>
<b>Fluency</b> <ul style="list-style-type: none"> <li><b>F.F.1:</b> Oral &amp; Silent Reading Fluency</li> </ul>	<b>Fluency</b> <ul style="list-style-type: none"> <li><b>F.F.1:</b> Oral &amp; Silent Reading Fluency</li> </ul>	<b>Fluency</b> <ul style="list-style-type: none"> <li><b>F.F.1:</b> Oral &amp; Silent Reading Fluency</li> </ul>	<b>Fluency</b> <ul style="list-style-type: none"> <li><b>F.F.1:</b> Oral &amp; Silent Reading Fluency</li> </ul>	<b>Fluency</b> <ul style="list-style-type: none"> <li><b>F.F.1:</b> Oral &amp; Silent Reading Fluency</li> </ul>	<b>Fluency</b> <ul style="list-style-type: none"> <li><b>F.F.1:</b> Oral &amp; Silent Reading Fluency</li> </ul>
<b>Handwriting</b> <ul style="list-style-type: none"> <li><b>F.1.H.1:</b> Motor Skills &amp; Letter/Word Formation</li> <li><b>F.1.H.2:</b> Transcription &amp; Handwriting Fluency</li> </ul>	<b>Handwriting</b> <ul style="list-style-type: none"> <li><b>F.1.H.1:</b> Motor Skills &amp; Letter/Word Formation</li> <li><b>F.1.H.2:</b> Transcription &amp; Handwriting Fluency</li> </ul>	<b>Handwriting</b> <ul style="list-style-type: none"> <li><b>F.1.H.1:</b> Motor Skills &amp; Letter/Word Formation</li> <li><b>F.1.H.2:</b> Transcription &amp; Handwriting Fluency</li> </ul>	<b>Handwriting</b> <ul style="list-style-type: none"> <li><b>F.1.H.1:</b> Motor Skills &amp; Letter/Word Formation</li> <li><b>F.1.H.2:</b> Transcription &amp; Handwriting Fluency</li> </ul>	<b>Handwriting</b> <ul style="list-style-type: none"> <li><b>F.1.H.1:</b> Motor Skills &amp; Letter/Word Formation</li> <li><b>F.1.H.2:</b> Transcription &amp; Handwriting Fluency</li> </ul>	<b>Handwriting</b> <ul style="list-style-type: none"> <li><b>F.1.H.1:</b> Motor Skills &amp; Letter/Word Formation</li> <li><b>F.1.H.2:</b> Transcription &amp; Handwriting Fluency</li> </ul>
<b>Texts Domain</b>					

<b>Context</b> <ul style="list-style-type: none"><li>T.C.1: Purpose &amp; Audience</li></ul>	<b>Context</b> <ul style="list-style-type: none"><li>T.C.1: Purpose &amp; Audience</li><li>T.C.2: Authors &amp; Speakers</li></ul>	<b>Context</b> <ul style="list-style-type: none"><li>T.C.1: Purpose &amp; Audience</li><li>T.C.2: Authors &amp; Speakers</li></ul>	<b>Context</b> <ul style="list-style-type: none"><li>T.C.1: Purpose &amp; Audience</li><li>T.C.2: Authors &amp; Speakers</li></ul>	<b>Context</b> <ul style="list-style-type: none"><li>T.C.1: Purpose &amp; Audience</li><li>T.C.2: Authors &amp; Speakers</li></ul>	<b>Context</b> <ul style="list-style-type: none"><li>T.C.1: Purpose &amp; Audience</li></ul>
<b>Structure &amp; Style</b> <ul style="list-style-type: none"><li>T.SS.1: Organization</li><li>T.SS.2: Craft</li></ul>	<b>Structure &amp; Style</b> <ul style="list-style-type: none"><li>T.SS.1: Organization</li><li>T.SS.2: Craft</li></ul>	<b>Structure &amp; Style</b> <ul style="list-style-type: none"><li>T.SS.1: Organization</li><li>T.SS.2: Craft</li></ul>	<b>Structure &amp; Style</b> <ul style="list-style-type: none"><li>T.SS.1: Organization</li><li>T.SS.2: Craft</li></ul>	<b>Structure &amp; Style</b> <ul style="list-style-type: none"><li>T.SS.1: Organization</li><li>T.SS.2: Craft</li></ul>	<b>Structure &amp; Style</b> <ul style="list-style-type: none"><li>T.SS.1: Organization</li><li>T.SS.2: Craft</li></ul>
<b>Techniques</b> <ul style="list-style-type: none"><li>T.T.1: Narrative</li><li>T.T.2: Expository</li><li>T.T.3: Opinion</li></ul>	<b>Techniques</b> <ul style="list-style-type: none"><li>T.T.1: Narrative</li><li>T.T.2: Expository</li><li>T.T.3: Opinion</li></ul>	<b>Techniques</b> <ul style="list-style-type: none"><li>T.T.1: Narrative</li><li>T.T.2: Expository</li><li>T.T.3: Opinion</li></ul>	<b>Techniques</b> <ul style="list-style-type: none"><li>T.T.1: Narrative</li><li>T.T.2: Expository</li><li>T.T.3: Opinion</li><li>T.T.4: Poetic</li></ul>	<b>Techniques</b> <ul style="list-style-type: none"><li>T.T.1: Narrative</li><li>T.T.2: Expository</li><li>T.T.3: Opinion</li><li>T.T.4: Poetic</li></ul>	<b>Techniques</b> <ul style="list-style-type: none"><li>T.T.1: Narrative</li><li>T.T.2: Expository</li><li>T.T.3: Opinion</li></ul>
<b>Research &amp; Analysis</b> <ul style="list-style-type: none"><li>T.RA.1: Research &amp; Inquiry</li><li>T.RA.2: Curating Sources &amp; Evidence</li></ul>	<b>Research &amp; Analysis</b> <ul style="list-style-type: none"><li>T.RA.1: Research &amp; Inquiry</li><li>T.RA.2: Curating Sources &amp; Evidence</li></ul>	<b>Research &amp; Analysis</b> <ul style="list-style-type: none"><li>T.RA.1: Research &amp; Inquiry</li><li>T.RA.2: Curating Sources &amp; Evidence</li></ul>	<b>Research &amp; Analysis</b> <ul style="list-style-type: none"><li>T.RA.1: Research &amp; Inquiry</li><li>T.RA.2: Curating Sources &amp; Evidence</li></ul>	<b>Research &amp; Analysis</b> <ul style="list-style-type: none"><li>T.RA.1: Research &amp; Inquiry</li><li>T.RA.2: Curating Sources &amp; Evidence</li></ul>	<b>Research &amp; Analysis</b> <ul style="list-style-type: none"><li>T.RA.1: Research &amp; Inquiry</li><li>T.RA.2: Curating Sources &amp; Evidence</li></ul>
<b>Language Domain</b>			In every unit, students learn and apply the structures and conventions of standard English, observe, and analyze how grammar works in reading and writing, and build vocabularies as they interpret and construct texts. <b>Language standards are articulated at the expectation level on the curriculum map for each unit.</b>		
<div><div></div><div><div>L.GC. 1: Grammar, Usage, &amp; Mechanics</div><div>L.GC.2: Syntax</div><div>L.V.1: General, Academic, &amp; Specialized Vocabulary</div><div>L.V.2: Word Analysis</div><div>L.V.3: Meaning &amp; Purpose</div></div><div></div></div>					
<b>Practices Domain</b>			Sometimes, students will cultivate Practices one at a time; often, they will incorporate more than one practice as they interpret and construct a range of texts for a variety of purposes. <b>Priority Practices for each unit are articulated on the unit curriculum map for each unit.</b>		



## Cobb County School District



**P.EICC.1:** Reader & Writer Identity  
**P.EICC.2:** Engagement & Intention  
**P.EICC.3:** Comprehension Strategies  
**P.EICC.4:** Writing Processes  
**P.ST.1:** Context  
**P.ST.2:** Author, Audience, & Purpose

**P.AC.1:** Reading like a Writer  
**P.AC.2:** Writing like a Reader  
**P.AC.3:** Text Design  
**P.CP.1:** Collaboration  
**P.CP.2:** Presentation

