



**Trinity Area School District
Elementary English Language Arts Curriculum Map**

Course: Elementary English Language Arts Grade: 1 Designer(s): Language Arts Committee	Overview of Course English Language Arts in First Grade focuses on developing motivated, strategic, constructive, fluent and independent readers, writers, and communicators. The emphasis is on continued development of oral language abilities and using reading and writing processes. Students will read literature and informational texts and express their thinking both orally and in writing. Students will continue to develop inquiry skills to gather, organize, summarize and share information.
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Overarching Big Ideas, Enduring Understandings, and Essential Questions

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
<i>Foundational Skills</i>	Students gain a working knowledge of concepts or print, alphabetic principal, and other basic conventions.		
Book Handling	CC.1.1.K.A Practice and utilize book handling skills.	<ul style="list-style-type: none"> • Readers take good care of books. 	<ul style="list-style-type: none"> • How do we take care of books so that they are available for everyone to use for a long time?
Print Concepts	CC.1.1.1.B Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence. 	<ul style="list-style-type: none"> • Readers build an understanding of texts, of themselves, and of different cultures through reading a wide range of print texts. • Sentences give information 	<ul style="list-style-type: none"> • How can the knowledge of printed language help you to communicate and understand?
Phonological Awareness	CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> • Distinguish long from short vowel sound in spoken single-syllable words. 	<ul style="list-style-type: none"> • Readers apply phonetic principles, context clues, structural analysis, and spelling patterns to help them figure out unfamiliar words while reading. • Readers identify vowel and final 	<ul style="list-style-type: none"> • How are words different? • How are words similar? • How can I use parts of words to help me read new words?

	<ul style="list-style-type: none"> Count, pronounce, blend, and segment syllable in spoken and written words. Orally produce single-syllable words, including consonant blends and digraphs. Isolate and produce initials, medial vowel, and final sounds (phonemes) in single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words. 	<p>sounds (phonemes) in spoken single-syllable words.</p> <ul style="list-style-type: none"> Readers add or substitute individual sounds (phonemes) in one-syllable words to make new words. 	
Phonics and Word Recognition	<p>CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> Identify common consonant digraphs, final-e, and common vowel teams. Decode one and two-syllable words with common patterns. Read grade level words with inflectional endings. Read grade-appropriate irregularly spelled words. 	<ul style="list-style-type: none"> Readers use word analysis skills to read and unlock the meaning of words. Readers use spelling patterns to decode and comprehend words. Readers identify common consonant digraphs, final-e, and common vowel teams. Readers decode one and two-syllable words with common patterns. Readers use and read grade level words with inflectional endings. Readers identify grade-appropriate irregularly spelled words. 	<ul style="list-style-type: none"> What strategies do I use to learn new words? What is the difference between decodable words and sight words? How do I use spelling patterns to decode words?
Fluency	<p>CC.1.1.1.E Read with accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<ul style="list-style-type: none"> Fluent readers read texts to themselves and others using appropriate phrasing, intonation, rate, and attention to punctuation. 	<ul style="list-style-type: none"> Why is it important to read accurately and fluently? What does it mean to read fluently? How does fluency affect comprehension?

Big Idea <i>Reading Informational Text</i>	Standard(s) Addressed Students read, understand, and respond to informational text- with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.	Enduring Understanding(s)	Essential Question(s)
Key Ideas and Details – Main Idea	CC.1.2.1.A Identify the main idea and retell key details of text.	<ul style="list-style-type: none"> • Readers interpret text by reading thoroughly and with purpose to determine main ideas and the facts and details used to support them. 	<ul style="list-style-type: none"> • How can I identify the main topic in a selection? • How do you know what the story is mostly about? • How do I use the topic, supporting details, and main idea to understand what I read?
Key Ideas and Details- Text Analysis	CC.1.2.1.B Ask and answer questions about key details in a text. CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of in a text.	<ul style="list-style-type: none"> • Readers make text-to-self, text-to-world, or text-to-text connections to describe and ask questions about what they are reading. 	<ul style="list-style-type: none"> • How do I ask and answer questions about key details in a text? • How do we think what reading in order to understand and respond? • What are characteristics of informational texts?
Craft and Structure- Text Structure	CC.1.2.1.E Use various text features and search tools to locate key facts or information in a text.	<ul style="list-style-type: none"> • Authors use text features to make words and information stand out to the reader. • Authors organize information to help you understand what you are reading. 	<ul style="list-style-type: none"> • How do text features (headings, tables of contents, glossaries) help me locate key facts or information? • What text features are most helpful when reading informational texts?
Craft Structure- Vocabulary	CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<ul style="list-style-type: none"> • Readers ask and answer questions about unknown words in a text. • Readers acquire vocabulary through reading, writing, listening, and speaking. 	<ul style="list-style-type: none"> • Why is it important to learn new words? • How do context clues help us understand unknown words? • How do I ask questions to help me clarify the meaning of words in a text?
Integration of	CC.1.2.1.G	<ul style="list-style-type: none"> • Readers understand that authors use 	<ul style="list-style-type: none"> • What information do you learn

knowledge and Ideas-Diverse Media	Use the illustrations and details in a text to describe its key ideas.	pictures and text to communicate information.	<p>from the illustrations, charts and diagrams?</p> <ul style="list-style-type: none"> • How do words and photos give you information?
Integration of Knowledge and Ideas-Evaluating Arguments	CC.1.2.1.H Identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> • Readers identify the reasons an author gives to support points in a text. 	<ul style="list-style-type: none"> • Why do authors choose to write a piece of nonfiction?
Integration of Knowledge and Ideas-Analysis Across Texts	CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.	<ul style="list-style-type: none"> • Readers compare and contrast texts to tell how two texts are alike and different. 	<ul style="list-style-type: none"> • What does it mean to compare information in a given text? • What does it mean to contrast information in a given text? • How do I use compare and contrast to understand relationships? • How can stories be alike or different?
Vocabulary Acquisition and Use	CC.1.2.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.1.2.1.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content.	<ul style="list-style-type: none"> • Readers understand vocabulary is acquired through reading, writing, listening and speaking. • Readers know a rich vocabulary enables them to understand and communicate more effectively. • Readers use context clues to clarify the meaning of unknown and multi-meaning words in a text. 	<ul style="list-style-type: none"> • How do readers use strategies to determine the meaning of words? • Why is it important to learn new words? • How do context clues help us understand unknown words? • How do I ask questions to help me clarify the meaning or words in a text?
Range of Reading	CC.1.2.1.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	<ul style="list-style-type: none"> • Readers understand comprehension requires and enhances critical thinking and is constructed through the intentional interaction between the reader and text. 	<ul style="list-style-type: none"> • Why would you choose to read non-fiction and informational texts? • When can reading non-fiction texts help you?

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
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<i>Reading Literature</i>	Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.		
Key Ideas and Details - Theme	CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<ul style="list-style-type: none"> • Readers identify the main theme of a text to find the lesson the author wants to teach the reader. 	<ul style="list-style-type: none"> • Why is the sequence of events important to understanding a story? • How do details help me predict what is going to happen in the story?
Key Ideas and Details- Text Analysis	CC.1.3.1.B Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> • Readers ask questions to comprehend a story. • Readers analyze stories using sequencing, cause and effect, comparing and contrasting, and problem and solution to clarify questions and gather information. 	<ul style="list-style-type: none"> • How do I ask and answer questions about key details in a text? • How can I use questions (who, what, when, where, why and how) to retell a story?
Key Idea and Details- Literary Elements	CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.	<ul style="list-style-type: none"> • Readers understand that the characters, setting and events are important when retelling a story. 	<ul style="list-style-type: none"> • How do I use story elements to retell a story? • How do I describe characters, settings and major events in a story? • How does the setting make a story interesting? • How do the parts of the story work together? • What is the most important part of a story and why?
Craft and Structure- Point of View	CC.1.3.1.D Identify who is telling the story at various points in a text.	<ul style="list-style-type: none"> • Readers know that an author's point of view is influenced by his experience. 	<ul style="list-style-type: none"> • How do I identify who is telling the story at various points in a text? • How does knowing the point of view of a story help you understand what you are reading?
Craft and Structure- Text Structure	CC.1.3.1.E Explain major differences between books that	<ul style="list-style-type: none"> • Readers learn new facts from non-fiction texts. 	<ul style="list-style-type: none"> • What is the difference between books that tell stories and books

	tell stories and books that give information, drawing on a wide reading or range of text types.		that give information?
Craft and Structure- Vocabulary	CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<ul style="list-style-type: none"> • Readers locate words and phrases in texts to understand feelings. 	<ul style="list-style-type: none"> • Why do poems sound different from other texts that I have read? • How do clues in the story help you understand how characters feel?
Integration of Knowledge and Ideas- Sources or Information	CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events.	<ul style="list-style-type: none"> • Readers connect illustrations and text in a story to gather information. 	<ul style="list-style-type: none"> • How do I use illustrations and details in a story to describe its characters, setting, or events? • How do words and pictures help you retell a story?
Integration of Knowledge and Ideas- Text Analysis	CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.	<ul style="list-style-type: none"> • Readers look for similarities and differences between characters in stories to aid comprehension. 	<ul style="list-style-type: none"> • What does it mean to compare? • What does it mean to contrast? • How do I compare and contrast the adventures and experiences of characters in a story?
Integration of Knowledge and Ideas- Strategies	CC.1.3.1.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content.	<ul style="list-style-type: none"> • Readers use a variety of strategies to clarify the meaning of unknown words. 	<ul style="list-style-type: none"> • What clues help a reader figure out new words in a story?
Vocabulary Acquisition and Use	CC.1.3.1.J Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	<ul style="list-style-type: none"> • Readers respond to text using words and phrases acquired through reading and conversations. • Readers make connections to the text using new words and phrases. 	<ul style="list-style-type: none"> • How do readers respond to a text using new words and ideas they have learned through their reading? • What strategies are used to determine the meaning of words?
Range of Reading	CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently.	<ul style="list-style-type: none"> • Readers read independently and comprehend what they are reading. • Readers make connections to what they are reading. • Students develop a passion for reading through reading and listening to a variety of genres. 	<ul style="list-style-type: none"> • How do I pick books that are a good fit for me? • How do I check for understanding when reading? • How do I decide if I should read a fiction or non-fiction text? • Why do readers have a preference for different types of literature?

			<ul style="list-style-type: none"> How can readers demonstrate the connections of self, world and other text?
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Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.		
Informative / Explanatory	CC.1.4.1.A Write informative / explanatory texts to examine a topic and convey ideas and information.	<ul style="list-style-type: none"> Writing is a powerful tool for communicating information to readers. 	<ul style="list-style-type: none"> How do authors use writing as a way to communicate? Why do authors write informational texts?
Informative / Explanatory- Focus	CC.1.4.1.B Identify and write about one specific topic.	<ul style="list-style-type: none"> Authors write with a clear focus by identifying the topic and providing details to support the topic. 	<ul style="list-style-type: none"> How do authors develop a topic and stick to it?
Informative / Explanatory- Content	CC.1.4.1.C Develop the topic with two or more facts.	<ul style="list-style-type: none"> Authors describe experiences and events to tell information. Authors produce details that relate to a chosen topic. 	<ul style="list-style-type: none"> How do authors use details to tell about their topic?
Informative / Explanatory- Organization	CC.1.4.1.D Group information and provide some sense of closure.	<ul style="list-style-type: none"> Writers organize their writing by using a structure that aids understanding. 	<ul style="list-style-type: none"> How do authors organize their writing? How do parts of a story work together?
Informative / Explanatory- Style	CC.1.4.1.E Choose words and phrases for effect.	<ul style="list-style-type: none"> Writers use descriptive words and phrases to make information clear. 	<ul style="list-style-type: none"> How do the words I use in my writing tell about the topic? How do the illustrations I use in my writing help tell additional information?
Informative / Explanatory- Conventions of Language	CC.1.4.1.F Demonstrate grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	<ul style="list-style-type: none"> Writers capitalize dates and names of people. Writers use end punctuation; use commas in dates and words in series. Writers spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. 	<ul style="list-style-type: none"> Why is it important to use correct spelling and grammar when writing?

Opinion / Argumentative	CC.1.4.1.G Write opinion pieces on familiar topics	<ul style="list-style-type: none"> • Authors write with a clear stated opinion and include supporting details. • Writers interact with their audience by communicating their point of view. 	<ul style="list-style-type: none"> • Why do authors write about their opinions? • When is it acceptable to challenge an author's assertions?
Opinion / Argumentative - Focus	CC.1.4.1.H Form an opinion by choosing among given topics.	<ul style="list-style-type: none"> • Writers select a topic and develop it throughout their piece of work. 	<ul style="list-style-type: none"> • How do authors choose what to write about? • How do you know what the author's opinion is?
Opinion / Argumentative - Content	CC.1.4.1.I Support the opinion with reasons related to the opinion.	<ul style="list-style-type: none"> • Authors describe experiences and events to tell information. • Authors support their opinions with facts. 	<ul style="list-style-type: none"> • Why is it important to give reasons to support your opinion?
Opinion / Argumentative- Organization	CC.1.4.1.J Create an organizational structure that includes reasons and provides some sense of closure.	<ul style="list-style-type: none"> • Writers organize their writing by using a structure that aids understanding? 	<ul style="list-style-type: none"> • How do authors organize their writing? • How do parts of a story work together?
Opinion / Argumentative- Style	CC.1.4.1.K Use a variety of words and phrases.	<ul style="list-style-type: none"> • Writers use descriptive words and phrases to make information clear. 	<ul style="list-style-type: none"> • How do the words I use in my writing tell about the topic? • How do the illustrations I use in my writing help tell additional information?
Opinion / Argumentative- Conventions of Language	CC.1.4.1.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	<ul style="list-style-type: none"> • Writers capitalize dates and names of people. • Writers use end punctuation; use commas in dates and words in a series. • Writers spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. 	<ul style="list-style-type: none"> • Why is it important to use correct spelling and grammar when writing?
Narrative	CC.1.4.1.M Write narratives to develop real or imagines experiences or events.	<ul style="list-style-type: none"> • Narrative pieces contain detailed descriptions or people, places and things. 	<ul style="list-style-type: none"> • Why do authors use writing as a way to communicate?
Narrative - Focus	CC.1.4.1.N Establish "who" and "what" the narrative with be about.	<ul style="list-style-type: none"> • Writers select a topic and develop it throughout the story. 	<ul style="list-style-type: none"> • Why is it important to have characters in a story? • How do authors tell you about what the characters of a story do?

Narrative - Content	CC.1.4.1.O Include thoughts and feelings to describe experiences and events.	<ul style="list-style-type: none"> • Authors describe experiences and events to tell information. 	<ul style="list-style-type: none"> • How do authors give you clues in a story to tell how a character feels? • How does an author describe the problems and solutions in a story? • How can an author use words and pictures to tell a story?
Narrative - Organization	CC.1.4.1.P Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.	<ul style="list-style-type: none"> • Authors write about events in the order in which they occurred. 	<ul style="list-style-type: none"> • How do authors organize their writing? • Why is it important to write details in a logical sequence? • How do parts of a story work together? •
Narrative- Style	CC.1.4.1.Q Use a variety of words and phrases.	<ul style="list-style-type: none"> • Writers use descriptive words and phrases to make information clear. 	<ul style="list-style-type: none"> • How do the words I use in my writing tell about the topic? • How do the illustrations I use in my writing help tell additional information?
Narrative- Conventions of Language	CC.1.4.1.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	<ul style="list-style-type: none"> • Writers capitalize dates and names of people. • Writers use end punctuation; use commas in dates and words in series. • Writers spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. 	<ul style="list-style-type: none"> • Why is it important to use correct spelling and grammar when writing?
Production and Distribution of Writing – Writing Process	CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	<ul style="list-style-type: none"> • Writers respond to questions and suggestions about their writing. • Writers add details to strengthen their writing. 	<ul style="list-style-type: none"> • How can an author improve their writing?
Technology and Publication	CC.1.4.1.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.	<ul style="list-style-type: none"> • Writers use technology and other tools to publish their completed work for readers to enjoy. 	<ul style="list-style-type: none"> • How do authors publish their completed writings? • Why might someone publish their completed work?
Conducting Research	CC.1.4.1.V Participate in individual or shared research and	<ul style="list-style-type: none"> • Writers research on a topic of interest. 	<ul style="list-style-type: none"> • Where can I look for information on a topic I am interested in

	writing projects.		<ul style="list-style-type: none"> writing about? Why is it important to research a topic?
Credibility, Reliability, and Validity of Sources	CC.1.4.1.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> Authors recall information from personal experiences or gather information from provided resources to tell information. 	<ul style="list-style-type: none"> Why do authors choose to tell about personal experiences?
Range of Writing	CC.1.4.1.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	<ul style="list-style-type: none"> Authors compose texts over varied lengths of time depending on the genre and purpose for their writing. 	<ul style="list-style-type: none"> Why is it important for writers to write daily? Why do some writings take longer to complete than others? What genre of writing should I use to tell my story?

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
<i>Speaking and Listening</i>	Students present appropriately in formal speaking situations, listen critically, and respond intelligently and individuals or in group discussions.		
Comprehension and Collaboration- Collaborative Discussion	CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups.	<ul style="list-style-type: none"> Speakers and listeners participate in conversations during small and large group discussions. People use language to communicate and interact with a variety of audiences for different purposes. 	<ul style="list-style-type: none"> How do speakers communicate? How do people listen and respond to others appropriately?
Comprehension and Collaboration- Critical Listening	CC.1.5.1.B Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<ul style="list-style-type: none"> Speakers and listeners ask and answer questions about the details in a presentation. Speakers and listeners ask questions to help make connections. Listeners must listen carefully for the author's purpose. 	<ul style="list-style-type: none"> What makes a good listener? Why or how do speakers / listeners ask questions for clarification?
Comprehension and Collaboration- Evaluating Information	CC.1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or	<ul style="list-style-type: none"> Speakers and listeners ask and answer questions for clarification. 	<ul style="list-style-type: none"> How do listeners distinguish fact from opinion? How do listeners ask questions

	clarify something that is not understood.		or speakers?
Presentation of Knowledge and Ideas- Purpose, Audience, and Task	CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<ul style="list-style-type: none"> • Speakers use language to communicate and interact with a variety of audiences for different purposes. • Speakers speak clearly when sharing information. • Speakers understand that specific word choice aids understanding. 	<ul style="list-style-type: none"> • Why is it important to speak clearly when sharing information? • How do you change your presentation based on who you are speaking with?
Presentation of Knowledge and Ideas- Context	CC.1.5.1.E Produce complete sentences when appropriate to task and situation.	<ul style="list-style-type: none"> • Speakers use complete sentences when sharing information. 	<ul style="list-style-type: none"> • Why is it important to use complete sentences when speaking?
Presentation of Knowledge and Ideas- Multimedia	CC.1.5.1.F Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> • Speakers use visual displays to clarify ideas and give further information. 	<ul style="list-style-type: none"> • How can illustrations or other graphic aids help deliver information to a group?
Conventions of Standard English	CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.	<ul style="list-style-type: none"> • Speakers show command of the conventions of standard English when speaking. 	<ul style="list-style-type: none"> • Why is it important to use correct grammar when speaking?

Big Ideas and Essential Skills Per Unit of Study

Month of Instruction	Title of Unit	Big Idea(s)	Standard(s) Addressed	Reading Skills	Vocabulary Skills	Common Assessment(s)	Common Resource(s)
August/ September	The First 25 Days Fall Themed Activities Back to School Around the Neighborhood	Foundational Skills Reading Literature (Lesson 2) Reading Informational Texts (Lesson 1)	CC.1.1.K.A CC.1.2.1.A CC.1.2.1.B CC.1.3.1.C CC.1.2.1.F	Main Idea and Details Understanding Characters Infer / Predict Summarize	Classify and Categorize Context Clues	Emerging Literacy Survey for NEW students ONLY	<u>Daily 5: Fostering Literacy Independence in the Elementary Grades</u> , <u>Journeys</u> , Book room resources
October	Fall Themed Activities Around the Neighborhood (Unit 1)	Reading Literature (Lessons 3, 5) Reading Informational Texts (Lesson 4)	CC.1.2.1.F CC.1.3.1.A CC.1.3.1.B CC.1.2.1.E CC.1.3.1.C CC.1.3.1.J	Sequence of Events Text and Graphic Features Story Structure Monitor and Clarify	Multiple-Meaning Words Alphabetical Order Synonyms	Lesson 3--Skills in Context Fresh Read Test Unit 1 Benchmark Unit 1 Performance Task	<u>Journeys</u> Book room resources Brain Pop Jr. Headsprout Reading Eggs Projectables <u>Reading Adventures:</u> Common Core Magazine
November	Sharing Time (Unit 2) Fall Themed Activities	Reading Literature (Lessons 6, 8) Reading Informational Texts (Lesson 7)	CC.1.3.1.C, G CC.1.3.1.A CC.1.3.1.B CC.1.2.1.A CC.1.2.1.B CC.1.2.1.E	Understanding Characters Summarize Main Idea / Details Infer / Predict Sequence of Events Analyze / Evaluate Text and Graphic Features	Shades of Meaning Define Words Using a Glossary	Lesson 8--Skills in Context Fresh Read Test	<u>Journeys</u> Book room resources Brain Pop Jr. Headsprout Reading Eggs Projectables
December	Sharing Time (Unit 2) Winter /	Reading Literature (Lesson 10)	CC.1.2.1.E CC.1.2.1.B CC.1.3.1.C	Text and Graphic Features Questioning Story Structure Visualize	Antonyms Synonyms	Unit 2 Benchmark Unit 2 Performance Task	<u>Journeys</u> Book room resources Brain Pop Jr.

	Holiday Themed Activities	Reading Informational Texts (Lesson 9)					Headsprout Reading Eggs Projectables <u>Reading Adventures</u>
January	Nature Near and Far (Unit 3) Winter Themed Activities	Reading Literature (Lessons 12, 14) Reading Informational Texts (Lesson 11, 13)	CC.1.1.2.1.H CC.1.2.1.I CC.1.2.1.B CC.1.13.1.A CC.1.3.1.B	Author's Purpose Analyze / Evaluate Sequence of Events Questioning Cause and Effect Visualize Conclusions Infer / Predict	Classify and Categorize Homophones Word Endings –ed, -ing, -s Shades of Meaning	Lesson 13—Skills in Context Fresh Read Test	<u>Journeys</u> Book room resources Brain Pop Jr. Headsprout Reading Eggs Projectables
February	Nature Near and Far (Unit 3) Exploring Together (Unit 4) 100th Day Winter Themed Activities	Reading Literature (Lesson 17) Reading Informational Texts (Lessons 15, 16, 18)	CC.1.2.1.I CC.1.2.1.B CC.1.2.1.A CC.1.3.1.B CC.1.2.1.H CC.1.2.1.F	Compare and Contrast Monitor and Clarify Main Idea and Details Question Author's Purpose Summarize	Suffixes –er, -est, -ful, -y Multiple-Meaning Words Define Words - Using Characters	Unit 3 Benchmark Unit 3 Performance Task Lesson 18--Skills in Context Fresh Read Test	<u>Journeys</u> Book room resources Brain Pop Jr. Headsprout Reading Eggs Projectables <u>Reading Adventures:</u> Common Core Extension Magazine
March	Exploring Together (Unit 4) Watch Us Grow (Unit 5) Read Across	Reading Literature (Lessons 20, 21) Reading Informational Texts (Lesson 19, 22)	CC.1.2.1.A CC.1.2.1.B CC.1.2.1.F CC.1.3.1.B	Sequence of Events Monitor and Clarify Cause and Effect Infer / Predict Story Structure Analyze and Evaluate	Synonyms Compound Words Prefix –re Using a Dictionary	Unit 4 Fluency Assessment Unit 4 Benchmark Unit 4 Performance Task	<u>Journeys</u> Book room resources Brain Pop Jr. Headsprout Reading Eggs Projectables <u>Reading</u>

	America Spring Themed Activities						<u>Adventures:</u> Common Core Extension Magazine
April	Watch Us Grow (Unit 5) Spring Themed Activities	Reading Literature (Lessons 23, 25) Reading Informational Texts (Lesson 24)	CC.1.3.1.B CC.1.3.1.I CC.1.2.1.A CC.1.2.1.B CC.1.3.1.A CC.1.3.1.B CC.1.3.1.G	Cause and Effect Monitor and Clarify Sequence of Events Question Understanding Characters Summarize	Using a Dictionary Defining Words Multiple Meaning Words Synonyms (Thesaurus)	Lesson 23-- Skills in Context Fresh Read	<u>Journeys</u> Book room resources Brain Pop Jr. Headsprout Reading Eggs Projectables <u>Reading Adventures:</u> Common Core Extension Magazine
May/June	Three Cheers for Us (Unit 6) End of the Year Celebration	Reading Literature (Lessons,26, 28) Reading Informational Texts (Lesson 27)	CC.1.2.1.I CC.1.2.1.B CC.1.2.1.C CC.1.3.1.A CC.1.3.1.B CC.1.3.1.C CC.1.3.1.G	Compare and Contrast Monitor and Clarify Author's Purpose Analyze / Evaluate Story Structure Infer / Predict	Figurative Language (Idioms) Classify and Categorize -Emotion Words Homographs	Unit 5 Benchmark Unit 5 Performance Task	<u>Journeys</u> Book room resources Brain Pop Jr. Headsprout Reading Eggs Projectables <u>Reading Adventures:</u> Common Core Extension Magazine