

CURRICULUM MAP

SUBJECT: Language Arts

GRADE LEVEL: First Grade

In first grade the students are learning to read. In the language arts literacy curriculum, students focus on phonemic awareness, phonics, vocabulary, comprehension and fluency. Reading strategies are practiced daily. Students read for fluency and understanding. All of our students are provided with the help and guidance they need to be successful. Our curriculum builds on research-based strategies for reading, speaking and writing.

Unit 1R	Essential Question	Content	Skills	Assessment	Standards
	<p>How does rereading a story help me with fluency?</p> <p>What are some reasons to write?</p> <p>What strategies do I use to learn new words?</p> <p>Why is learning high-frequency words important?</p> <p>Why is it important to accurately spell words?</p> <p>How can identifying syllables help me with reading and writing?</p> <p>How can background knowledge help me with understanding what I read?</p>	<p>Children will read, write, and talk about what is around us at home.</p> <p>Content knowledge: Oral Vocabulary Example of Words: furniture, tidy, unwind, cozy, middle, straw, yawn</p> <p>Phonemic Awareness: Initial, medial and Final Phonemes</p> <p>Phonics and Spelling: Consonant and short vowels</p> <p>High-Frequency Words: I, see, a, green</p> <p>Text-Based Comprehension: Character, predictions, setting</p> <p>Conventions: Nouns for People and Things</p> <p>Writing: Nouns in Sentences</p> <p>Listening and Speaking: Listening Attentively</p> <p>Small Group Reading Instruction provided 3-5 times a week (On level, Advanced, and Strategic Intervention)</p> <p>Fluency: model appropriate rate, students reread stories, fluency word drills,</p>	<p>Phonemes Initial, Medial and Final</p> <p>Identifying Syllables</p> <p>Rhyming Words</p> <p>Blending Onsets and Rimes</p> <p>Segmenting and Blending Phonemes</p> <p>Consonants c/k/, p/p/, n/n</p> <p>Consonants m/m/; s, ss/s/; t/t/</p> <p>Consonants f, ff/f/, b/b/, g/g/</p> <p>Short a:a</p> <p>Short i: i</p> <p>High-Frequency Words</p> <p>Knowing the setting in a story.</p> <p>Questioning</p> <p>Making predictions</p> <p>Setting a purpose for reading.</p> <p>Identifying the plot in a story.</p> <p>Story structure.</p> <p>Nouns.</p> <p>Identifying verbs in a sentence.</p> <p>Realism and fantasy.</p> <p>Monitoring and clarifying to aid in comprehension.</p> <p>Using background knowledge to aid in comprehension.</p> <p>Consonants d/d/, l, ll/l/, h/h.</p> <p>Consonants r/r/, w/w/, j/j/, k/k/,v/v/, y/y/, z, zz/z/.</p> <p>Adjectives</p>	<p>Performance Task</p> <p>Reading Street Placement Assessment</p> <p>Week 1, 3, 5 Weekly Reading Street Assessment</p> <p>Weeks 2, 4 Reading Street Fresh Reads and Fluency Assessment</p> <p>Week 6 Reading Street Unit Benchmark Assessment</p> <p>Ren. Learning Benchmark Assessment</p> <p>Dibels Next Benchmark Assessment</p> <p>Other Evidence:</p> <p>High Frequency word assessment</p> <p>Comprehension assessment</p> <p>Phonics assessment</p> <p>Spelling assessments</p> <p>Writing/Response to Literature</p> <p>Teacher Observation</p> <p>Teacher made assessments</p>	<p>Literature: 1, 2, 3, 4, 5, 7, 10</p> <p>Language: 1, 1.a, 1.b, 1.c, 2, 2.e, 5.a, 5.c, 6</p> <p>Foundational Skills: 1, 2, 2.b, 2.c, 2.d, 2.e, 3, 3.b, 3.g</p> <p>Speaking/Listening: 1.a, 1.b, 2, 6</p> <p>Writing: 2,5</p> <p>Informational Text: 1,3,8</p> <p>Language:1b, 1c, 1e, 1f, 1h, 1j,2,2a, 2b</p>

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Unit 1	Essential Question	Content	Skills	Assessment	Standards
	<p>What are some reasons to write? How do I get ideas for writing? How do I make a plan for writing? What can I do to print neatly? How can I space my words and sentences appropriately? When should I speak and when should I listen? What are the parts of a book? What strategy do I know that will help me be a better reader? What are the different reasons we read? What strategies do I use to learn new words? What strategies do I use to understand what I hear and what I read? How do our life experiences impact our reading? How do our life experiences impact our writing? How does making predictions help readers understand what they read and hear? How does sequencing events help readers understand what they read and hear? How do word families/glued sounds help me read new words? What consonants can work together to make one sound? What strategies can I use to figure out new words? What strategies can I use to understand what I read?</p>	<p>Children will read, write, and talk about animals.</p> <p>Content knowledge: Oral Vocabulary, example of words: needs, responsibility, shelter, cuddle, tickle, faithful, fetch, heel.</p> <p>Phonemic awareness : Distinguish /a/ Phonics and Spelling: Consonants and Short a</p> <p>Nondecodable High-frequency words, examples: my, come, way, on, in</p> <p>Use Text-Based Comprehension: Character and Setting</p> <p>Conventions: Sentences (A sentence is a group of words that tell a complete idea).</p> <p>Writing : Story (Introduce a story: a story has characters and tells what the characters do).</p> <p>Listening and Speaking: Listening attentively and participating in discussions</p> <p>Small Group Instruction provided 3-5 times a week (On level, Advanced, and Strategic Intervention</p> <p>Fluency: model appropriate rate, students reread stories, fluency word drills,</p> <p>Independent reading: students should select appropriate text to read and write about every day.</p>	<p>Distinguishing long and short vowel sounds in a spoken single-syllable word (e.g., cat, play).</p> <p>Counting the syllables in printed multi-syllabic words.</p> <p>Orally segmenting and identifying phonemes in a single-syllable word, identifying initial, medial vowel and final sounds (e.g., top: /t/-/o/-/p/).</p> <p>Monitoring reading using context clues (e.g., word patterns, story structure, illustrations) to support accuracy, rate and comprehension.</p> <p>Adding illustrations that represent descriptions of characters, places, or events for clarification</p> <p>organizing ideas, and information for writing showing a progression and chronological narrative</p> <p>recounting two events using temporal words and a closing sentence</p> <p>Using verbs that depict past, present, and future (e.g., walk, walked, will walk) appropriately.</p> <p>Using adjectives when describing people, places, things, and events.</p> <p>capitalizing names, people, and dates</p> <p>Using correct ending punctuation (e.g., period or question mark) for sentences.</p> <p>Using resources (e.g. charts, photographs) in a text for describing key ideas.</p>	<p>Performance Task</p> <p>Reading Street Placement Assessment Week 1, 3, 5 Weekly Reading Street Assessment Weeks 2, 4 Reading Street Fresh Reads and Fluency Assessment Week 6 Reading Street Unit Benchmark Assessment Ren. Learning Benchmark Assessment Dibels Next Benchmark Assessment</p> <p>Other Evidence: High Frequency word assessment Comprehension assessment Phonics assessment Spelling assessments Writing/Response to Literature Teacher Observation Teacher made assessments</p>	<p>Literature: 1,2,3,5,7,9</p> <p>Informational Text: 1,2,3,8</p> <p>Foundational Skills: 2, 2c, 3, 3a, 3b, 3f, 3g</p> <p>Writing: 2</p> <p>Language: 1b, 1c,1e, 1f, 1j,2b</p>

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Unit 2	Essential Question	Content	Skills	Assessment	Standards
	<p>What is the purpose for reading?</p> <p>Why are vowels needed in a word?</p> <p>What is the main idea of a story?</p> <p>What is the purpose of looking back into the text?</p> <p>What is the purpose of writing a friendly letter?</p> <p>Why is it important to learn high frequency words?</p>	<p>Children will read, write, and talk about families.</p> <p>Content knowledge: oral vocabulary (example of words: chore, household, cooperation, rule, commute, subway, downtown, display). Phonemic awareness: Segment and Blend Phonemes Phonics: consonants digraphs sh, th Spelling Nondecodable High-frequency words (examples of words: said, want, good, catch, no, put). Text-Based Comprehension: sequence Conventions: Common Nouns Small Group Instruction Reading 3-5 times a week (On level, Advanced, and Strategic Intervention) Fluency: model appropriate rate, students reread stories, fluency word drills, Teacher Read Aloud Writing : Friendly Letter Independent reading: students should select appropriate text to read and write about every day.</p>	<p>Distinguishing between long /a/ and short /a/ Segmenting and blending phonemes. Segmenting and blending words. Decoding words with common consonant digraphs (e.g., fish, lunch, ship). Comparing and contrasting characters' adventures and experiences in stories. Recalling experiences or gathering information from provided sources to answer questions with guidance and support. Knowing the author's purpose. Using their background knowledge to aid in comprehension. Using the inflected ending "ed". Reading and spelling VC/CV words. Reading and spelling VCE words. Reading and spelling words with contractions. Reading and spelling words with the vowel digraph "ee".</p>	<p>Performance Task Reading Street Placement Assessment Week 1, 3, 5 Weekly Reading Street Assessment Weeks 2, 4 Reading Street Fresh Reads and Fluency Assessment Week 6 Reading Street Unit Benchmark Assessment Ren. Learning Benchmark Assessment Dibels Next Benchmark Assessment</p> <p>Other Evidence: High Frequency word assessment Comprehension assessment Phonics assessment Spelling assessments Writing/Response to Literature Teacher Observation Teacher made assessments</p>	<p>Literature: 1,2,3,9</p> <p>Informational Text: 1,2,3,6,8</p> <p>Foundational Skills: 2, 2c, 3, 3a, 3c, 3d, 3f, 3g,</p> <p>Writing: 1,2</p> <p>Language: 1, 1b, 1c, 1e, 1f,1j, 2, 2a, 2b</p>

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Unit 3	Essential Question	Content	Skills	Assessment	Standards
	<p>How can you manipulate sounds and word parts to create new words?</p> <p>How do you segment and blend one-syllable and nonsense words?</p> <p>How do you determine if a vowel is long or short in a word?</p> <p>What can I do when I do not understand what I have read?</p> <p>What is the purpose of captions?</p> <p>How do I prepare myself for conferencing?</p> <p>How do I evaluate some else's writing?</p> <p>Why is it important to know the main topic and key details in a text</p>	<p>Children will read, write, and talk about growing and changing.</p> <p>Content knowledge: Oral vocabulary (examples are: growth, population, public, shuffle, teeter, crooked, makeshift, spindly).</p> <p>Phonemic awareness: Segmenting and blending phonemes</p> <p>Phonics and Spelling: Vowel Sounds of y</p> <p>Non-decodable High-frequency words (examples are: things, always, day, become, nothing, stays, everything)</p> <p>Text-Based Comprehension: Setting</p> <p>Teacher Read Aloud</p> <p>Conventions: Action Verbs</p> <p>Writing: Realistic Story</p> <p>Small Group Instruction Reading 3-5 times a week (On level, Advanced, and Strategic Intervention)</p> <p>Fluency: model appropriate rate, students reread stories, fluency word drills</p> <p>Independent reading: students should select appropriate text to read and write about every day.</p>	<p>Action Verbs; Asking and answering key questions (e.g., main idea, character, setting); Author's Purpose; Participate in shared research and writing projects;</p> <p>Comparative Endings -er, -est; Compare and Contrast; compound words; Consonant Endings -er, -est;</p> <p>Consonant patterns -ng, nk; Contractions; Drawing Conclusions; explain major differences between books that tell stories or give information; Fact and Opinion;</p> <p>Features of a realistic story; inferreing;</p> <p>Inflectional endings (e.g., waits, waited, waiting); Rewriting sentences, adding details; Sequence; Summarizing; Syllable Pattern CV;</p> <p>Telling the difference between information provided by pictures or text; Text Structure;</p> <p>Using Background Knowledge;</p> <p>Using nouns and verbs in complete sentences.</p> <p>Visulizing; Vowel Sounds of y;</p> <p>Vowel: r-Controlled ar, er, ir, ur, or, ore;</p> <p>Ending: -es.</p>	<p>Performance Task</p> <p>Reading Street Placement Assessment</p> <p>Week 1, 3, 5 Weekly Reading Street Assessment</p> <p>Weeks 2, 4 Reading Street Fresh Reads and Fluency Assessment</p> <p>Week 6 Reading Street Unit Benchmark Assessment</p> <p>Ren. Learning Benchmark Assessment</p> <p>Dibels Next Benchmark Assessment</p> <p>Other Evidence:</p> <p>High Frequency word assessment</p> <p>Comprehension assessment</p> <p>Phonics assessment</p> <p>Spelling assessments</p> <p>Writing/Response to Literature</p> <p>Teacher Observation</p> <p>Teacher made assessments</p>	<p>Literature: 1,2,3,9</p> <p>Informational Text: 1,2,3,6,8</p> <p>Foundational Skills: 2, 2c, 3, 3a, 3c, 3d, 3f, 3g,</p> <p>Writing: 1,2</p> <p>Language: 1, 1b, 1c, 1e, 1f,1j, 2, 2a, 2b</p>

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Unit 4	Essential Question	Content	Skills	Assessment	Standards
	<p>How can I summarize stories I hear and read?</p> <p>How do I make and check predictions when I read?</p> <p>How do I use context clues to figure out the meaning of multiple meaning words?</p> <p>How do I write stories, poems, rhymes, or song lyrics?</p> <p>How do poems sound different than other text?</p> <p>How is the format for a friendly letter?</p> <p>What are the key details in a text?</p> <p>What is the purpose of writing a friendly letter?</p> <p>What is the purpose of writing non-fiction texts?</p> <p>Why do I need to learn high frequency words?</p>	<p>Children will read, write, and talk about how a surprise can be a treasure.</p> <p>Content knowledge: Oral vocabulary (examples are celebrate, cherish, grateful, delicate, rarest, genuine, loot).</p> <p>Phonemic awareness: long a</p> <p>Phonics and Spelling:</p> <p>Diphthongs: ai, ay</p> <p>Non-decodable High-frequency words (examples are give surprise, would, enjoy, worry, about)</p> <p>Text-Based Comprehension: draw conclusions</p> <p>Teacher Read Aloud</p> <p>Conventions: Adjectives</p> <p>Writing: Friendly Letter</p> <p>Small Group Instruction 3-5 times a week (On level, Advanced, and Strategic Intervention)</p> <p>Fluency: model appropriate rate, students reread stories, fluency word drills</p> <p>Independent reading: students should select appropriate text to read and write about every day.</p>	<p>Adjusting the reading rate to support accuracy, and fluency;</p> <p>Clarifying ideas, thoughts, and feelings;</p> <p>Decoding words with vowel teams (e.g., mail);</p> <p>Describing people, places, things, and events with details;</p> <p>Describing the connection between two individuals in a text;</p> <p>Drawing conclusions;</p> <p>Identifying cause and effect relationships;</p> <p>Identifying the theme in a story;</p> <p>Making predictions and setting a purpose for reading;</p> <p>Reading and writing compound words, vowel digraphs (ue, ew, ui), words with silent letters (kn, wr), suffixes (-ly, -ful), vowel sound in moon. /oo/, vowel digraphs ie and igh;</p> <p>Reading poetry, and informational text,;</p> <p>Using digital tools to produce and publish writing;</p> <p>Using adjectives when writing/speaking;</p> <p>Using phonemic awareness and spelling conventions to write untaught words;</p> <p>Using reading strategies to read with purpose and comprehension;</p> <p>Writing a realistic story;</p> <p>Writing thank-you notes.</p>	<p>Performance Task</p> <p>Reading Street Placement Assessment</p> <p>Week 1, 3, 5 Weekly Reading Street Assessment</p> <p>Weeks 2, 4 Reading Street Fresh Reads and Fluency Assessment</p> <p>Week 6 Reading Street Unit Benchmark Assessment</p> <p>Ren. Learning Benchmark Assessment</p> <p>Dibels Next Benchmark Assessment</p> <p>Other Evidence:</p> <p>High Frequency word assessment</p> <p>Comprehension assessment</p> <p>Phonics assessment</p> <p>Spelling assessments</p> <p>Writing/Response to Literature</p> <p>Teacher Observation</p> <p>Teacher made assessments</p>	<p>Literature: 1,2,3,7</p> <p>Informational Text: 1,2,3,8</p> <p>Foundational Skills: 2, 2c, 3, 3a, 3c, 3e, 3g</p> <p>Writing: 1,2</p> <p>Language: 1b, 1c, 1e, 1f, 1h, 1j, 2b</p>

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Unit 5	Essential Question	Content	Skills	Assessment	Standards
	<p>How can segmenting syllables in a word help me be a better reader?</p> <p>How do I take part in a discussion?</p> <p>How do I use digital tools to publish my thoughts, ideas, and stories?</p> <p>How does adding an ending to a word change its meaning?</p> <p>How is segmenting sounds in a word helpful for reading?</p> <p>What is the main idea or essential message in the text?</p> <p>What strategies help me learn new words, identify relationships and make connections to understand what I am reading?</p> <p>Why is it important to use the sequence of events within a text to help me retell the main idea with supporting details?</p>	<p>Children will read, write, and talk about problem solving.</p> <p>Content knowledge: Oral vocabulary (examples are clever, intend, predicament, grumpy, exhausted, furious, batter, griddle)</p> <p>Phonemic awareness: Segmenting and blending phonemes</p> <p>Phonics and Spelling: Diphthongs: ow, ou</p> <p>Nondecodable High-frequency (examples are along, behind, toward, eyes, never, pulling)</p> <p>Text-Based Comprehension: character, setting, and plot</p> <p>Teacher Read Aloud</p> <p>Conventions: Imperative Sentences</p> <p>Writing: Animal Fantasy</p> <p>Small Group Instruction Reading 3-5 times a week (On level, Advanced, and Strategic Intervention)</p> <p>Fluency: model appropriate rate, students reread stories, fluency word drills</p> <p>Independent reading: students should select appropriate text to read and write about every day.</p>	<p>Fluency; Write narratives, stories, poems, informative text; Asking and answering; Demonstrating use of subjects & verbs; Identifying & explaining how words are used in a text; Identifying the words that indicate who is telling the story; Read & spell words with diphthongs "oi" and "oy"; Recognition of two-syllable words by dividing words into syllables (e.g., VCCV, VVVCV; closed syllable, Vowel -C-e, Open syllable); Prefixes un- and re-; Using digital tools to produce and publish writing; Using commas; Phonemic awareness & spelling conventions to write untaught words; Using pronouns (personal, possessive, and indefinite), conjunctions, demonstratives (e.g., this, that,) and prepositions to form complete sentences; Reading strategies to read with purpose and comprehension; Using affixes (e.g., dis-); Using the writing process: show a progressing and chronological narrative recounting two or more events using temporal words, including details and a closing statement.</p>	<p>Performance Task</p> <p>Reading Street Placement Assessment</p> <p>Week 1, 3, 5 Weekly Reading Street Assessment</p> <p>Weeks 2, 4 Reading Street Fresh Reads and Fluency Assessment</p> <p>Week 6 Reading Street Unit Benchmark Assessment</p> <p>Ren. Learning Benchmark Assessment</p> <p>Dibels Next Benchmark Assessment</p> <p>Other Evidence:</p> <p>High Frequency word assessment</p> <p>Comprehension assessment</p> <p>Phonics assessment</p> <p>Spelling assessments</p> <p>Writing/Response to Literature</p> <p>Teacher Observation</p> <p>Teacher made assessments</p>	<p>Literature: 1, 2,3,5,7</p> <p>Informational Text: 1,2,3,8</p> <p>Foundational Skills: 2, 2c, 3, 3c , 3d, 3e, 3f, 3g</p> <p>Writing: 2</p> <p>Language: 1,1b, 1c, 1d, 1e, 1f, 1i, 1j, 2b</p>

