KUTZTOWN AREA SCHOOL DISTRICT

Maximize potential, embrace change, create the future

Kutztown Area School District Curriculum (Unit Map)

Grade 1 ELA

Last Updated June 2015 by Karen Austin and Claire Kempes

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Unit #/Title	1/Phonics - Short Vowels

Stage 1 - Identify Desired Results

Standards

CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Count, pronounce, blend, and segment syllables in spoken and written words. Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words.

CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words. 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.

Big Ideas	Essential Questions
• Readers use decoding skills and reading strategies to analyze words.	• How do letter sounds, letter patterns, and word parts help me read words I do not know? • What do I do when I come to a word I don't know?
Content	**Skills**
• Phonics- short vowel sounds made by the letters a, e, i, o, and u. • Decoding strategies- using the short vowel sounds to decode words	• Identify beginning and middle short vowel phonemes in words • Identify, manipulate and read short vowel onset and rime patterns (word families, phonograms) • Use knowledge of short vowel sounds to decode words

Unit #/Title	2/Phonics - Long Vowels

Stage 1 - Identify Desired Results

Standards

CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Count, pronounce, blend, and segment syllables in spoken and written words. Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words.

CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words. 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.

Big Ideas	Essential Questions
• Readers use decoding skills and reading strategies to analyze words.	• How do letter sounds, letter patterns, and word parts help me read words I do not know? • What do I do when I come to a word I don't know?
Content	**Skills**
• Phonics- long vowel sounds made by the letters a, e, i, o, u and y. • Magic e rule (ie- like) • Vowel pair rules (ie- goat) • Ending vowel rule (ie-go, why) • Y at the end of the word (ie- sky, party) • Decoding strategies- using the long vowel sounds to decode words	• Identify beginning, middle and ending long vowel phonemes in words • Identify, manipulate and read long vowel patterns (word families, phonograms) • Use knowledge of long vowel sounds/rules to decode words

Unit #/Title	3/Vowel Diphthongs, r-Controlled Vowels & Word Endings

Stage 1 - Identify Desired Results

Standards

CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Count, pronounce, blend, and segment syllables in spoken and written words. Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words.

CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words. 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.

Big Ideas	Essential Questions
• Readers use decoding skills and reading strategies to analyze words.	• How do letter sounds, letter patterns, and word parts help me read (words and text)(I do not know? • What do I do when I come to a word I don't know?
Content	**Skills**
• Phonics-sounds made by 2 vowels in a single syllable: -au, -aw, -ou, -ow, -oi, -oy, -ew, -oo, commonly called "whiners" • Decoding strategies- using the vowel diphthongs to decode words • R-controlled vowels –ar, -er, -ir, or, -ur • Inflectional endings- -s, -es, ed, -ing, -er, -est, -ly • Possessive nouns- 's	• Identify, manipulate and read vowel diphthongs • Use knowledge of vowel diphthongs to decode words • Use knowledge of root words and inflectional endings to decode words • Use knowledge of r-controlled vowels to decode words

Unit #/Title	4/Consonant Digraphs, Blends & Silent Consonants

Stage 1 - Identify Desired Results

Standards

CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Count, pronounce, blend, and segment syllables in spoken and written words. Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words.

CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words. 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

Big Ideas	Essential Questions
• Readers use decoding skills and reading strategies to analyze words.	• How do letter sounds, letter patterns, and word parts help me read words I do not know? • What do I do when I come to a word I don't know?
Content	**Skills**
• Phonics-one sound made by 2 consonants (sh, ch, th, wh, ph) • Two letters creating one sound because the first is silent (wr, kn) • Two or three letters together forming a consonant blend (ie- gr, sp, str, cl) • Decoding strategies- using the consonant digraphs to decode words	• Identify, manipulate and read consonant digraphs, silent consonant combinations, and blends • Use knowledge of consonant digraphs, silent consonant combinations, and blends to decode words

Unit #/Title	5/Reading Strategies

Stage 1 - Identify Desired Results

Standards

CC.1.1.1.E Read with accuracy and fluency to support comprehension. 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.

Big Ideas	Essential Questions
• Readers use decoding skills and reading strategies to analyze words.	• What makes a book "just right" for me? • What strategies do I use when I come to a word I don't know?
Content	**Skills**
• Reading strategies: picture clues, skip and return, reread, context clues, word chunks, sounding out, tracking, first letter (get your mouth ready), utilizing schema, make predictions from picture walks • Five finger rule for choosing a just right book	• Use reading strategies to read accurately • Apply strategies to facilitate miscue corrections • Use the five finger rule to choose a "just right" book

Unit #/Title	6/Compound Words & Contractions

Stage 1 - Identify Desired Results

Standards

CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words. 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.

Big Ideas	Essential Questions
• Readers use decoding skills and reading strategies to analyze words.	• How do letter sounds, letter patterns, and word parts help me read words I do not know? • What do I do when I come to a word I don't know?
Content	**Skills**
• A compound word is made when two words are joined to form a new word. • A contraction is a shortened form of two words, with the omitted letters replaced by an apostrophe	• Identify and read compound words • Identify and read contractions

Unit #/Title	7/Sight Vocabulary

Stage 1 - Identify Desired Results

Standards

CC.1.1.1.E Read with accuracy and fluency to support comprehension. 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.

CC.1.3.1.I Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.

Big Ideas	Essential Questions
• Successful readers develop a strong sight vocabulary.	• Why are sight words important to my reading? • Why is it important to learn new words? • How do word parts help me read?
Content	**Skills**
• Dolch high frequency sight word list preprimer, primer, first grade, & second grade words • Reading vocabulary from a variety of first grade resources (ie- Dolch noun list, basal stories, core books, etc.) • Content area reading vocabulary (butterfly, solid, liquid, habitat, etc.)	• Read sight words on the Dolch Pre-primer list with automaticity • Use root words and word endings to identify word meanings (-s, -ing) • Correctly use and interpret multiple meanings of words using context and prior knowledge • Correctly use and interpret synonyms, antonyms, and homonyms • Read and demonstrate understanding of math, science, and social studies key words in everyday text • Read with 90% accuracy using grade-level text

Unit #/Title	8/Fluency

Stage 1 - Identify Desired Results

Standards

CC.1.1.1.E Read with accuracy and fluency to support comprehension. 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.

CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

Big Ideas	Essential Questions
• Reading fluently enhances reading comprehension.	• How does reading fluently help me understand what I read? • What does reading fluently look and sound like?
Content	**Skills**
• Fluency in reading (read grade-level text orally with accuracy, appropriate rate, confidence and expression)	• Read smoothly and continuously, paying attention to punctuation and phrasing. • Reads in a relaxed/confident manner, self-correcting errors quickly. • Read with appropriate pitch/expression. • Focus on smoothness & pacing, accuracy, confidence and expression.

Unit #/Title	9/Story Elements

Stage 1 - Identify Desired Results

Standards

CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.
CC.1.3.1.D Identify who is telling the story at various points in a text.
CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events.
CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.
CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

Big Ideas	Essential Questions
• Readers use a well-developed set of strategies to comprehend text.	• How do I understand what I read? • What comprehension strategies can I use to help me to understand what I read? • How can story elements help me retell a story?
Content	**Skills**
• Story Elements: characters, setting, problem, solution (beginning, middle, end) • Ability to understand the material that has been read	• Identify setting, characters, problem and solution • Demonstrate understanding before, during, and after reading • Use illustrations and context clues to make predictions about what will happen next • Identify what characters are telling the story • Distinguish between main characters and supporting characters • Compare and contrast events from the story • Compare and contrast characters from the story

Unit #/Title	10/Unit Fiction vs. Nonfiction

Stage 1 - Identify Desired Results

Standards

CC.1.2.1.E Use various text features and search tools to locate key facts or information in a text. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CC.1.2.1.A Identify the main idea and retell key details of text.
CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas.
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.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.
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.

Big Ideas	Essential Questions
• Readers choose from a variety of texts for various purposes.	• What is the difference between fiction and nonfiction?

Content	Skills
• Text features: cover, table of contents, labels, headlines, bold words, captions, photos/illustrations • Story elements: setting characters problem solution, plot, character traits • Nonfiction: informational/factual/real text • Fiction: literary text describing imaginary events and people	• Distinguish between fiction and nonfiction • Preview book cover, title page, photos, illustrations, and captions to aid comprehension • Use captions, headings, bold words, table of contents, charts, and graphs to determine or clarify meaning • Use character traits and story elements to interpret feelings and meaning of text • Read both fiction and nonfiction texts

Unit #/Title	11/Reading Comprehension Strategies

Stage 1 - Identify Desired Results

Standards

CC.1.1.1.E Read with accuracy and fluency to support comprehension. 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.
CC.1.2.1.A Identify the main idea and retell key details of text.
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 individuals, events, ideas, or pieces of information in a text.
CC.1.2.1.E Use various text features and search tools to locate key facts or information in a text. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas.
CC.1.2.1.H Identify the reasons an author gives to support points in a text.
CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.
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.
CC.1.2.1.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CC.1.3.1.B Ask and answer questions about key details in a text.
CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.
CC.1.3.1.D Identify who is telling the story at various points in a text.
CC.1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.
CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different cultures.
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.
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.
CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently.

Big Ideas	Essential Questions
• Readers use a well-developed set of strategies to comprehend text.	• What makes a book "just right" for me? • What strategies can I use to help me understand the text? • How do those strategies help me understand what I read?
Content	**Skills**

• Retelling • Comparing & contrasting • Author's purpose • Text connections (text to self, text to text, text to world) • Schema • Literary discussions • Visualization • Inference • Cause & Effect • Main idea, details • Rereading to clarify • Context Clues • Questioning • Predicting	• Retell events in sequential order • Recall details/facts • Compare and contrast events, characters and ideas • Determine the author's purpose • Make connections from the text to themselves, other text, or their world • Use background knowledge to understand or clarify. • Engage in text conversations • Create mental images of text • Determine simple cause and effect relationships • Identify main idea and details of grade level text • Use context clues to infer meaning and identify relationships • Reread to help understand • Ask questions as reader before, during, and after reading • Predict events in a story

Unit #/Title	12/Listening and Speaking

Stage 1 - Identify Desired Results

Standards

CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups.
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.
CC.1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CC.1.5.1.E Produce complete sentences when appropriate to task and situation.
CC.1.5.1.F Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.
CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.

Big Ideas	Essential Questions
• Effective listening and speaking is essential to quality communication.	• Why are good listening skills/speaking skills important? • How does a good listener/speaker look and sound?
Content	**Skills**
• Speaking vocabulary • Listening and speaking skills (eye contact, appropriate volume and tone, clear pronunciation, engagement)	• Use content area vocabulary in everyday speaking • Use appropriate active-listening and speaking skills in everyday communication • Following oral, multi-step directions • Speak using age appropriate grammar and sentence structure • Maintain focused listening • Distinguish between statements and questions • Interpret expressions, gestures and body language cues • Distinguish between fact and opinion when speaking and listening • Take turns when participating in a conversation • Demonstrate understanding by responding appropriately (participate and build on everyday conversations; respond to comments of others) • Compare what was heard with prior knowledge and experience • Actively listen to a read aloud story • Speak in complete sentences with age appropriate pronunciation • Ask and answer relevant questions • Verbally share information, experiences, ideas and opinions • Explain what was learned from various media (various technological devices, movies, print media

Unit #/Title	13/Writing: Types

Stage 1 - Identify Desired Results

Standards

CC.1.4.1.A Write informative/ explanatory texts to examine a topic and convey ideas and information.
CC.1.4.1.G Write opinion pieces on familiar topics.
CC.1.4.1.M Write narratives to develop real or imagined experiences or events.
CC.1.4.1.V Participate in individual or shared research and writing projects.

Big Ideas	Essential Questions
• People can communicate a variety of ideas through many different forms.	• How do I choose what to write about? • Why do authors write? • How does the writing process help me to write?
Content	**Skills**
• Writing process (naming a topic, brainstorming [researching ideas], creating an organizer when relevant, composing a rough draft with facts or details and a sense of closure, editing and revising the piece with peer input, teacher conferencing, publishing • Narrative - an account of connected events • Informative/Explanatory - facts learned about something/an explanation • Opinion - personal view or judgment	• Use the writing process to write narrative pieces using illustrations when relevant • Use the writing process to write opinion pieces using illustrations when relevant • Use the writing process to write explanatory/ informative pieces using illustrations when relevant • Respond to a prompt, select from provided topics, or self-select topics

Unit #/Title	14/Writing: Quality

Stage 1 - Identify Desired Results

Standards

Informative/Explanatory Pieces
CC.1.4.1.B Identify and write about one specific topic.
CC.1.4.1.C Develop the topic with two or more facts.
CC.1.4.1.D Group information and provide some sense of closure.
CC.1.4.1.E Choose words and phrases for effect.
CC.1.4.1.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.

Opinion Pieces
CC.1.4.1.H Form an opinion by choosing among given topics.
CC.1.4.1.I Support the opinion with reasons related to the opinion.
CC.1.4.2.I Support the opinion with reasons that include details connected to the opinion.
CC.1.4.1.J Create an organizational structure that includes reasons and provides some sense of closure.
CC.1.4.1.K Use a variety of words and phrases.
CC.1.4.1.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.

Narrative Pieces
CC.1.4.1.N Establish who and what the narrative will be about.
CC.1.4.1.O Include thoughts and feelings to describe experiences and events.
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.
CC.1.4.1.Q Use a variety of words and phrases.
CC.1.4.1.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.

All Writing Pieces
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.
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.
CC.1.4.1.V Participate in individual or shared research and writing projects.
CC.1.4.1.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
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.

Big Ideas	Essential Questions
• Quality writing is essential to achieve effective written communication.	

Content	Skills
• Characteristics of quality writing including grade appropriate conventions of language such as accurate spelling, legible penmanship, correct capitalization and punctuation. • Traits of focus: ideas and content, organization, conventions, publishing • Traits of enrichment beyond 1st grade (see 6+1 writing traits rubric): word choice, sentence fluency, voice	• Use accurate spelling of previously taught words • Use phonetic spelling when needed • Write in legible Zaner-Bloser manuscript handwriting • Capitalize appropriate words and use the correct end marks • Write sentences using grade level appropriate structure and grammar • Write clear, focused, interesting ideas with appropriate detail • Write with strong order and structure, using an inviting intro and satisfying closure • Write with a strong control of conventions few and minor errors • Create illustrations in published piece to support the text