

# Curriculum Map: First Grade ELA Curriculum Map 2024

Course: 1 ELA Sub-topic: English

Grade(s): 1

## Course Description:

The primary focus of the first-grade English Language Arts (ELA) curriculum is to deliver a comprehensive and captivating learning experience that aligns seamlessly with the Pennsylvania state standards. Throughout the academic year, students will delve into various facets of language arts, encompassing reading, writing, speaking, and listening, with the overarching goal of cultivating robust communication skills. The overall objective of the first-grade ELA curriculum is to instill a passion for reading and writing, concurrently arming students with the essential skills and knowledge required for effective communication in both academic and real-world settings. By adhering to the Pennsylvania State standards, this course ensures that students not only meet grade-level expectations but also establish a sturdy foundation for their future language arts education.

## Skills:

Reading Comprehension

Writing

Language and Vocabulary

Speaking and Listening

## Essential Questions:

1. How can students comprehend and evaluate complex texts across a range of types and disciplines?
2. Why is it important to be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures?
3. How can students produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message?

4. How do effective readers communicate effectively for varied purposes and audiences?
5. How will students listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond?

**Course**  
**Textbooks,**  
**Workbooks,**  
**Materials**  
**Citations:**

Journey's Reading Program

Scholastic Storyworks

Independent Reading Books

i-Ready

Accelerated Reader/STAR

### **Unit: Unit 1-September**

Timeline: Week 2 to 5

**Unit Description:** This literacy unit engages elementary students in developing key reading skills. From identifying characters to understanding main ideas, sequencing events, and mastering short vowels, the curriculum is designed for a holistic approach to literacy. Students explore diverse texts, analyzing characters, discerning main themes, and grasping chronological story structures. The emphasis on short vowels further enhances their phonetic proficiency. Through interactive lessons, collaborative activities, and independent reading, this unit aims to cultivate foundational skills crucial for a strong foundation in reading comprehension.

**Unit Essential Questions:** What do good listeners do?  
How do active listeners make meaning?  
How do active listeners know what to believe in what they hear ?

What is the text really about?

**Unit Big Ideas:** Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Effective readers use appropriate strategies to construct meaning.

**Unit Materials:**

Basal series materials

Haggerty series

I-Ready online

**Unit**

**Assignments:** Label a photograph/illustration

Utilize a venn diagram to compare and contrast

**Unit Key Terminology & Definitions:**

Info. Text Realistic Fiction Fantasy	Identify Characters Main Idea Sequence of Events	Short Vowels: a, i, o Onset rime Welded	Nouns, action verbs singular/plural, possessives	Narrative: labels, captions, sentences -elaboration,
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	infer/predict, monitor/clarify Compare/ Contrast companion text	sounds: an, am, Consonant review		purpose
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**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

CC.1.1.1.B  
(Advanced) Demonstrate understanding of the organization and basic features of print.

? Recognize the distinguishing features of a sentence.

CC.1.1.1.C  
(Advanced) 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.E  
(Advanced) 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  
(Advanced) Identify the main idea and retell key details of text.

CC.1.2.1.C  
(Advanced) Describe the connection between two individuals, events, ideas, or pieces of information in a text.

CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of

(Advanced)	words and phrases in a text.
CC.1.2.1.I (Advanced)	Identify basic similarities in and differences between two texts on the same topic.
CC.1.2.1.J (Advanced)	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 (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3.1.E (Advanced)	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.G (Advanced)	Use illustrations and details in a story to describe characters, setting, or events.
CC.1.3.1.J (Advanced)	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 (Advanced)	Read and comprehend literature on grade level, reading independently and proficiently.
CC.1.4.1.B (Advanced)	Identify and write about one specific topic.
CC.1.4.1.C (Advanced)	Develop the topic with two or more facts.
CC.1.4.1.K (Advanced)	Use a variety of words and phrases.
CC.1.4.1.P (Advanced)	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 (Advanced)	Use a variety of words and phrases.
CC.1.4.1.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize dates and names of people.</li> <li>• Use end punctuation; use commas in dates and words in series.</li> <li>• Spell words drawing on common spelling patterns, phonemic awareness and spelling</li> </ul>

CC.1.5.1.B  
(Advanced)

conventions.

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.

This Curriculum Map Unit has no Topics to display

### **Unit: Unit 2-October**

Timeline: Week 6 to 9

**Unit Description:** This comprehensive unit immerses students in the multifaceted aspects of literacy, emphasizing text and graphic features, story structure, central message, and informative writing. Students dissect texts, discerning visual elements and understanding how they complement written content. The exploration of story structure enhances their ability to identify plot components and narrative organization. Central message analysis sharpens their comprehension skills. The unit also delves into informative writing, guiding students to convey information effectively. Through a blend of analytical exercises and creative tasks, students develop a well-rounded proficiency in reading and writing.

**Unit Essential Questions:** How do task, purpose, and audience influence how speakers craft and deliver a message?  
How do speakers employ language and utilize resources to effectively communicate a message?  
What strategies and resources do I use to figure out unknown vocabulary?

**Unit Big Ideas:** Effective speakers prepare and communicate messages to address the audience and purpose.

An expanded vocabulary enhances one's ability to express ideas and information.

**Unit Materials:**

Basal reading series

Haggerty series

I-Ready online

**Unit Assignments:**

Use a variety of adjectives to describe yourself/others

**Unit Key Terminology & Definitions:**

Info. Text Fantasy Fable	Text and Graphic Features Story Structure. Understanding Characters, Central Message Compare/Contrast companion text Multi-meaning words	Short Vowels: e, u, a review Onset rime, Double final consonant, Digraph: ck	Adjectives Complete Sentences	Narrative: elaboration, Informative: description
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**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

CC.1.1.1.B (Advanced) Demonstrate understanding of the organization and basic features of print.

? Recognize the distinguishing features of a sentence.

CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds

(Advanced) (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.E  
(Advanced) 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.E  
(Advanced) Use various text features and search tools to locate key facts or information in a text.

CC.1.2.1.G  
(Advanced) Use the illustrations and details in a text to describe its key ideas.

CC.1.2.1.I  
(Advanced) Identify basic similarities in and differences between two texts on the same topic.

CC.1.2.1.J  
(Advanced) 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  
(Advanced) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

CC.1.3.1.A  
(Advanced) Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CC.1.3.1.E  
(Advanced) 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.G  
(Advanced) Use illustrations and details in a story to describe characters, setting, or events.

CC.1.3.1.H  
(Advanced) Compare and contrast the adventures and experiences of characters in stories.



CC.1.3.1.I (Advanced)	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 (Advanced)	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 (Advanced)	Read and comprehend literature on grade level, reading independently and proficiently.
CC.1.4.1.C (Advanced)	Develop the topic with two or more facts.
CC.1.4.1.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> <li>• Capitalize dates and names of people.</li> <li>• Use end punctuation; use commas in dates and words in series.</li> <li>• Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.</li> </ul>
CC.1.4.1.J (Advanced)	Create an organizational structure that includes reasons and provides some sense of closure.
CC.1.4.1.K (Advanced)	Use a variety of words and phrases.
CC.1.4.1.M (Advanced)	Write narratives to develop real or imagined experiences or events.
CC.1.4.1.N (Advanced)	Establish “who” and “what” the narrative will be about.
CC.1.4.1.Q (Advanced)	Use a variety of words and phrases.
CC.1.4.1.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> <li>• Capitalize dates and names of people.</li> <li>• Use end punctuation; use commas in dates and words in series.</li> <li>• Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.</li> </ul>

- CC.1.4.1.W (Advanced) With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
- CC.1.5.1.C (Advanced) Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- CC.1.5.1.D (Advanced) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

This Curriculum Map Unit has no Topics to display

### **Unit: Unit 3-November**

Timeline: Week 11 to 14

**Unit Description:** This unit on language arts presents a comprehensive exploration of key literary elements, encompassing point of view, dialogue, compare and contrast, initial and ending blends, and poetry. Students delve into understanding diverse perspectives through the lens of point of view, honing their skills in crafting authentic dialogue that adds depth to narratives. The unit also delves into analytical thinking with compare and contrast activities, while phonetic proficiency is enhanced through initial and ending blends. Additionally, students explore the world of poetry, unraveling its expressive nuances and experimenting with various poetic forms. Through a balanced mix of analysis and creative expression, this unit fosters a holistic grasp of language and literature.

**Unit Essential Questions:** How to task, purpose, and audience influence how speakers craft and deliver a message?  
How do speakers employ language and utilize resources to effectively communicate a message?  
How do strategic readers create meaning from informational and literary text.  
What is this text really about?  
How does interaction with text provoke thinking and response?

**Unit Big Ideas:** Effective speakers prepare and communicate messages to address the audience and purpose.

Effective readers use appropriate strategies to construct meaning.

**Unit Materials:**

Basal reading series

Haggerty series

I-Ready online

**Unit**

**Assignments:** Write a friendly letter

Use commas in a series

**Unit Key Terminology & Definitions:**

Info. text Realistic Fiction Fantasy Biography	Main Idea/Details Ask and Answer Questions Text & Graphic Features Sequence of events Point of View Dialogue Compare/Contrast companion text	Short Vowel Review: e, i, u Onset rime Initial Blends: r, l, s Ending Blends	Commas in a series, Statements, Singular/plural nouns Articles	Informative: Elaboration, description, Poetry, Friendly Letter closure
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**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

CC.1.1.1.B  
(Advanced) Demonstrate understanding of the organization and basic features of print.

? Recognize the distinguishing features of a sentence.

CC.1.1.1.C  
(Advanced) 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.E  
(Advanced) 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  
(Advanced) Identify the main idea and retell key details of text.

CC.1.2.1.B  
(Advanced) Ask and answer questions about key details in a text.

CC.1.2.1.C  
(Advanced) Describe the connection between two individuals, events, ideas, or pieces of information in a text.

CC.1.2.1.E  
(Advanced) Use various text features and search tools to locate key facts or information in a text.

CC.1.2.1.F  
(Advanced) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

CC.1.2.1.G (Advanced)	Use the illustrations and details in a text to describe its key ideas.
CC.1.2.1.I (Advanced)	Identify basic similarities in and differences between two texts on the same topic.
CC.1.2.1.J (Advanced)	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 (Advanced)	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 (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3.1.D (Advanced)	Identify who is telling the story at various points in a text.
CC.1.3.1.E (Advanced)	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.G (Advanced)	Use illustrations and details in a story to describe characters, setting, or events.
CC.1.3.1.H (Advanced)	Compare and contrast the adventures and experiences of characters in stories.
CC.1.3.1.J (Advanced)	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 (Advanced)	Read and comprehend literature on grade level, reading independently and proficiently.
CC.1.4.1.C (Advanced)	Develop the topic with two or more facts.
CC.1.4.1.D (Advanced)	Group information and provide some sense of closure.
CC.1.4.1.E (Advanced)	Choose words and phrases for effect.
CC.1.4.1.F (Advanced)	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.

CC.1.4.1.N  
(Advanced)

Establish “who” and “what” the narrative will be about.

CC.1.4.1.O  
(Advanced)

Include thoughts and feelings to describe experiences and events.

CC.1.4.1.P  
(Advanced)

Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.

CC.1.4.1.R  
(Advanced)

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.

CC.1.4.1.T  
(Advanced)

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.W  
(Advanced)

With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

CC.1.5.1.B  
(Advanced)

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  
(Advanced)

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

CC.1.5.1.E  
(Advanced)

Produce complete sentences when appropriate to task and situation.

CC.1.5.1.G  
(Advanced)

Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.

This Curriculum Map Unit has no Topics to display

### **Unit: Unit 4-December**

Timeline: Week 15 to 17

**Unit Description:** This language arts unit is a comprehensive exploration of literature and language. Students analyze author's purpose to understand diverse texts, while digraphs and suffixes contribute to enhanced phonetic proficiency. The unit focuses on practical writing skills through instructional writing tasks, guiding students to effectively convey information. Through a combination of analytical exercises and hands-on writing activities, this unit equips students with tools to decode authorial intent, navigate phonetic complexities, and excel in crafting instructional pieces.

**Unit Essential Questions:** How do speakers employ language and utilize resources to effectively communicate a message?  
How do strategic readers create meaning from informational and literary text?  
What is this text really about?  
How does interaction with text provoke thinking and response?

**Unit Big Ideas:** Effective speakers prepare and communicate messages to address the audience and purpose.

Critical thinkers actively and skillfully interpret, analyze, and evaluate, and synthesize information.

**Unit Materials:** Basal reading series

Haggerty series

I-Ready online

**Unit**

**Assignments:** Write a how-to paragraph

List the sequence of events in an on level text

**Unit Key Terminology & Definitions:**

Info. Text, Fantasy	Author's Purpose, Sequence of Events Central Message Companion text	Digraphs: Th, ch Suffixes: S, es, ed, ing	Proper Nouns, Commands,	Informative: factual focus instructions, organization
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**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

CC.1.1.1.B (Advanced) Demonstrate understanding of the organization and basic features of print.

? Recognize the distinguishing features of a sentence.

CC.1.1.1.C (Advanced) 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.E  
(Advanced)

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.H  
(Advanced)

Identify the reasons an author gives to support points in a text.

CC.1.2.1.I  
(Advanced)

Identify basic similarities in and differences between two texts on the same topic.

CC.1.2.1.J  
(Advanced)

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  
(Advanced)

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  
(Advanced)

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

CC.1.3.1.A  
(Advanced)

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CC.1.3.1.E  
(Advanced)

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.G  
(Advanced)

Use illustrations and details in a story to describe characters, setting, or events.

CC.1.3.1.J  
(Advanced)

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.1.4.1.A  
(Advanced)

Write informative/ explanatory texts to examine a topic and convey ideas and information.

CC.1.4.1.B

Identify and write about one specific topic.

(Advanced)

CC.1.4.1.D

(Advanced)

Group information and provide some sense of closure.

CC.1.4.1.E

(Advanced)

Choose words and phrases for effect.

CC.1.4.1.F

(Advanced)

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.

CC.1.4.1.J

(Advanced)

Create an organizational structure that includes reasons and provides some sense of closure.

CC.1.4.1.Q

(Advanced)

Use a variety of words and phrases.

CC.1.4.1.R

(Advanced)

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.

CC.1.4.1.W

(Advanced)

With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

CC.1.5.1.A

(Advanced)

Participate in collaborative conversations with peers and adults in small and larger groups.

CC.1.5.1.C

(Advanced)

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

CC.1.5.1.E

(Advanced)

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

(Advanced) ideas, thoughts, and feelings.

This Curriculum Map Unit has no Topics to display

### **Unit: Unit 5-January**

Timeline: Week 19 to 22

**Unit Description:** This language arts unit offers a comprehensive exploration of key literary elements and language skills. Students investigate cause and effect relationships within texts, gaining insights into narrative dynamics. The unit also introduces figurative language to enhance expressive communication. Silent digraphs and long vowels contribute to improved phonetic understanding. Additionally, students engage in crafting informative reports, fostering research and writing skills. Through a combination of analytical activities and practical writing tasks, this unit cultivates a well-rounded proficiency in language comprehension and expression.

**Unit Essential Questions:** How do strategic readers create meaning from informational and literary text and literary text? How do speakers employ language and utilize resources to effectively communicate a message?

**Unit Big Ideas:** Effective readers use appropriate strategies to construct meaning.

Effective speakers prepare and communicate messages to address the audience and purpose.

**Unit Materials:**  
Basal reading series

Haggerty series

I-Ready online

**Unit Assignments:** Write an informative report

**Unit Key Terminology & Definitions:**

Info. Text Fantasy	Cause and Effect, Figurative language Conclusions, Compare/ Contrast, Text and graphic features Companion Text	Diagraphs: Wh, ph, sh contractions Long a, i- silent e Soft c, g Silent digraphs	Subject/verb agree Past/present tense Forms of be	Informative: Report, evidence, elaboration
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**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

**CC.1.1.1.B (Advanced)** Demonstrate understanding of the organization and basic features of print.

? Recognize the distinguishing features of a sentence.  
**CC.1.1.1.C (Advanced)** 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  
(Advanced)

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.

CC.1.1.1.E  
(Advanced)

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.C  
(Advanced)

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

CC.1.2.1.E  
(Advanced)

Use various text features and search tools to locate key facts or information in a text.

CC.1.2.1.F  
(Advanced)

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

CC.1.2.1.G  
(Advanced)

Use the illustrations and details in a text to describe its key ideas.

CC.1.2.1.I  
(Advanced)

Identify basic similarities in and differences between two texts on the same topic.

CC.1.2.1.J  
(Advanced)

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  
(Advanced)

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

CC.1.3.1.E  
(Advanced)

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.F

Identify words and phrases in stories or poems that suggest feelings or

(Advanced)	appeal to the senses.
CC.1.3.1.H (Advanced)	Compare and contrast the adventures and experiences of characters in stories.
CC.1.3.1.J (Advanced)	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 (Advanced)	Read and comprehend literature on grade level, reading independently and proficiently.
CC.1.4.1.A (Advanced)	Write informative/ explanatory texts to examine a topic and convey ideas and information.
CC.1.4.1.B (Advanced)	Identify and write about one specific topic.
CC.1.4.1.C (Advanced)	Develop the topic with two or more facts.
CC.1.4.1.D (Advanced)	Group information and provide some sense of closure.
CC.1.4.1.Q (Advanced)	Use a variety of words and phrases.
CC.1.4.1.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize dates and names of people.</li> <li>• Use end punctuation; use commas in dates and words in series.</li> <li>• Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.</li> </ul>
CC.1.4.1.W (Advanced)	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.1.X (Advanced)	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.
CC.1.5.1.F (Advanced)	Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.

This Curriculum Map Unit has no Topics to display

## **Unit: Unit 6-February**

Timeline: Week 23 to 26

**Unit Description:** This language arts unit explores diverse aspects of literacy, focusing on biography analysis, text comparison, contractions, vowel pairs, and friendly letter writing. Students delve into biographical texts, gaining insights into notable figures' lives. Comparative analysis sharpens critical thinking, while the study of contractions and vowel pairs enhances phonetic proficiency. Additionally, students engage in crafting friendly letters, honing interpersonal communication skills. Through a balanced blend of literary analysis and practical writing exercises, this unit cultivates a well-rounded understanding of language and communication.

**Unit Essential Questions:** How to task, purpose, and audience influence how speakers craft and deliver a message?  
How do speakers employ language and utilize resources to effectively communicate a message?  
How do strategic readers create meaning from informational and literary text?  
What is this text really about?  
How does interaction with text provoke thinking and response?

**Unit Big Ideas:** Effective speakers prepare and communicate messages to address the audience and purpose.

Effective readers use appropriate strategies to construct meaning.

**Unit Materials:**

Basal reading series

Haggerty series

I-Ready online

A wide variety of biographies

**Unit****Assignments:**

Write a friendly letter

Use quotation marks to convey dialogue

Compare and contrast two biographies

**Unit Key Terminology & Definitions:**

Info. Text, Fantasy, Biography	Main idea/details Author's Purpose Compare/ Contrast Dialogue Conclusions Sequence of events Companion text	Long vowel: O, u, e/vowel pairs Ng, nk contractions	Questions Compound Sentences Capitalization Future tense	Narrative- personal, Friendly Letter -purpose, development, conventions, organization
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**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

**CC.1.1.1.B** Demonstrate understanding of the organization and basic features of  
**(Advanced)** print.



- CC.1.1.1.C  
(Advanced) ? Recognize the distinguishing features of a sentence.  
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- CC.1.1.1.D  
(Advanced) ? 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.  
Know and apply grade-level phonics and word analysis skills in decoding words.
- CC.1.1.1.E  
(Advanced) ? 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.  
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  
(Advanced) Identify the main idea and retell key details of text.
- CC.1.2.1.B  
(Advanced) Ask and answer questions about key details in a text.
- CC.1.2.1.C  
(Advanced) Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- CC.1.2.1.F  
(Advanced) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- CC.1.2.1.H  
(Advanced) Identify the reasons an author gives to support points in a text.

CC.1.2.1.I (Advanced)	Identify basic similarities in and differences between two texts on the same topic.
CC.1.2.1.J (Advanced)	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 (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3.1.B (Advanced)	Ask and answer questions about key details in a text.
CC.1.3.1.E (Advanced)	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.G (Advanced)	Use illustrations and details in a story to describe characters, setting, or events.
CC.1.3.1.H (Advanced)	Compare and contrast the adventures and experiences of characters in stories.
CC.1.3.1.J (Advanced)	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.1.4.1.B (Advanced)	Identify and write about one specific topic.
CC.1.4.1.D (Advanced)	Group information and provide some sense of closure.
CC.1.4.1.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize dates and names of people.</li> <li>• Use end punctuation; use commas in dates and words in series.</li> <li>• Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.</li> </ul>
CC.1.4.1.J (Advanced)	Create an organizational structure that includes reasons and provides some sense of closure.
CC.1.4.1.K (Advanced)	Use a variety of words and phrases.

CC.1.4.1.N (Advanced)	Establish “who” and “what” the narrative will be about.
CC.1.4.1.O (Advanced)	Include thoughts and feelings to describe experiences and events.
CC.1.4.1.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> <li>• Capitalize dates and names of people.</li> <li>• Use end punctuation; use commas in dates and words in series.</li> <li>• Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.</li> </ul>
CC.1.4.1.V (Advanced)	Participate in individual or shared research and writing projects.
CC.1.5.1.A (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.1.C (Advanced)	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CC.1.5.1.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.

This Curriculum Map Unit has no Topics to display

### **Unit: Unit 7-March**

Timeline: Week 27 to 30

**Unit Description:** This language arts unit immerses students in the exploration of key literary elements, featuring realistic fiction analysis, compound words, r-controlled vowels, vowel digraphs, personal narrative writing, and story structure comprehension. Students engage with realistic fiction to understand narrative dynamics, while mastering compound words and vowel patterns

enhances phonetic skills. Crafting personal narratives reinforces individual expression, and the unit culminates in a comprehensive understanding of story structures, fostering both analytical and creative literacy abilities in students.

**Unit Essential Questions:** How do task, purpose, and audience influence how speakers craft and deliver a message?  
How do speakers employ language and utilize resources to effectively communicate a message?  
Why learn new words?  
What strategies and resources do I use to figure out unknown vocabulary?  
How do strategic readers create meaning from informational and literary text?  
What strategies and resources do learners use to figure out unknown vocabulary?

**Unit Big Ideas:** Effective speakers prepare and communicate messages to address the audience and purpose.

An expanded vocabulary enhances one's ability to express ideas and information.

**Unit Materials:**

Basal reading series

Haggerty series

I-Ready

A wide variety of narrative writing examples

**Unit**

**Assignments:** Dissect compound words

Describe syllable types

Write a story with a beginning, middle, and end

**Unit Key Terminology & Definitions:**

Info. Text Realistic Fiction Fantasy	Cause and Effect, Central message, Story Structure, Conclusions, Figurative Language Sequence of events, Companion Text	Compound word Short vowel: ea R controlled, Vowel Digraphs: oo, ou, ew Cvc syllable	Prepositions Pronouns	Narrative: personal, Story -sentences -organization -development
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**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

CC.1.1.1.B (Advanced) Demonstrate understanding of the organization and basic features of print.

? Recognize the distinguishing features of a sentence.

CC.1.1.1.C (Advanced) 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  
(Advanced) Know and apply grade-level phonics and word analysis skills in decoding words.
- ? Identify common consonant diagraphs, 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.
- CC.1.1.1.E  
(Advanced) 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.F  
(Advanced) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- CC.1.2.1.I  
(Advanced) Identify basic similarities in and differences between two texts on the same topic.
- CC.1.2.1.J  
(Advanced) 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  
(Advanced) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
- CC.1.3.1.A  
(Advanced) Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- CC.1.3.1.C  
(Advanced) Describe characters, settings, and major events in a story, using key details.
- CC.1.3.1.E  
(Advanced) 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.F  
(Advanced) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- CC.1.3.1.G  
(Advanced) Use illustrations and details in a story to describe characters, setting, or events.
- CC.1.3.1.J  
(Advanced) Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal

CC.1.3.1.K (Advanced)	connections and relationships between the words and phrases. Read and comprehend literature on grade level, reading independently and proficiently.
CC.1.4.1.D (Advanced)	Group information and provide some sense of closure.
CC.1.4.1.M (Advanced)	Write narratives to develop real or imagined experiences or events.
CC.1.4.1.N (Advanced)	Establish “who” and “what” the narrative will be about.
CC.1.4.1.O (Advanced)	Include thoughts and feelings to describe experiences and events.
CC.1.4.1.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.  <ul style="list-style-type: none"> <li>• Capitalize dates and names of people.</li> <li>• Use end punctuation; use commas in dates and words in series.</li> <li>• Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.</li> </ul>
CC.1.4.1.U (Advanced)	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 (Advanced)	Participate in individual or shared research and writing projects.
CC.1.5.1.C (Advanced)	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CC.1.5.1.D (Advanced)	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CC.1.5.1.E (Advanced)	Produce complete sentences when appropriate to task and situation.

## Unit: Unit 8-April

Timeline: Week 31 to 34

**Unit Description:** This language arts unit explores vital literacy components, including the study of narrators for narrative understanding, utilizing context for meaning, mastering diphthongs for phonetic proficiency, exploring different syllable types, and acquiring skills in crafting opinion introductions for effective writing. Through engaging lessons, students develop a comprehensive grasp of storytelling perspectives, contextual interpretation, phonetic complexities, syllabic structures, and persuasive writing techniques, fostering a well-rounded approach to language comprehension and expression.

**Unit Essential Questions:** How do speakers employ language and utilize resources to effectively communicate a message?

**Unit Big Ideas:** Effective speakers prepare and communicate messages to address the audience and purpose.

### Unit Materials:

Basal reading series

Haggerty series

I-Ready online

**Unit Assignments:** Write a class lead opinion paragraph on a given concept with three examples of evidence.

### Unit Key Terminology & Definitions:

Info. Text Realistic Fiction	Understanding Character, Narrator, Compare/ Contrast,	Vowel Pair: Oi, oy, au, aw Diphthongs Suffixes: ed, ing, er,	Contractions, Exclamations	Narrative: story, Opinion: reasoning, conventions
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	Author's Purpose, Using Context, Companion text	est Long e-y, ie Le syllable		
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**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

CC.1.1.1.B (Advanced) Demonstrate understanding of the organization and basic features of print.

? Recognize the distinguishing features of a sentence.

CC.1.1.1.C (Advanced) 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 (Advanced) 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.

CC.1.1.1.E (Advanced) 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.C  
(Advanced)

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

CC.1.2.1.H  
(Advanced)

Identify the reasons an author gives to support points in a text.

CC.1.2.1.I  
(Advanced)

Identify basic similarities in and differences between two texts on the same topic.

CC.1.2.1.J  
(Advanced)

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  
(Advanced)

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

CC.1.3.1.D  
(Advanced)

Identify who is telling the story at various points in a text.

CC.1.3.1.E  
(Advanced)

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.G  
(Advanced)

Use illustrations and details in a story to describe characters, setting, or events.

CC.1.3.1.H  
(Advanced)

Compare and contrast the adventures and experiences of characters in stories.

CC.1.3.1.J  
(Advanced)

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  
(Advanced)

Read and comprehend literature on grade level, reading independently and proficiently.

CC.1.4.1.D  
(Advanced)

Group information and provide some sense of closure.

CC.1.4.1.E  
(Advanced)

Choose words and phrases for effect.

CC.1.4.1.F  
(Advanced)

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.

CC.1.4.1.G  
(Advanced)

Write opinion pieces on familiar topics.

CC.1.4.1.H  
(Advanced)

Form an opinion by choosing among given topics.

CC.1.4.1.I  
(Advanced)

Support the opinion with reasons related to the opinion.

CC.1.4.1.K  
(Advanced)

Use a variety of words and phrases.

CC.1.4.1.L  
(Advanced)

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.

CC.1.4.1.M  
(Advanced)

Write narratives to develop real or imagined experiences or events.

CC.1.4.1.R  
(Advanced)

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.

CC.1.4.1.T  
(Advanced)

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.X  
(Advanced)

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.

CC.1.5.1.F (Advanced) Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.

CC.1.5.1.G (Advanced) Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.

This Curriculum Map Unit has no Topics to display

## **Unit: Unit 9-May**

Timeline: Week 36 to 39

**Unit Description:** This language arts unit offers a dynamic exploration fantasy and narrative nonfiction, emphasizing comprehension of factual narratives. Students delve into vowel teams to enhance phonetic skills, while base words and inflections contribute to vocabulary mastery. The unit further develops persuasive writing through opinion writing, emphasizing elaboration techniques for compelling arguments. Through a harmonious blend of literary analysis and practical writing exercises, students cultivate a robust understanding of nonfiction narratives and persuasive communication.

### **Unit Essential**

**Questions:** How do task, purpose, and audience influence how speakers craft and deliver a message?

How do speakers employ language and utilize resources to effectively communicate a message?

**Unit Big Ideas:** Effective speakers prepare and communicate messages to address the audience and purpose.

**Unit Materials:**

Basal reading series

Haggerty series

I-Ready online

A wide variety of fantasy text

**Unit**

**Assignments:** Write a one paragraph opinion response including three pieces of evidence to support

Summarize an on level narrative text using sequencing key words

**Unit Key Terminology & Definitions:**

Narrative NonFiction, Fantasy	Story Structure Characters Main idea/details Summarize Companion Text	Long i vowel teams Base words/ inflections Long vowel patterns	Adjectives Adverbs	Opinion: Reasoning, elaboration, Paragraphs, organization
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**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

CC.1.1.1.B  
(Advanced) Demonstrate understanding of the organization and basic features of print.

? Recognize the distinguishing features of a sentence.

CC.1.1.1.C  
(Advanced) 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  
(Advanced)

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.

CC.1.1.1.E  
(Advanced)

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  
(Advanced)

Identify the main idea and retell key details of text.

CC.1.2.1.B  
(Advanced)

Ask and answer questions about key details in a text.

CC.1.2.1.I  
(Advanced)

Identify basic similarities in and differences between two texts on the same topic.

CC.1.2.1.J  
(Advanced)

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.B  
(Advanced)

Ask and answer questions about key details in a text.

CC.1.3.1.C  
(Advanced)

Describe characters, settings, and major events in a story, using key details.

CC.1.3.1.E

Explain major differences between books that tell stories and books

- (Advanced) that give information, drawing on a wide reading or range of text types.
- CC.1.3.1.G (Advanced) Use illustrations and details in a story to describe characters, setting, or events.
- CC.1.3.1.H (Advanced) Compare and contrast the adventures and experiences of characters in stories.
- CC.1.3.1.J (Advanced) 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 (Advanced) Read and comprehend literature on grade level, reading independently and proficiently.
- CC.1.4.1.B (Advanced) Identify and write about one specific topic.
- CC.1.4.1.C (Advanced) Develop the topic with two or more facts.
- CC.1.4.1.D (Advanced) Group information and provide some sense of closure.
- CC.1.4.1.G (Advanced) Write opinion pieces on familiar topics.
- CC.1.4.1.H (Advanced) Form an opinion by choosing among given topics.
- CC.1.4.1.I (Advanced) Support the opinion with reasons related to the opinion.
- CC.1.4.1.J (Advanced) Create an organizational structure that includes reasons and provides some sense of closure.
- CC.1.4.1.K (Advanced) Use a variety of words and phrases.
- CC.1.4.1.L (Advanced) 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.

- CC.1.4.1.O  
(Advanced) Include thoughts and feelings to describe experiences and events.
- CC.1.4.1.Q  
(Advanced) Use a variety of words and phrases.
- CC.1.4.1.R  
(Advanced) 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.
- CC.1.4.1.X  
(Advanced) 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.
- CC.1.5.1.D  
(Advanced) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- CC.1.5.1.E  
(Advanced) Produce complete sentences when appropriate to task and situation.

This Curriculum Map Unit has no Topics to display