

# Grade 1 • Unit Start Smart • Curriculum Map

Start Smart	Read Alouds	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Handwriting	High-Frequency Words	Writing
<p><b>Week 1 August 9-13</b></p> <p><b>All About Me</b></p> <p><b>Essential Question:</b> Who Am I?</p> <p><b>Genre Focus:</b> Nursery Rhyme</p>	<p><b>Genre Read Aloud:</b> "1, 2, Buckle My Shoe"</p> <p><b>Teacher's Edition:</b> "Mary Had a Little Lamb"</p> <p><b>Genre:</b> Nursery Rhyme</p> <p>ELA.1.R.1.1</p>	<p>Ask and Answer Questions Character</p> <p>ELA.1.R.1.1</p>	<p>Directionality</p> <p>Concept of a Sentence</p> <p>Concept of a Word</p> <p>Parts of a Book, Capitalization, End Punctuation, Word Spaces Parts of a Book, Periods, Pronoun /</p>	<p><b>Phonological Awareness:</b> Onset and Rime</p> <p>Syllable Segmentation Rhyme</p> <p><b>Phonemic Awareness:</b> Phoneme Isolation</p> <p>Phoneme Identity</p> <p>ELA.1.F.1.2</p>	<p><b>Phonics:</b> Identify and Blend: <i>m, s, a, p, t, n, r, i</i></p> <p><b>Handwriting:</b> Writing position, pencil grip</p> <p><i>m, s, a, p, t, n, r, i</i></p> <p>ELA.1.F.1.3, ELA.1.F.1.3.c, ELA.1.C.1.1</p>	<p><b>Review:</b> <i>a, can, do, go, has, he, I, like, to, you</i></p> <p>ELA.1.F.1.4.a</p>	<p><b>Write About the Text:</b> Nursery Rhyme</p> <p>ELA.1.C.1.4</p>
<p><b>Week 2 August 16-20</b></p> <p><b>Let's Pretend</b></p> <p><b>Essential Question:</b> What can you imagine? <b>Genre Focus:</b> Fairy Tale</p>	<p><b>Genre Read Aloud:</b> "Jack and the Beanstalk"</p> <p><b>Teacher's Edition:</b> "The Three Billy Goats Gruff"</p> <p><b>Genre:</b> Fairy Tale</p> <p>ELA.1.R.1.1</p>	<p>Reread, Ask and Answer Questions Character</p> <p>ELA.1.R.1.1</p>	<p>Return Sweep, Capitalization</p> <p>Word Spaces, Punctuation, Pronoun /, Title Page</p> <p>Match Print to Speech, Word Length, Sentence Boundaries</p> <p>Sentences, Quotation Marks, Title Page</p> <p>Sentences, Italics, Repeated Letters ELA.1.F.1.1</p>	<p><b>Phonological Awareness:</b> Onset and Rime</p> <p>Syllable Segmentation Rhyme</p> <p><b>Phonemic Awareness:</b> Phoneme Isolation</p> <p>Phoneme Blending</p> <p>ELA.1.F.1.2, ELA.1.F.1.2.b</p>	<p><b>Phonics:</b> Identify and Blend: <i>c, f, o, d, h, s, e, b, l, ll</i></p> <p><b>Handwriting:</b> <i>c, f, o, d, h, e, b, l</i></p> <p>ELA.1.F.1.3.c</p>	<p><b>Review:</b> <i>this, is, my, look, little, where, here, play, the, we</i></p> <p>ELA.1.F.1.4.a</p>	<p><b>Write About the Text:</b> Fairy Tale</p> <p>ELA.1.C.1.4</p>
<p><b>Week 3 August 23-27</b></p> <p><b>Let's Do Things Together</b></p> <p><b>Essential Question:</b> What happens during my day?</p> <p><b>Genre Focus:</b> Informational Text: Nonfiction</p>	<p><b>Genre Read Aloud:</b> "Work, Play, and Learn Together"</p> <p><b>Teacher's Edition:</b> "How Do We Get Around Today?"</p> <p><b>Genre:</b> Informational Text: Nonfiction</p> <p>ELA.1.R.2.2</p>	<p>Visualize, Ask and Answer Questions Character</p> <p>ELA.1.R.2.2</p>	<p>Capitalize /, Punctuation</p> <p>Sentence Boundaries</p> <p>Sentences, Directionality, Return Sweep</p> <p>Sound-Letter Correspondence, Directionality</p> <p>Sound-Letter Correspondence, Sentence Lengths</p>	<p><b>Phonological Awareness:</b> Rhyme</p> <p><b>Phonemic Awareness:</b> Phoneme Blending</p> <p>Phoneme Segmentation</p> <p>ELA.1.F.1.2, ELA.1.F.1.2.a, ELA.1.F.1.2.b</p>	<p><b>Phonics:</b> Identify and Blend: <i>k, ck, u, g, w, x, v, qu, j, y, z</i></p> <p><b>Handwriting:</b> <i>k, u, g, w, x, v, q, j, y, z</i></p> <p>ELA.1.F.1.3.a, ELA.1.F.1.3.c</p>	<p><b>Review:</b> <i>are, me, she, with, for, and, have, said, see, was</i></p> <p>ELA.1.F.1.4.a</p>	<p><b>Write About the Text:</b> Informational Text</p> <p>ELA.1.C.1.4</p>

# Grade 1 • Unit 1 • Curriculum Map

Getting to Know Us Big Idea: What Makes You Special?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Week 1</b> <b>August 30-September 3</b></p> <p><b>At School</b></p> <p><b>Essential Question:</b> What do you do at your school?</p> <p><b>Genre Focus:</b> Realistic Fiction</p>	<p><i>This School Year Will Be the Best!</i> <b>Genre:</b> Realistic Fiction</p>	<p>"School Around the World" <b>Genre:</b> Informational Text</p>	<p>"Jack Can" <b>Genre:</b> Realistic Fiction <b>Lexile:</b> BR</p>	<p><b>Anchor Text:</b> <i>Nat and Sam</i> <b>Genre:</b> Realistic Fiction <b>Lexile:</b> BR</p> <p><b>Paired Selection:</b> "Rules at School" <b>Genre:</b> Informational Text <b>Lexile:</b> 180L</p> <p><b>SS.1.C.1.1</b></p>	<p><b>Main Selections:</b> <b>Genre:</b> Realistic Fiction <b>A:</b> <i>A Fun Day</i> <b>Lexile:</b> BR <b>O:</b> <i>We Like to Share</i> <b>Lexile:</b> 60L <b>ELL:</b> <i>We Like to Share</i> <b>Lexile:</b> 100L <b>B:</b> <i>Class Party</i> <b>Lexile:</b> 360L</p> <p><b>Paired Selections:</b> <b>Genre:</b> Informational Text <b>A:</b> "We Share" <b>O:</b> "Look at Signs" <b>ELL:</b> "Look at Signs" <b>B:</b> "Our Classroom Rules"</p>	<p><b>Oral Vocabulary Words:</b> <i>learn</i> <i>subjects</i> <i>common</i> <i>object</i> <i>recognize</i></p> <p><b>Oral Vocabulary:</b> Context Clues: Sentence Clues <b>ELA.1.V.1.1, ELA.1.V.1.3</b></p>	<p>Visualize Main Story Elements: Character  Photographs <b>ELA.1.R.1.1, ELA.1.R.2.1</b></p>	<p>Book Handling <b>ELA.1.F.1.1</b></p>	<p><b>Phonological Awareness:</b> Identify Rhyme</p> <p><b>Phonemic Awareness:</b> Phoneme Isolation, Phoneme Blending, Phoneme Segmentation <b>ELA.1.F.1.2, ELA.1.F.1.2.a, ELA.1.F.1.2.b</b></p>	<p><b>Phonics/Spelling:</b> Short <i>a</i> <i>Differentiated Spelling Lists available</i></p> <p><b>Handwriting:</b> Upper and Lowercase <i>Aa</i></p> <p><b>Structural Analysis:</b> Inflectional Ending -s</p> <p><b>Decodable Readers:</b> <i>Pam Can; Pack a Bag!</i> <b>ELA.1.F.1.3, ELA.1.F.1.3.c, ELA.1.F.1.3.d, ELA.1.F.1.4, ELA.1.C.3.1, ELA.1.C.1.1</b></p>	<p><i>does not school what</i> <b>ELA.1.F.1.4.a</b></p>	<p>Accuracy and Rate <b>ELA.1.F.1.4</b></p>	<p><b>Write About the Text:</b> Informational Text</p> <p><b>Writing Skill:</b> Stretch Sounds to Write Words</p> <p><b>Writing Trait:</b> Focus on a Topic</p> <p><b>Grammar:</b> Sentences</p> <p><b>Mechanics:</b> Sentence Capitalization <b>ELA.1.C.1.4, ELA.1.C.3.1</b></p>	<p><b>Project:</b> Take a Poll about School <b>ELA.1.C.4.1 SS.1.C.2.3</b></p>
<p><b>Week 2</b> <b>September 7-10</b></p> <p><b>Where I Live</b></p> <p><b>Essential Question:</b> What is it like where you live?</p> <p><b>Genre Focus:</b> Fantasy</p> <p><b>SS.1.G.1.6</b></p>	<p><i>Alicia's Happy Day</i> <b>Genre:</b> Realistic Fiction</p>	<p>"City Mouse, Country Mouse" <b>Genre:</b> Fable</p>	<p>"Six Kids" <b>Genre:</b> Fantasy <b>Lexile:</b> 250L</p>	<p><b>Anchor Text:</b> <i>Go, Pip!</i> <b>Genre:</b> Fantasy <b>Lexile:</b> 30L</p> <p><b>Paired Selection:</b> "A Surprise in the City" <b>Genre:</b> Personal Narrative <b>Lexile:</b> 50L</p>	<p><b>Main Selections:</b> <b>Genre:</b> Fantasy <b>A:</b> <i>What Can We See?</i> <b>Lexile:</b> BR <b>O:</b> <i>A Trip to the City</i> <b>Lexile:</b> 30L <b>ELL:</b> <i>A Trip to the City</i> <b>Lexile:</b> BR <b>B:</b> <i>Harvest Time</i> <b>Lexile:</b> 330L</p> <p><b>Paired Selections:</b> <b>Genre:</b> Informational Text <b>A:</b> "My Home" <b>O:</b> "Where I Live" <b>ELL:</b> "Where I Live" <b>B:</b> "Where We Live"</p>	<p><b>Oral Vocabulary Words:</b> <i>city</i> <i>country</i> <i>bored</i> <i>feast</i> <i>scurried</i></p> <p><b>Oral Vocabulary:</b> Context Clues: Sentence Clues <b>ELA.1.V.1.1, ELA.1.V.1.3</b></p>	<p>Visualize Main Story Elements: Character  Bold Print <b>ELA.1.R.1.1, ELA.1.R.2.1</b></p>	<p>Book Handling <b>ELA.1.F.1.1</b></p>	<p><b>Phonemic Awareness:</b> Phoneme Blending, Alliteration, Categorization, Phoneme Segmentation <b>ELA.1.F.1.2, ELA.1.F.1.2.a, ELA.1.F.1.2.b</b></p>	<p><b>Phonics/Spelling:</b> short <i>i</i> <i>Differentiated Spelling Lists available</i></p> <p><b>Handwriting:</b> Upper and Lowercase <i>ii</i></p> <p><b>Structural Analysis:</b> Double Final Consonants</p> <p><b>Decodable Readers:</b> <i>Kim and Nick Zip!; Jill and Jim</i> <b>ELA.1.C.1.1, ELA.1.F.1.3, ELA.1.F.1.3.c, ELA.1.F.1.4, ELA.1.C.3.1</b></p>	<p><i>down out up very</i> <b>ELA.1.F.1.4.a</b></p>	<p>Accuracy and Rate <b>ELA.1.F.1.4</b></p>	<p><b>Write About the Text:</b> Informational Text</p> <p><b>Writing Skill:</b> Sentence Capitalization</p> <p><b>Writing Trait:</b> Descriptive Details</p> <p><b>Grammar:</b> Word Order</p> <p><b>Mechanics:</b> Sentence Punctuation (periods) <b>ELA.1.C.1.4, ELA.1.C.3.1</b></p>	<p><b>Project:</b> Interview About a Neighborhood <b>ELA.1.C.4.1 SS.1.G.1.6</b></p>

<p><b>Week 3</b> <b>September 13-17</b></p> <p><b>Our Pets</b></p> <p><b>Essential Question:</b> What makes a pet special?</p> <p><b>Genre Focus:</b> Fantasy</p>	<p><i>Cool Dog, School Dog</i> <b>Genre:</b> Fantasy</p>	<p>“Our Pets” <b>Genre:</b> Informational Text</p>	<p>“A Pig for Cliff” <b>Genre:</b> Fantasy <b>Lexile:</b> 280L</p>	<p><b>Anchor Text:</b> <i>Flip</i> <b>Genre:</b> Fantasy <b>Lexile:</b> 30L</p> <p><b>Paired Selection:</b> “What Pets Need” <b>Genre:</b> Nonfiction <b>Lexile:</b> 370L</p> <p><b>SS.1.C.2.4</b></p>	<p><b>Main Selections:</b> <b>Genre:</b> Fantasy <b>A:</b> <i>Mouse’s Moon Party</i> <b>Lexile:</b> 120L <b>O:</b> <i>Pet Show</i> <b>Lexile:</b> 200L <b>ELL:</b> <i>Pet Show</i> <b>Lexile:</b> 20L <b>B:</b> <i>Polly the Circus Star</i> <b>Lexile:</b> 280L</p> <p><b>Paired Selections:</b> <b>Genre:</b> Informational Text <b>A:</b> “A Mouse in the House” <b>O:</b> “Love That Llama!” <b>ELL:</b> “Love That Llama!” <b>B:</b> “Birds That Talk”</p>	<p><b>Oral Vocabulary Words:</b> <i>care</i> <i>train</i> <i>groom</i> <i>companion</i> <i>popular</i></p> <p><b>Oral Vocabulary:</b> Use a Dictionary <b>ELA.1.V.1.1,</b> <b>ELA.1.V.1.3</b></p>	<p>Visualize Main Story Elements: Character, Setting and Events</p> <p>Labels <b>ELA.1.R.1.1,</b> <b>ELA.1.R.2.1</b></p> <p><b>B.E.S.T. Literature Library</b> <i>I Am Enough</i> <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 640L</p>	<p>Track Print and Return Sweep, Title, Author, Illustrator</p>	<p><b>Phonemic Awareness:</b> Phoneme Blending, Phoneme Substitution, Contrast Vowel Sounds, Phoneme Segmentation <b>ELA.1.F.1.2,</b> <b>ELA.1.F.1.2.a,</b> <b>ELA.1.F.1.2.b</b></p>	<p><b>Phonics/Spelling:</b> Beginning Consonant Blends: <i>l</i>-blends <i>Differentiated Spelling Lists available</i></p> <p><b>Handwriting:</b> Upper and Lowercase <i>l</i></p> <p><b>Structural Analysis:</b> -s (plural nouns)</p> <p><b>Decodable Readers:</b> <i>Cliff Has a Plan; A Good Black Cat</i></p> <p><b>ELA.1.C.1.1,</b> <b>ELA.1.F.1.3,</b> <b>ELA.1.F.1.3.a,</b> <b>ELA.1.F.1.3.c,</b> <b>ELA.1.F.1.3.d,</b> <b>ELA.1.F.1.4,</b> <b>ELA.1.C.3.1</b></p>	<p><i>be</i> <i>come</i> <i>good</i> <i>pull</i></p> <p><b>ELA.1.F.1.4.a</b></p>	<p>Accuracy and Rate <b>ELA.1.F.1.4</b></p>	<p><b>Write About the Text:</b> Narrative</p> <p><b>Writing Skill:</b> Use Word Bank</p> <p><b>Writing Trait:</b> Descriptive Details</p> <p><b>Grammar:</b> Statements and Questions</p> <p><b>Mechanics:</b> Capitalization and Punctuation (periods &amp; question marks)</p> <p><b>ELA.1.C.1.2,</b> <b>ELA.1.C.3.1</b></p>	<p><b>Project:</b> Plan for a Pet’s Home</p> <p><b>ELA.1.C.4.1</b> <b>SS.1.C.2.4</b></p>
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<p><b>Week 4</b> <b>September 20-24</b></p> <p><b>Let’s Be Friends</b></p> <p><b>Essential Question:</b> What do friends do together?</p> <p><b>Genre Focus:</b> Informational Text</p>	<p><i>Friends All Around</i> <b>Genre:</b> Informational Text</p>	<p>“Games Long Ago” <b>Genre:</b> Informational Text</p>	<p>“Toss! Kick! Hop!” <b>Genre:</b> Informational Text <b>Lexile:</b> 290L</p>	<p><b>Anchor Text:</b> <i>Friends</i> <b>Genre:</b> Informational Text <b>Lexile:</b> 60L</p> <p><b>Paired Selection:</b> “There Are Days and There Are Days” <b>Genre:</b> Poetry <b>Lexile:</b> NP</p>	<p><b>Main Selections:</b> <b>Genre:</b> Informational Text <b>A:</b> <i>Friends Are Fun</i> <b>Lexile:</b> 130L <b>O:</b> <i>Friends Are Fun</i> <b>Lexile:</b> 110L <b>ELL:</b> <i>Friends Are Fun</i> <b>Lexile:</b> 100L <b>B:</b> <i>Friends Are Fun</i> <b>Lexile:</b> 350L</p> <p><b>Paired Selections:</b> <b>Genre:</b> Poetry <b>A:</b> “I Like to Play” <b>O:</b> “I Like to Play” <b>ELL:</b> “I Like to Play” <b>B:</b> “I Like to Play”</p>	<p><b>Oral Vocabulary Words:</b> <i>cooperate</i> <i>relationship</i> <i>deliver</i> <i>chore</i> <i>collect</i></p> <p><b>Oral Vocabulary:</b> Word Categories <b>ELA.1.V.1.1,</b> <b>ELA.1.V.1.3</b></p>	<p>Ask and Answer Questions</p> <p>Topic and Relevant Details</p> <p>Rhyme <b>ELA.1.R.1.4,</b> <b>ELA.1.R.2.2</b></p>	<p>Book Handling and Labels, Title, Author</p>	<p><b>Phonemic Awareness:</b> Phoneme Categorization, Phoneme Segmentation, Phoneme Deletion, Identify and Produce Rhyme, Phoneme Blending <b>ELA.1.F.1.2,</b> <b>ELA.1.F.1.2.a,</b> <b>ELA.1.F.1.2.b</b></p>	<p><b>Phonics/Spelling:</b> Short <i>o</i> <i>Differentiated Spelling Lists available</i></p> <p><b>Handwriting:</b> Upper and Lowercase <i>Oo</i></p> <p><b>Structural Analysis:</b> Alphabetical Order (one letter)</p> <p><b>Decodable Readers:</b> <i>Bob Is a Fun Pal; Dog and Fox</i></p> <p><b>ELA.1.C.1.1,</b> <b>ELA.1.F.1.3,</b> <b>ELA.1.F.1.3.c,</b> <b>ELA.1.F.1.4, ELA.1.C.3.1</b></p>	<p><i>fun</i> <i>make</i> <i>they</i> <i>too</i></p> <p><b>ELA.1.F.1.4.a</b></p>	<p>Accuracy and Rate <b>ELA.1.F.1.4</b></p>	<p><b>Write About the Text:</b> Informational Text</p> <p><b>Extended Writing:</b> Personal Narrative</p> <p><b>Writing Process:</b> Expert and Student Models; Plan; Draft</p> <p><b>Writing Skill:</b> Left-to-right progression</p> <p><b>Writing Trait:</b> Supporting Details</p> <p><b>Grammar:</b> Exclamations and Interjections</p> <p><b>Mechanics:</b> Exclamation Marks (in exclamations and interjections)</p> <p><b>ELA.1.C.1.2,</b> <b>ELA.1.C.1.4,</b> <b>ELA.1.C.3.1</b></p>	<p><b>Project:</b> Take a Poll about Friends</p> <p><b>ELA.1.C.4.1</b> <b>SS.1.C.2.4</b></p>
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<p><b>Week 5</b> <b>September</b> <b>27-October 1</b></p> <p><b>Let's Move!</b></p> <p><b>Essential Question:</b> How does your body move?</p> <p><b>Genre Focus:</b> Informational Text</p>	<p><i>Move!</i> <b>Genre:</b> Informational Text</p>	<p>"The Monkey's Fiddle" <b>Genre:</b> Folktale</p>	<p>"Move and Grin!" <b>Genre:</b> Informational Text <b>Lexile:</b> 370L</p>	<p><b>Anchor Text:</b> <i>Move It!</i> <b>Genre:</b> Informational Text <b>Lexile:</b> 60L</p> <p><b>Paired Selection:</b> "My Family Hike" <b>Genre:</b> Personal Narrative <b>Lexile:</b> 210L</p>	<p><b>Main Selections:</b> <b>Genre:</b> Informational Text <b>A:</b> <i>We Can Move!</i> <b>Lexile:</b> 170L <b>O:</b> <i>We Can Move!</i> <b>Lexile:</b> 200L <b>ELL:</b> <i>We Can Move!</i> <b>Lexile:</b> 190L <b>B:</b> <i>We Can Move!</i> <b>Lexile:</b> 390L</p> <p><b>Paired Selections:</b> <b>Genre:</b> Poetry <b>A:</b> "What's Under Your Skin?" <b>O:</b> "What's Under Your Skin?" <b>ELL:</b> "What's Under Your Skin?" <b>B:</b> "What's Under Your Skin?"</p>	<p><b>Oral Vocabulary Words:</b> <i>physical</i> <i>exercise</i> <i>agree</i> <i>exhausted</i> <i>difficult</i></p> <p><b>Oral Vocabulary:</b> Context Clues: Sentence Clues</p> <p><b>ELA.1.V.1.1,</b> <b>ELA.1.V.1.3</b></p>	<p>Ask and Answer Questions Topic and Relevant Details Bold Print <b>ELA.1.R.2.1,</b> <b>ELA.1.R.2.2</b></p> <p><b>B.E.S.T. Literature Library</b> <i>Now and Ben: The Modern Inventions of Benjamin Franklin</i> <b>Genre:</b> Biography <b>Lexile:</b> 640L</p>	<p>Special Text Treatments, Title, Author</p>	<p><b>Phonemic Awareness:</b> Phoneme Categorization, Phoneme Segmentation, Phoneme Deletion, Phoneme Blending</p> <p><b>ELA.1.F.1.2,</b> <b>ELA.1.F.1.2.a,</b> <b>ELA.1.F.1.2.b</b></p>	<p><b>Phonics/Spelling:</b> Beginning Consonant Blends: r-blends and s-blends <i>Differentiated Spelling Lists available</i></p> <p><b>Handwriting:</b> Upper and Lowercase Ss</p> <p><b>Structural Analysis:</b> Possessives</p> <p><b>Decodable Readers:</b> <i>Snap, Skip, Trot!; Snip and Trip Can Move</i></p> <p><b>ELA.1.C.1.1,</b> <b>ELA.1.F.1.3,</b> <b>ELA.1.F.1.3.a,</b> <b>ELA.1.F.1.3.c,</b> <b>ELA.1.F.1.4,</b> <b>ELA.1.C.3.1</b></p>	<p><i>jump</i> <i>move</i> <i>run</i> <i>two</i></p> <p><b>ELA.1.F.1.4.a</b></p>	<p>Accuracy and Rate <b>ELA.1.F.1.4</b></p>	<p><b>Write About the Text:</b> Informational Text</p> <p><b>Extended Writing:</b> Personal Narrative</p> <p><b>Writing Process:</b> Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p><b>Writing Skill:</b> Spacing between Words</p> <p><b>Writing Trait:</b> Supporting Details</p> <p><b>Grammar:</b> Writing Sentences</p> <p><b>Mechanics:</b> Capitalization and Punctuation (periods, question and exclamation marks)</p> <p><b>ELA.1.C.1.2,</b> <b>ELA.1.C.1.4,</b> <b>ELA.1.C.3.1</b></p>	<p><b>Project:</b> How We Move in Sports</p> <p><b>ELA.1.C.4.1</b> <b>SC.1.P.12.1</b></p>
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<p><b>Week 6 October 4-8</b></p> <p><b>Extend, Connect, and Assess</b></p>	<p>"Time for Kids: World Games" <b>Genre:</b> Online Article</p> <p><b>ELA.1.R.2.1, ELA.1.R.3.2.b,</b> <b>ELA.1.C.4.1, ELA.1.C.5.1</b></p>	<p><b>Reader's Theater:</b> "Look at Me Now"</p> <p><b>ELA.1.F.1.4, ELA.K12.EE.6.1</b></p>	<p><b>Genre Read-Aloud:</b> "Playground Pushes and Pulls on the Playground"</p> <p><b>Activities:</b> Experiment with Motion Write a Letter</p> <p><b>ELA.1.C.1.4, ELA.1.V.1.1, ELA.K12.EE.4.1,</b> <b>SC.1.P.12.1, SC.1.P.13.1</b></p>	<p><b>Choose Your Own Book</b> <b>ELA.K12.EE.2.1</b></p>
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# Grade 1 • Unit 2 • Curriculum Map

Getting to Know Us	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Big Idea:</b> What makes a community?</p> <p><b>Week 1</b> <b>October 11-15</b></p> <p><b>Jobs Around Town</b></p> <p><b>Essential Question:</b> What jobs need to be done in a community?</p> <p><b>Genre Focus:</b> Realistic Fiction</p>	<p><i>Millie Waits for the Mail</i> <b>Genre:</b> Fantasy</p>	<p>“Jobs Around Town” <b>Genre:</b> Nonfiction</p>	<p>“Good Job, Ben!” <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 130L</p>	<p><b>Anchor Text:</b> <i>The Red Hat</i> <b>Genre:</b> Realistic Fiction <b>Lexile:</b> BR</p> <p><b>Paired Selection:</b> “Firefighters at Work” <b>Genre:</b> Nonfiction <b>Lexile:</b> 290L</p>	<p><b>Main Selections:</b> <b>Genre:</b> Realistic Fiction <i>Pick Up Day</i> <b>Lexile:</b> 70L <b>O:</b> <i>Ben Brings the Mail</i> <b>Lexile:</b> 200L <b>ELL:</b> <i>Ben Brings the Mail</i> <b>Lexile:</b> 70L <b>B:</b> <i>At Work with Mom</i> <b>Lexile:</b> 330L</p> <p><b>Paired Selections:</b> <b>Genre:</b> Informational Text <b>A:</b> “The Recycling Center” <b>O:</b> “At the Post Office” <b>ELL:</b> “At the Post Office” <b>B:</b> “Tools for the School Nurse”</p>	<p><b>Oral Vocabulary Words:</b> <i>occupation</i> <i>community</i> <i>equipment</i> <i>fortunately</i> <i>astonishing</i></p> <p><b>Oral Vocabulary:</b> Morphology: Suffixes  <b>ELA.1.V.1.1,</b> <b>ELA.1.V.1.2</b></p>	<p>Make and Confirm Predictions</p> <p>Main Story Elements: Character, Setting, Events</p> <p>Labels <b>ELA.1.R.1.1,</b> <b>ELA.1.R.2.1</b></p>	<p>Ellipses and Dashes, Title, Author</p>	<p><b>Phonemic Awareness:</b> Phoneme Blending, Phoneme Isolation, Phoneme Segmentation <b>ELA.1.F.1.2,</b> <b>ELA.1.F.1.2.a,</b> <b>ELA.1.F.1.2.b</b></p>	<p><b>Phonics/Spelling:</b> Short e spelled e and ea  <i>Differentiated Spelling Lists available</i></p> <p><b>Handwriting:</b> Upper- and Lowercase Ee</p> <p><b>Structural Analysis:</b> Inflectional Ending -ed (no spelling change)</p> <p><b>Decodable Readers:</b> <i>Ted Gets a Job;</i> <i>I Sell Crabs</i>  <b>ELA.1.C.1.1,</b> <b>ELA.1.C.3.1,</b> <b>ELA.1.F.1.3,</b> <b>ELA.1.F.1.3.c,</b> <b>ELA.1.F.1.3.d,</b> <b>ELA.1.F.1.4</b></p>	<p><i>again</i> <i>help</i> <i>new</i> <i>there</i> <i>use</i>  <b>ELA.1.F.1.4.a</b></p>	<p>Accuracy and Rate <b>ELA.1.F.1.4</b></p>	<p><b>Write About the Text:</b> Opinion</p> <p><b>Writing Skill:</b> Write on the Lines</p> <p><b>Writing Trait:</b> Ideas: Focus on an Idea</p> <p><b>Grammar:</b> Nouns</p> <p><b>Mechanics:</b> Commas in a Series <b>ELA.1.C.1.3,</b> <b>ELA.1.C.3.1</b></p>	<p><b>Project:</b> Interview a Community Worker  <b>ELA.1.C.4.1,</b> <b>SS.1.C.2.2</b></p>
<p><b>Week 2</b> <b>October 19-22</b></p> <p><b>Buildings All Around</b></p> <p><b>Essential Question:</b> What buildings do you know? What are they made of?</p> <p><b>Genre Focus:</b></p>	<p><i>Three Little Dassies</i> <b>Genre:</b> Fantasy</p>	<p>“Three Little Pigs” <b>Genre:</b> Folktale</p>	<p>“Cubs in a Hut” <b>Genre:</b> Fantasy <b>Lexile:</b> 390L</p>	<p><b>Anchor Text:</b> <i>The Pigs, the Wolf, and the Mud</i> <b>Genre:</b> Fantasy <b>Lexile:</b> 320L</p> <p><b>Paired Selection:</b> “Homes Around the World” <b>Genre:</b> Informational Text <b>Lexile:</b> 370L <b>SS.1.G.1.6</b></p>	<p><b>Main Selections:</b> <b>Genre:</b> Fantasy <b>A:</b> <i>What a Nest!</i> <b>Lexile:</b> 170L <b>O:</b> <i>Staying Afloat</i> <b>Lexile:</b> 150L <b>ELL:</b> <i>Staying Afloat</i> <b>Lexile:</b> 10L <b>B:</b> <i>City Armadillo, Country Armadillo</i> <b>Lexile:</b> 330L</p> <p><b>Paired Selections:</b> <b>Genre:</b> Informational Text <b>A:</b> “Stone Castles” <b>O:</b> “A Day on a Houseboat”</p>	<p><b>Oral Vocabulary Words:</b> <i>shelter</i> <i>materials</i> <i>collapsed</i> <i>furios</i> <i>refused</i></p> <p><b>Oral Vocabulary:</b> Shades of Meaning/Intensity  <b>ELA.1.V.1.1,</b> <b>ELA.1.V.1.3</b></p>	<p>Make and Confirm Predictions</p> <p>Main Story Elements: Character, Setting, Events</p> <p>Captions <b>ELA.1.R.1.1,</b> <b>ELA.1.R.2.1</b></p>	<p>Quotations, Title, Author</p>	<p><b>Phonological Awareness:</b> Identify and Produce Rhyme</p> <p><b>Phonemic Awareness:</b> Phoneme Identity, Phoneme Blending, Phoneme Segmentation <b>ELA.1.F.1.2,</b> <b>ELA.1.F.1.2.a,</b> <b>ELA.1.F.1.2.b</b></p>	<p><b>Phonics/Spelling:</b> Short u  <i>Differentiated Spelling Lists available</i></p> <p><b>Handwriting:</b> Upper and Lowercase Uu</p> <p><b>Structural Analysis:</b> Contractions with 's</p> <p><b>Decodable Readers:</b> <i>Can Bud Stop Bug?;</i> <i>It's Up to Us</i>  <b>ELA.1.C.1.1,</b> <b>ELA.1.C.3.1,</b> <b>ELA.1.F.1.3,</b></p>	<p><i>could</i> <i>live</i> <i>one</i> <i>then</i> <i>three</i>  <b>ELA.1.F.1.4.a</b></p>	<p>Accuracy and Rate <b>ELA.1.F.1.4</b></p>	<p><b>Write About the Text:</b> Informational Text</p> <p><b>Writing Skill:</b> Return Sweep</p> <p><b>Writing Trait:</b> Ideas: Descriptive Details</p> <p><b>Grammar:</b> Singular and Plural Nouns</p> <p><b>Mechanics:</b> Apostrophes with Contractions <b>ELA.1.C.1.4, ELA.1.C.3.1</b></p>	<p><b>Project:</b> Choose a Building  <b>ELA.1.C.4.1</b></p>

Fantasy					ELL: "A Day on a Houseboat" B: "City or Country?"					ELA.1.F.1.3.c, ELA.1.F.1.4				
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Getting to Know Us Big Idea: What makes a community?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Week 3</b> <b>October 25-29</b></p> <p><b>A Community in Nature</b></p> <p><b>Essential Question:</b> Where do animals live together?</p> <p><b>Genre Focus:</b> Informational Text</p> <p><b>SC.1.L.17.1</b></p>	<p><i>Babies in the Bayou</i> <b>Genre:</b> Informational Text</p>	<p>"Animals in the Desert" <b>Genre:</b> Informational Text</p>	<p>"The Best Spot" <b>Genre:</b> Informational Text <b>Lexile:</b> 160L</p>	<p><b>Anchor Text:</b> <i>At a Pond</i> <b>Genre:</b> Informational Text <b>Lexile:</b> 190L</p> <p><b>Paired Selection:</b> "Way Down Deep" <b>Genre:</b> Poetry <b>Lexile:</b> NP ELA.1.R.1.4</p>	<p><b>Main Selections:</b> <b>Genre:</b> Informational Text <b>A:</b> <i>Meerkat Family</i> <b>Lexile:</b> 170L <b>O:</b> <i>Meerkat Family</i> <b>Lexile:</b> 210L <b>ELL:</b> <i>Meerkat Family</i> <b>Lexile:</b> 170L <b>B:</b> <i>Meerkat Family</i> <b>Lexile:</b> 370L</p> <p><b>Paired Selections:</b> <b>Genre:</b> Poetry <b>A:</b> "I Live in a House!" <b>O:</b> "I Live in a House!" <b>ELL:</b> "I Live in a House!" <b>B:</b> "I Live in a House!"</p>	<p><b>Oral Vocabulary Words:</b> <i>habitat</i> <i>depend</i> <i>hibernate</i> <i>tranquil</i> <i>tolerate</i></p> <p><b>Oral Vocabulary:</b> Multiple Meanings ELA.1.V.1.1, ELA.1.V.1.3</p>	<p>Reread Author's Purpose Poetry: Repetition and Alliteration ELA.1.R.1.4, ELA.1.R.2.3</p> <p><b>B.E.S.T. Literature Library</b> <i>The Fantastic Undersea Life of Jacques Cousteau</i> <b>Genre:</b> Biography <b>Lexile:</b> 840L</p>	<p>Distinguish Sentences, Title, Author</p>	<p><b>Phonemic Awareness:</b> Phoneme Blending, Phoneme Substitution, Phoneme Categorization, Phoneme Segmentation ELA.1.F.1.2, ELA.1.F.1.2.a, ELA.1.F.1.2.b</p>	<p><b>Phonics/Spelling:</b> Ending Consonant Blends <i>Differentiated Spelling Lists available</i> <b>Handwriting:</b> Upper and Lowercase <i>Tt</i> <b>Structural Analysis:</b> Inflectional Ending <i>-ing</i> (no spelling change) <b>Decodable Readers:</b> <i>In a Land of Grass;</i> <i>Stamp and Romp</i> ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.a, ELA.1.F.1.3.c, ELA.1.F.1.3.d, ELA.1.F.1.4</p>	<p><i>eat</i> <i>no</i> <i>of</i> <i>under</i> <i>who</i> ELA.1.F.1.4.a</p>	<p>Accuracy and Rate ELA.1.F.1.4</p>	<p><b>Write About the Text:</b> Informational Text <b>Writing Skill:</b> Sentence Capitalization <b>Writing Trait:</b> Ideas: Focus on a Topic <b>Grammar:</b> Singular and Plural Possessive Nouns <b>Mechanics:</b> Apostrophe with Possessive Nouns (singular and plural possessives) ELA.1.C.1.4, ELA.1.C.3.1</p>	<p><b>Project:</b> Where Animals Live ELA.1.C.4.1, SC.1.L.17.1</p>

<p><b>Week 4</b> <b>November 1-4</b></p> <p><b>Let's Help</b></p> <p><b>Essential Question:</b> How do people help out in the community?</p> <p><b>Genre Focus:</b> Fantasy</p> <p><b>SS.1.C.2.3</b></p>	<p><i>The Story of Martin Luther King Jr.</i> <b>Genre:</b> Biography</p>	<p>"Luis's Library" <b>Genre:</b> Informational Text (Biography)</p>	<p>"Thump Thump Helps Out" <b>Genre:</b> Fantasy <b>Lexile:</b> 510L</p>	<p><b>Anchor Text:</b> <i>Nell's Books</i> <b>Genre:</b> Fantasy <b>Lexile:</b> 200L</p> <p><b>Paired Selection:</b> "Kids Can Help!" <b>Genre:</b> Informational Text <b>Lexile:</b> 350L</p> <p><b>SS.1.C.2.3</b></p>	<p><b>Main Selections:</b> <b>Genre:</b> Fantasy <b>A:</b> <i>The Sick Tree</i> <b>Lexile:</b> 40L <b>O:</b> <i>Squirrels Help</i> <b>Lexile:</b> 200L <b>ELL:</b> <i>Squirrels Help</i> <b>Lexile:</b> 190L <b>B:</b> <i>Wow, Kitty!</i> <b>Lexile:</b> 390L</p> <p><b>Paired Selections:</b> <b>Genre:</b> Nonfiction <b>A:</b> "Beach Clean-Up" <b>O:</b> "Food Drive" <b>ELL:</b> "Food Drive" <b>B:</b> "Sharing Skills"</p>	<p><b>Oral Vocabulary Words:</b> <i>leadership</i> <i>admire</i> <i>enjoy</i> <i>rely</i> <i>connections</i></p> <p><b>Oral Vocabulary:</b> Inflectional Endings</p> <p>ELA.1.V.1.1, ELA.1.V.1.2</p>	<p>Reread Main Story Elements: Character, Setting, Events</p> <p>List</p> <p>ELA.1.R.1.1, ELA.1.R.2.1</p> <p><b>B.E.S.T. Literature Library</b> <i>Drum Dream Girl</i> <b>Genre:</b> Poetry <b>Lexile:</b> NP</p>	<p>Special Text Treatments, Title, Author, Illustrator</p>	<p><b>Phonemic Awareness:</b> Phoneme Isolation, Phoneme Categorization, Phoneme Blending, Phoneme Segmentation</p> <p>ELA.1.F.1.2, ELA.1.F.1.2.a, ELA.1.F.1.2.b</p>	<p><b>Phonics/Spelling:</b> Consonant Digraphs <i>sh, th, -ng</i> <i>Differentiated Spelling Lists available</i></p> <p><b>Handwriting:</b> Upper and Lowercase <i>Ff</i></p> <p><b>Structural Analysis:</b> Closed Syllables</p> <p><b>Decodable Readers:</b> <i>Dash Has a Wish; Help in a Flash; The Helping Gang; Send a Big Thanks!</i></p> <p>ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.a, ELA.1.F.1.3.c, ELA.1.F.1.3.e, ELA.1.F.1.4</p>	<p><i>all call day her want</i> ELA.1.F.1.4.a</p>	<p>Accuracy and Rate ELA.1.F.1.4</p>	<p><b>Write About the Text:</b> Narrative</p> <p><b>Extended Writing:</b> Fantasy</p> <p><b>Writing Skill:</b> End Punctuation</p> <p><b>Writing Trait:</b> Organization: Beginning, Middle, End</p> <p><b>Writing Process:</b> Expert and Student Models; Plan; Draft</p> <p><b>Grammar:</b> Common and Proper Nouns</p> <p><b>Mechanics:</b> Capitalize Proper Nouns (people, pets, places, and things)</p> <p>ELA.1.C.1.2, ELA.1.C.3.1</p>	<p><b>Project:</b> Interview a Helper</p> <p>ELA.1.C.4.1, SS.1.C.2.3</p>
<p><b>Week 5</b> <b>November 8-12</b></p> <p><b>Follow the Map</b></p> <p><b>Essential Question:</b> How can you find your way around?</p> <p><b>Genre Focus:</b> Informational Text</p>	<p><i>Me on the Map</i> <b>Genre:</b> Realistic Fiction</p>	<p>"Map It!" <b>Genre:</b> Informational Text</p>	<p>"Which Way on the Map?" <b>Genre:</b> Informational Text <b>Lexile:</b> 160L</p>	<p><b>Anchor Text:</b> <i>Fun with Maps</i> <b>Genre:</b> Informational Text <b>Lexile:</b> NP</p> <p><b>Paired Selection:</b> "North, East, South, or West?" <b>Genre:</b> Informational Text <b>Lexile:</b> 360L</p> <p><b>SS.1.G.1.2,</b> <b>SS.1.G.1.4</b></p>	<p><b>Main Selections:</b> <b>Genre:</b> Informational Text <b>A:</b> <i>How Maps Help</i> <b>Lexile:</b> 130L <b>O:</b> <i>How Maps Help</i> <b>Lexile:</b> 230L <b>ELL:</b> <i>How Maps Help</i> <b>Lexile:</b> 60L <b>B:</b> <i>How Maps Help</i> <b>Lexile:</b> 420L</p> <p><b>Paired Selections:</b> <b>Genre:</b> Informational Text <b>A:</b> "On the Map" <b>O:</b> "On the Map" <b>ELL:</b> "On the Map" <b>B:</b> "On the Map"</p>	<p><b>Oral Vocabulary Words:</b> <i>locate</i> <i>route</i> <i>height</i> <i>model</i> <i>separate</i></p> <p><b>Oral Vocabulary:</b> Prefixes</p> <p>ELA.1.V.1.1, ELA.1.V.1.2</p>	<p>Reread Topic and Relevant Details</p> <p>Maps</p> <p>ELA.1.R.2.1, ELA.1.R.2.2</p>	<p>Reading Sentences Across Pages, Title, Author, Illustrator</p>	<p><b>Phonemic Awareness:</b> Phoneme Segmentation, Phoneme Addition, Phoneme Blending</p> <p>ELA.1.F.1.2, ELA.1.F.1.2.a, ELA.1.F.1.2.b</p>	<p><b>Phonics/Spelling:</b> Consonant Digraphs <i>ch, -tch, wh, ph</i> <i>Differentiated Spelling Lists available</i></p> <p><b>Handwriting:</b> Upper and Lowercase <i>Cc</i></p> <p><b>Structural Analysis:</b> -es (plural nouns)</p> <p><b>Decodable Readers:</b> <i>A Map Match; A Fun Chest; Phil and Steph Get Lost; Maps and Graphs</i></p> <p>ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.a, ELA.1.F.1.3.c, ELA.1.F.1.3.d, ELA.1.F.1.4</p>	<p><i>around by many place walk</i> ELA.1.F.1.4.a</p>	<p>Accuracy and Rate ELA.1.F.1.4</p>	<p><b>Write About the Text:</b> Informational Text</p> <p><b>Extended Writing:</b> Fantasy</p> <p><b>Writing Skill:</b> Capitalize Proper Nouns</p> <p><b>Writing Trait:</b> Ideas: Supporting Details</p> <p><b>Writing Process:</b> Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p><b>Grammar:</b> Irregular Plural Nouns</p> <p><b>Mechanics:</b> Capital Letters and Periods (in sentences)</p> <p>ELA.1.C.1.2, ELA.1.C.1.4, ELA.1.C.3.1</p>	<p><b>Project:</b> Make a School Map</p> <p>ELA.1.C.4.1 SS.1.G.1.3</p>

<b>Week 6 November 15-19</b>				
<b>Extend, Connect, and Assess</b>	<p>"Time for Kids: Help Your Community!" <b>Genre:</b> Online Article</p> <p>ELA.1.C.4.1, ELA.1.C.5.1, ELA.1.R.2.1, ELA.1.R.3.2.b</p>	<p><b>Reader's Theater:</b> "I Speak, I Say, I Talk"</p>	<p><b>Genre Read-Aloud:</b> "Follow the Map"</p> <p><b>Activities:</b> Make a Community Map Write a Letter</p> <p>ELA.1.C.1.4, ELA.1.C.5.1, ELA.1.V.1.1, ELA.K12.EE.4.1, SS.1.G.1.2, SS.1.G.1.3</p>	<p><b>Choose Your Own Book</b> ELA.K12.EE.2.1</p>

## Grade 1 • Unit 3 • Curriculum Map

Changes Over Time	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Big Idea: What can happen over time?</b></p>														
<p><b>Week 1 November 29 -December 3</b></p> <p><b>What Time Is It?</b></p> <p><b>Essential Question:</b> How do we measure time?</p> <p><b>Genre Focus:</b> Fantasy</p>	<p><i>A Second Is a Hiccup</i> <b>Genre:</b> Poetry</p>	<p>"Measuring Time" <b>Genre:</b> Informational Text</p>	<p>"Nate the Snake Is Late" <b>Genre:</b> Fantasy <b>Lexile:</b> 460L</p>	<p><b>Anchor Text:</b> <i>On My Way to School</i> <b>Genre:</b> Fantasy <b>Lexile:</b> 330L</p> <p><b>Paired Selection:</b> "It's About Time!" <b>Genre:</b> Informational Text <b>Lexile:</b> 270L</p>	<p><b>Main Selections:</b> <b>Genre:</b> Fantasy <b>A:</b> <i>Busy's Watch</i> <b>Lexile:</b> 40L <b>O:</b> <i>Kate Saves the Date!</i> <b>Lexile:</b> 220L <b>ELL:</b> <i>Kate Saves the Date!</i> <b>Lexile:</b> 330L <b>B:</b> <i>Uncle George Is Coming</i> <b>Lexile:</b> 320L</p> <p><b>Paired Selections:</b> <b>Genre:</b> Informational Text <b>A:</b> "Make a Clock" <b>O:</b> "Use a Calendar" <b>ELL:</b> "Use a Calendar" <b>B:</b> "So Many Clocks!"</p>	<p><b>Vocabulary Words:</b> <i>schedule</i> <i>immediately</i> <i>weekend</i> <i>calendar</i> <i>occasion</i></p> <p><b>Oral Vocabulary:</b> Antonyms</p> <p>ELA.1.V.1.1, ELA.1.V.1.3</p>	<p>Make and Confirm Predictions</p> <p>Events: Beginning, Middle, End</p> <p>Bold Print</p> <p>ELA.1.R.1.1, ELA.1.R.2.1</p>	<p>Capitalization and Punctuation, Title, Author, Illustrator</p>	<p><b>Phonemic Awareness:</b> Phoneme Identity, Phoneme Addition, Phoneme Substitution, Phoneme Blending, Phoneme Segmentation</p> <p>ELA.1.F.1.2, ELA.1.F.1.2.a, ELA.1.F.1.2.b</p>	<p><b>Phonics/Spelling:</b> Long <i>a</i> spelled <i>a_e</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p><b>Handwriting:</b> Upper and Lowercase <i>Dd</i></p> <p><b>Structural Analysis:</b> Contractions with not</p> <p><b>Decodable Readers:</b> <i>Dave Was Late; Is It Late?</i></p> <p>ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.c, ELA.1.F.1.3.f, ELA.1.F.1.4</p>	<p><i>away</i> <i>now</i> <i>some</i> <i>today</i> <i>way</i> <i>why</i></p> <p>ELA.1.F.1.4.a</p>	<p>Accuracy and Rate</p> <p>ELA.1.F.1.4</p>	<p><b>Write About the Text:</b> Narrative</p> <p><b>Writing Skill:</b> Return Sweep</p> <p><b>Writing Trait:</b> Word Choice: Strong Verbs</p> <p><b>Grammar:</b> Verbs</p> <p><b>Mechanics:</b> Commas in Series</p> <p>ELA.1.C.1.2, ELA.1.C.3.1</p>	<p><b>Project:</b> Interview About Your Day</p> <p>ELA.1.C.4.1</p>

<p><b>Week 2</b> <b>December 6-10</b></p> <p><b>Watch It Grow!</b></p> <p><b>Essential Question:</b> How do plants change as they grow?</p> <p><b>Genre Focus:</b> Drama</p> <p><b>SC.1.L.17.1</b></p>	<p><i>Mystery Vine</i> <b>Genre:</b> Realistic Fiction</p>	<p>“The Great Big Gigantic Turnip” <b>Genre:</b> Folktale (Russian)</p>	<p>“Time to Plant!” <b>Genre:</b> Drama <b>Lexile:</b> NP</p>	<p><b>Anchor Text:</b> <i>The Big Yuca Plant</i> <b>Genre:</b> Drama <b>Lexile:</b> NP</p> <p><b>Paired Selection:</b> “How Plants Grow” <b>Genre:</b> Informational Text <b>Lexile:</b> 400L</p> <p><b>SC.1.L.17.1</b></p>	<p><b>Main Selections:</b></p> <p><b>Genre:</b> Drama <b>A:</b> <i>Corn Fun</i> <b>Lexile:</b> NP <b>O:</b> <i>Yum, Strawberries!</i> <b>Lexile:</b> NP <b>ELL:</b> <i>Yum, Strawberries!</i> <b>Lexile:</b> NP <b>B:</b> <i>A Tree’s Life</i> <b>Lexile:</b> NP</p> <p><b>Paired Selections:</b></p> <p><b>Genre:</b> Informational Text <b>A:</b> “Ear of Corn” <b>O:</b> “Strawberry Plant” <b>ELL:</b> “Strawberry Plant” <b>B:</b> “Inside Trees”</p>	<p><b>Oral Vocabulary Words:</b> <i>assist</i> <i>bloom</i> <i>grasped</i> <i>spied</i> <i>sprout</i></p> <p><b>Oral Vocabulary:</b> Context Clues: Sentence Clues</p> <p><b>ELA.1.V.1.1, ELA.1.V.1.3</b></p>	<p>Make and Confirm Predictions</p> <p>Main Story Elements: Sequence of Events</p> <p>Diagram</p> <p><b>ELA.1.R.1.1, ELA.1.R.2.1</b></p>	<p>Punctuation within Sentences, Title, Author</p>	<p><b>Phonological Awareness:</b> Alliteration</p> <p><b>Phonemic Awareness:</b> Phoneme Deletion, Phoneme Segmentation, Phoneme Blending</p> <p><b>ELA.1.F.1.2, ELA.1.F.1.2.a, ELA.1.F.1.2.b, ELA.1.F.1.2.c</b></p>	<p><b>Phonics/Spelling:</b> Long <i>i</i> spelled <i>i_e</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p><b>Handwriting:</b> Upper and Lowercase <i>Vv</i></p> <p><b>Structural Analysis:</b> Plurals (with CVCe words)</p> <p><b>Decodable Readers:</b> <i>A Fine Plant; Plants Take Time to Grow</i></p> <p><b>ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.c, ELA.1.F.1.3.d, ELA.1.F.1.3.f, ELA.1.F.1.4</b></p>	<p><i>green grow pretty should together water</i></p> <p><b>ELA.1.F.1.4.a</b></p>	<p>Accuracy and Rate</p> <p><b>ELA.1.F.1.4</b></p>	<p><b>Write About the Text:</b> Narrative</p> <p><b>Writing Skill:</b> Capitalize “I”</p> <p><b>Writing Trait:</b> Word Choice: Sensory Details</p> <p><b>Grammar:</b> Present-Tense Verbs</p> <p><b>Mechanics:</b> Capitalize and Underline Titles of Plays</p> <p><b>ELA.1.C.1.2, ELA.1.C.3.1</b></p>	<p><b>Project:</b> From Seed to Plant</p> <p><b>ELA.1.C.4.1, SC.1.L.17.1, SC.1.L.14.2</b></p>
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ELA.1.C.4.1

<p><b>Week 3</b> <b>December 13-17</b></p> <p><b>Tales Over Time</b></p> <p><b>Essential Question:</b> What is a folktale?</p> <p><b>Genre Focus:</b> Folktale</p>	<p><i>Interrupting Chicken</i> <b>Genre:</b> Fantasy</p>	<p>“The Foolish, Timid Rabbit” <b>Genre:</b> Folktale (India)</p>	<p>“The Nice Mitten” <b>Genre:</b> Folktale <b>Lexile:</b> 460L</p>	<p><b>Anchor Text:</b> <i>The Gingerbread Man</i> <b>Genre:</b> Folktale <b>Lexile:</b> 320L</p> <p><b>Paired Selection:</b> “Drakestail” <b>Genre:</b> Folktale <b>Lexile:</b> 430L</p>	<p><b>Main Selections:</b></p> <p><b>Genre:</b> Folktale <b>A:</b> <i>How Coquí Got Her Voice</i> (Puerto Rico) <b>Lexile:</b> 300L <b>O:</b> <i>The Magic Paintbrush</i> (China) <b>Lexile:</b> 230L <b>ELL:</b> <i>The Magic Paintbrush</i> (China) <b>Lexile:</b> 240L <b>B:</b> <i>Rabbit Tricks Crocodile</i> <b>Lexile:</b> 420L</p> <p><b>Paired Selections:</b></p> <p><b>Genre:</b> Poetry/Song <b>A:</b> “El Coquí/The Coquí” <b>O:</b> “Make New Friends” <b>ELL:</b> “Wanted: A Friend” <b>B:</b> “Fish School”</p>	<p><b>Oral Vocabulary Words:</b> <i>eventually</i> <i>foolish</i> <i>hero</i> <i>tale</i> <i>timid</i></p> <p><b>Oral Vocabulary:</b> Compound Words</p> <p><b>ELA.1.V.1.1, ELA.1.V.1.3</b></p>	<p>Make and Confirm Predictions</p> <p>Moral</p> <p>Descriptive Words and Phrases</p> <p><b>ELA.1.R.1.2, ELA.1.R.3.1</b></p> <p><b>B.E.S.T. Literature Library</b> <i>The Velveteen Rabbit</i> <b>Genre:</b> Fiction <b>Lexile:</b> 820L</p>	<p>Quotation Marks/Text Styles, Title, Author</p>	<p><b>Phonological Awareness:</b> Identify and Produce Rhyme</p> <p><b>Phonemic Awareness:</b> Phoneme Segmentation, Phoneme Blending</p> <p><b>ELA.1.F.1.2, ELA.1.F.1.2.a, ELA.1.F.1.2.b</b></p>	<p><b>Phonics/Spelling:</b> Soft <i>c, g/dge</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p><b>Handwriting:</b> Upper and Lowercase <i>Yy</i></p> <p><b>Structural Analysis:</b> Inflectional Endings: -<i>ed</i> and -<i>ing</i> (drop final e)</p> <p><b>Decodable Readers:</b> <i>The King and Five Mice; Tales from a Past Age</i></p> <p><b>ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.c, ELA.1.F.1.3.d, ELA.1.F.1.4</b></p>	<p><i>any from happy once so upon</i></p> <p><b>ELA.1.F.1.4.a</b></p>	<p>Accuracy and Rate</p> <p><b>ELA.1.F.1.4</b></p>	<p><b>Write About the Text:</b> Narrative</p> <p><b>Writing Skill:</b> Word endings: -<i>ed, -ing</i></p> <p><b>Writing Trait:</b> Word Choice: Specific Words</p> <p><b>Grammar:</b> Past- and Future Tense Verbs</p> <p><b>Mechanics:</b> Commas in Series</p> <p><b>ELA.1.C.1.2, ELA.1.C.3.1</b></p>	<p><b>Project:</b> All About a Folktale</p>
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<p><b>Week 4</b> <b>January 4-7</b></p> <p><b>Now and Then</b></p> <p><b>Essential Question:</b> How is life different than it was long ago?</p> <p><b>Genre Focus:</b> Informational</p> <p>Text <b>SS.1.A.2.2</b></p>	<p><i>The Last Train</i> <b>Genre:</b> Song</p>	<p>“Let’s Look at Video Games!” <b>Genre:</b> Informational Text</p>	<p>“Life at Home” <b>Genre:</b> Informational Text <b>Lexile:</b> 490L</p>	<p><b>Anchor Text:</b> <i>Long Ago and Now</i> <b>Genre:</b> Informational Text <b>Lexile:</b> 480L</p> <p><b>Paired Selection:</b> “From Horse to Plane” <b>Genre:</b> Informational Text <b>Lexile:</b> 370L</p> <p><b>SS.1.A.2.2</b></p>	<p><b>Main Selections:</b> <b>Genre:</b> Informational Text <b>A:</b> <i>Schools Then and Now</i> <b>Lexile:</b> 170L <b>O:</b> <i>Schools Then and Now</i> <b>Lexile:</b> 220L <b>ELL:</b> <i>Schools Then and Now</i> <b>Lexile:</b> 270L <b>B:</b> <i>Schools Then and Now</i> <b>Lexile:</b> 380L</p> <p><b>Paired Selections:</b> <b>Genre:</b> Informational Text <b>A:</b> “School Days” <b>O:</b> “School Days” <b>ELL:</b> “School Days” <b>B:</b> “School Days”</p>	<p><b>Oral Vocabulary Words:</b> <i>century</i> <i>past</i> <i>present</i> <i>future</i> <i>entertainment</i></p> <p><b>Oral Vocabulary:</b> Base Words  <b>ELA.1.V.1.1,</b> <b>ELA.1.V.1.2</b></p>	<p>Reread</p> <p>Details: Compare and Contrast</p> <p>Captions <b>ELA.1.R.2.1,</b> <b>ELA.1.R.2.2</b></p> <p><b>B.E.S.T. Literature Library</b> <i>My Name Is Celia/ Me llamo Celia:</i> <i>The Life of Celia Cruz/La vida de Celia Cruz</i> <b>Genre:</b> Informational Text</p>	<p>Reading Sentences Across Pages, Title, Author, Illustrator</p>	<p><b>Phonemic Awareness:</b> Phoneme Segmentation, Phoneme Isolation, Phoneme Blending  <b>ELA.1.F.1.2,</b> <b>ELA.1.F.1.2.a,</b> <b>ELA.1.F.1.2.b,</b> <b>ELA.1.F.1.2.d</b></p>	<p><b>Phonics/Spelling:</b> Long o spelled o_e; Long u spelled u_e; Long e spelled e_e</p> <p><i>Differentiated Spelling Lists available</i></p> <p><b>Handwriting:</b> Upper and Lowercase <i>Ww</i></p> <p><b>Structural Analysis:</b> CVCe Syllables</p> <p><b>Decodable Readers:</b> <i>Those Old Classes;</i> <i>That Old Globe</i>  <b>ELA.1.C.1.1,</b> <b>ELA.1.C.3.1,</b> <b>ELA.1.F.1.3,</b> <b>ELA.1.F.1.3.c,</b> <b>ELA.1.F.1.3.f,</b> <b>ELA.1.F.1.3.e, ELA.1.F.1.4</b></p>	<p><i>ago</i> <i>boy</i> <i>girl</i> <i>how</i> <i>old</i> <i>people</i> <b>ELA.1.F.1.4.a</b></p>	<p>Accuracy and Rate <b>ELA.1.F.1.4</b></p>	<p><b>Write About the Text:</b> Opinion</p> <p><b>Extended Writing:</b> Expository Text</p> <p><b>Writing Skill:</b> Use Word Bank</p> <p><b>Writing Trait:</b> Ideas: Focus on an Idea</p> <p><b>Writing Process:</b> Expert and Student Models; Plan; Draft</p> <p><b>Grammar:</b> Irregular Verbs: <i>Is</i> and <i>Are</i></p> <p><b>Mechanics:</b> Commas in Dates <b>ELA.1.C.1.3, ELA.1.C.3.1</b></p>	<p><b>Project:</b> Interview About Long Ago  <b>ELA.1.C.4.1,</b> <b>SS.1.A.2.2</b></p>
<p><b>Week 5</b> <b>January 10-14</b></p> <p><b>From Farm to Table</b></p> <p><b>Essential Question:</b> How do we get our food?</p> <p><b>Genre Focus:</b> Informational Text</p>	<p><i>Where Does Food Come From?</i> <b>Genre:</b> Informational Text</p>	<p>“The Little Red Hen” <b>Genre:</b> Folktale</p>	<p>“A Look at Breakfast” <b>Genre:</b> Informational Text <b>Lexile:</b> 340L</p>	<p><b>Anchor Text:</b> <i>From Cows to You</i> <b>Genre:</b> Informational Text <b>Lexile:</b> 500L</p> <p><b>Paired Selection:</b> “The Five Food Groups” <b>Genre:</b> Informational Text <b>Lexile:</b> 450L</p>	<p><b>Main Selections:</b> <b>Genre:</b> Informational Text <b>A:</b> <i>Apples from Farm to Table</i> <b>Lexile:</b> 330L <b>O:</b> <i>Apples from Farm to Table</i> <b>Lexile:</b> 550L <b>ELL:</b> <i>Apples from Farm to Table</i> <b>Lexile:</b> 430L <b>B:</b> <i>Apples from Farm to Table</i> <b>Lexile:</b> 580L</p> <p><b>Paired Selections:</b> <b>Genre:</b> Informational Text <b>A:</b> “A Dairy Treat” <b>O:</b> “A Dairy Treat” <b>ELL:</b> “A Dairy Treat” <b>B:</b> “A Dairy Treat”</p>	<p><b>Oral Vocabulary Words:</b> <i>delicious</i> <i>nutritious</i> <i>responsibility</i> <i>enormous</i> <i>delighted</i></p> <p><b>Oral Vocabulary:</b> Synonyms  <b>ELA.1.V.1.1,</b> <b>ELA.1.V.1.3</b></p>	<p>Reread</p> <p>Details: Time-Order Diagram  <b>ELA.1.R.2.1,</b> <b>ELA.1.R.2.2</b></p>	<p>Special Text Treatments, Title, Author</p>	<p><b>Phonemic Awareness:</b> Phoneme Segmentation, Phoneme Blending, Phoneme Deletion  <b>ELA.1.F.1.2,</b> <b>ELA.1.F.1.2.a,</b> <b>ELA.1.F.1.2.b</b></p>	<p><b>Phonics/Spelling:</b> Variant Vowel Spellings with Digraphs: oo, u</p> <p><i>Differentiated Spelling Lists available</i></p> <p><b>Handwriting:</b> Upper and Lowercase <i>Bb</i></p> <p><b>Structural Analysis:</b> Inflectional Endings: <i>-ed</i> and <i>-ing</i> (double final consonant)</p> <p><b>Decodable Readers:</b> <i>A Good Cook; That Looks Good</i>  <b>ELA.1.C.1.1,</b> <b>ELA.1.C.3.1,</b> <b>ELA.1.F.1.3,</b> <b>ELA.1.F.1.3.c,</b> <b>ELA.1.F.1.3.d,</b> <b>ELA.1.F.1.4</b></p>	<p><i>after</i> <i>buy</i> <i>done</i> <i>every</i> <i>soon</i> <i>work</i> <b>ELA.1.F.1.4.a</b></p>	<p>Accuracy and Rate <b>ELA.1.F.1.4</b></p>	<p><b>Write About the Text:</b> Opinion</p> <p><b>Extended Writing:</b> Expository Text</p> <p><b>Writing Skill:</b> Stretch Sounds to Write Words</p> <p><b>Writing Trait:</b> Ideas: Give Reasons for an Opinion</p> <p><b>Writing Process:</b> Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p><b>Grammar:</b> Contractions with <i>not</i></p> <p><b>Mechanics:</b> Apostrophes in Contractions <b>ELA.1.C.1.3,</b> <b>ELA.1.C.3.1</b></p>	<p><b>Project:</b> Investigate a Food  <b>ELA.1.C.4.1,</b> <b>SC.1.N.1.1</b></p>

<p><b>Week 6 January 18-21</b></p> <p><b>Extend, Connect, and Assess</b></p>	<p>"Time for Kids: Seasons Bring Change" <b>Genre:</b> Online Article</p> <p>ELA.1.C.4.1, ELA.1.C.5.1, ELA.1.R.2.1, ELA.1.R.3.2.b</p>	<p><b>Reader's Theater:</b> <i>Shadow Dance</i></p> <p>ELA.1.F.1.4, ELA.K12.EE.6.1</p>	<p><b>Genre Read-Aloud:</b> "Twinsies"</p> <p><b>Activities:</b> Observe a Plant Write a Letter</p> <p>ELA.1.C.1.4, ELA.1.V.1.1, ELA.K12.EE.4.1, SC.1.L.14.2</p>	<p><b>Choose Your Own Book</b></p> <p>ELA.K12.EE.2.1</p>
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## Grade 1 • Unit 4 • Curriculum Map

Animals Everywhere Big Idea: What animals do you know about? What are they like?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Week 1 January 24-28</b></p> <p><b>Animal Features</b></p> <p><b>Essential Question:</b> How do animals' bodies help them?</p> <p><b>Genre Focus:</b> Folktale</p> <p>SC.1.L.17.1</p>	<p>"The Elephant's Child" <b>Genre:</b> Folktale</p>	<p>"Snail and Frog Race" <b>Genre:</b> Folktale <b>Lexile:</b> 270L</p>	<p><b>Anchor Text:</b> <i>Little Rabbit</i></p> <p><b>Genre:</b> Folktale <b>Lexile:</b> 180L</p> <p><b>Paired Selection:</b> "Animals Can Go Fast!" <b>Genre:</b> Informational Text <b>Lexile:</b> 300L</p> <p>SC.1.L.17.1</p>	<p><b>Main Selections:</b> <b>Genre:</b> Folktale <b>A:</b> <i>The King of the Animals</i> (Africa) <b>Lexile:</b> 350L <b>O:</b> <i>Snail's Clever Idea</i> <b>Lexile:</b> 450L <b>ELL:</b> <i>Snail's Clever Idea</i> <b>Lexile:</b> 400L <b>B:</b> <i>Plop!</i> <b>Lexile:</b> 540L</p> <p><b>Paired Selections:</b> <b>Genre:</b> Informational Text <b>A:</b> "Lions and Elephants" <b>O:</b> "Snails: Small, Slow, and Slimy" <b>ELL:</b> "Snails: Small, Slow, and Slimy" <b>B:</b> "Animal Traits"</p>	<p><b>Oral Vocabulary Words:</b> <i>feature</i> <i>appearance</i> <i>determined</i> <i>predicament</i> <i>relief</i></p> <p><b>Academic Vocabulary:</b> <i>special</i> <i>splendid</i></p> <p><b>Vocabulary:</b> Use a Dictionary</p> <p>ELA.1.V.1.1, ELA.1.V.1.3</p>	<p>Ask and Answer Questions</p> <p>Main Story Elements: Sequence of Events</p> <p>Chart</p> <p>ELA.1.R.1.1, ELA.1.R.2.1</p>	<p>Glossary Title</p> <p>ELA.1.F.1.1</p>	<p><b>Phonological Awareness:</b> Identify and Produce Rhyme</p> <p><b>Phonemic Awareness:</b> Phoneme Categorization, Phoneme Blending, Phoneme Segmentation</p> <p>ELA.1.F.1.2, ELA.1.F.1.2.c, ELA.1.F.1.2.d</p>	<p><b>Phonics/Spelling:</b> Long <i>a</i> spelled <i>a, ai, ay</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p><b>Handwriting:</b> Upper- and Lowercase <i>Nn</i></p> <p><b>Structural Analysis:</b> Alphabetical Order (two letters)</p> <p><b>Decodable Readers:</b> <i>April the Agent; A Basic Dog; Snail Mail; Tails</i></p> <p>ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.c, ELA.1.F.1.3.f, ELA.1.F.1.4</p>	<p><i>about</i> <i>animal</i> <i>carry</i> <i>eight</i> <i>give</i> <i>our</i></p> <p>ELA.1.F.1.4, a</p>	<p>Accuracy ELA.1.F.1.4</p>	<p><b>Write About the Text:</b> Informational Text</p> <p><b>Writing Trait:</b> Word Choice: Descriptive Words</p> <p><b>Review Trait:</b> Ideas: Focus on a Topic</p> <p><b>Grammar:</b> Irregular Verbs: <i>Was</i> and <i>Were</i></p> <p><b>Mechanics:</b> Apostrophe with Contractions</p> <p>ELA.1.C.1.4, ELA.1.C.3.1</p>	<p><b>Project:</b> Animal Bodies</p> <p>ELA.1.C.4.1, SC.1.L.17.1</p>

<p><b>Week 2 January 31-February 4</b></p> <p><b>Animals Together</b></p> <p><b>Essential Question:</b> How do animals help each other?</p> <p><b>Genre Focus:</b> Informational Text</p> <p><b>SC.1.L.17.1</b></p>	<p>“Animals Working Together” <b>Genre:</b> Informational Text</p>	<p>“A Team of Fish” <b>Genre:</b> Informational Text <b>Lexile:</b> 340L</p>	<p><b>Anchor Text:</b> <i>Animal Teams</i> <b>Genre:</b> Informational Text <b>Lexile:</b> 480L</p> <p><b>Paired Selection:</b> “Busy as a Bee” <b>Genre:</b> Informational Text <b>Lexile:</b> 500L</p> <p><b>SC.1.L.14.1</b></p>	<p><b>Main Selections:</b> <b>Genre:</b> Informational Text <b>A:</b> <i>Penguins All Around</i> <b>Lexile:</b> 340L <b>O:</b> <i>Penguins All Around</i> <b>Lexile:</b> 450L <b>ELL:</b> <i>Penguins All Around</i> <b>Lexile:</b> 340L <b>B:</b> <i>Penguins All Around</i> <b>Lexile:</b> 610L</p> <p><b>Paired Selections:</b> <b>Genre:</b> Informational Text <b>A:</b> “Animals Work Together!” <b>O:</b> “Animals Work Together!” <b>ELL:</b> “Animals Work Together!” <b>B:</b> “Animals Work Together!”</p>	<p><b>Oral Vocabulary Words:</b> <i>behavior</i> <i>beneficial</i> <i>dominant</i> <i>instinct</i> <i>endangered</i></p> <p><b>Academic Vocabulary:</b> <i>partner</i> <i>danger</i></p> <p><b>Vocabulary:</b> Context Clues/ Sentence Clues</p> <p><b>ELA.1.V.1.1,</b> <b>ELA.1.V.1.3</b></p>	<p>Ask and Answer Questions</p> <p>Topic and Relevant Details</p> <p>Captions</p> <p><b>ELA.1.R.2.1,</b> <b>ELA.1.R.2.2</b></p> <p><b>B.E.S.T Literature Library</b> <i>I Wonder</i></p> <p><b>Genre:</b> Informational Text</p>	<p>Glossary Title <b>ELA.1.F.1.1</b></p>	<p><b>Phonological Awareness:</b> Identify and Produce Rhyme</p> <p><b>Phonemic Awareness:</b> Phoneme Identity, Phoneme Segmentation, Phoneme Blending</p> <p><b>ELA.1.F.1.2,</b> <b>ELA.1.F.1.2.c,</b> <b>ELA.1.F.1.2.d</b></p>	<p><b>Phonics/Spelling:</b> Long e spelled e, ee, ea, ie</p> <p><i>Differentiated Spelling Lists available</i></p> <p><b>Handwriting:</b> Upper- and Lowercase Gg</p> <p><b>Structural Analysis:</b> Prefixes re-, un-, pre</p> <p><b>Decodable Readers:</b> <i>The Green Eel; Clean Up the Team</i></p> <p><b>ELA.1.C.1.1,</b> <b>ELA.1.C.3.1,</b> <b>ELA.1.F.1.3,</b> <b>ELA.1.F.1.3.c,</b> <b>ELA.1.F.1.3.f,</b> <b>ELA.1.F.1.4</b></p>	<p><i>because</i> <i>blue</i> <i>into</i> <i>or</i> <i>other</i> <i>small</i></p> <p><b>ELA.1.F.1.4.a</b></p>	<p>Phrasing <b>ELA.1.F.1.4</b></p>	<p><b>Write About the Text:</b> Opinion</p> <p><b>Writing Trait:</b> Organization: Introduce the Topic</p> <p><b>Review Trait:</b> Ideas: Give Reasons for an Opinion</p> <p><b>Grammar:</b> Irregular Verbs: <i>Has</i> and <i>Have</i></p> <p><b>Mechanics:</b> Capitalization and End Punctuation</p> <p><b>ELA.1.C.1.3, ELA.1.C.3.1</b></p>	<p><b>Project:</b> Animal Teams</p> <p><b>ELA.1.C.4.1,</b> <b>SC.1.L.17.1</b></p>
<p><b>Week 3 February 7-11</b></p> <p><b>In the Wild</b></p> <p><b>Essential Question:</b> How do animals survive in nature?</p> <p><b>Genre Focus:</b> Informational Text</p> <p><b>SC.1.L.17.1</b></p>	<p>“Animals in Winter” <b>Genre:</b> Informational Text</p>	<p>“Go Wild!” <b>Genre:</b> Informational Text <b>Lexile:</b> 540L</p>	<p><b>Anchor Text:</b> <i>Vulture View</i> <b>Genre:</b> Informational Text <b>Lexile:</b> 70L</p> <p><b>Paired Selection:</b> “When It’s Snowing” <b>Genre:</b> Poetry <b>Lexile:</b> NP</p> <p><b>ELA.1.R.1.4</b></p>	<p><b>Main Selections:</b> <b>Genre:</b> Informational Text <b>A:</b> <i>Go, Gator!</i> <b>Lexile:</b> 320L <b>O:</b> <i>Go, Gator!</i> <b>Lexile:</b> 510L <b>ELL:</b> <i>Go, Gator!</i> <b>Lexile:</b> 270L <b>B:</b> <i>Go, Gator!</i> <b>Lexile:</b> 590L</p> <p><b>Paired Selections:</b> <b>Genre:</b> Poetry <b>A:</b> “Ducklings” <b>O:</b> “Ducklings” <b>ELL:</b> “Ducklings” <b>B:</b> “Ducklings”</p>	<p><b>Oral Vocabulary Words:</b> <i>communicate</i> <i>provide</i> <i>superior</i> <i>survive</i> <i>wilderness</i></p> <p><b>Academic Vocabulary:</b> <i>search</i> <i>seek</i></p> <p><b>Vocabulary:</b> Word Categories</p> <p><b>ELA.1.V.1.1,</b> <b>ELA.1.V.1.3</b></p>	<p>Ask and Answer Questions</p> <p>Topic and Relevant Details</p> <p>Poetry: Stanzas and Line Breaks</p> <p><b>ELA.1.R.1.4,</b> <b>ELA.1.R.2.2</b></p>	<p>Author Illustrator <b>ELA.1.F.1.1</b></p>	<p><b>Phonemic Awareness:</b> Phoneme Categorization, Phoneme Blending, Contrast Vowel Sounds, Phoneme Substitution</p> <p><b>ELA.1.F.1.2,</b> <b>ELA.1.F.1.2.c</b></p>	<p><b>Phonics/Spelling:</b> Long o spelled o, oa, ow, oe</p> <p><i>Differentiated Spelling Lists available</i></p> <p><b>Handwriting:</b> Upper- and Lowercase Pp</p> <p><b>Structural Analysis:</b> Open Syllables</p> <p><b>Decodable Readers:</b> <i>Toads; Joan and Elmo Swim; A Doe and a Buck; Joe Goes Slow</i></p> <p><b>ELA.1.C.1.1,</b> <b>ELA.1.C.3.1,</b> <b>ELA.1.F.1.3,</b> <b>ELA.1.F.1.3.c,</b> <b>ELA.1.F.1.3.e,</b> <b>ELA.1.F.1.3.f,</b> <b>ELA.1.F.1.4</b></p>	<p><i>find</i> <i>food</i> <i>more</i> <i>over</i> <i>start</i> <i>warm</i></p> <p><b>ELA.1.F.1.4.a</b></p>	<p>Rate <b>ELA.1.F.1.4</b></p>	<p><b>Write About the Text:</b> Informational Text</p> <p><b>Extended Writing:</b> Poetry</p> <p><b>Writing Trait:</b> Ideas: Main Ideas</p> <p><b>Review Trait:</b> Ideas: Supporting Details</p> <p><b>Writing Process:</b> Expert and Student Models; Plan; Draft</p> <p><b>Grammar:</b> Irregular Verbs: Go and Do</p> <p><b>Mechanics:</b> Capitalize Proper Nouns</p> <p><b>ELA.1.C.1.2,</b> <b>ELA.1.C.1.4,</b> <b>ELA.1.C.3.1</b></p>	<p><b>Project:</b> Animal Life Cycle</p> <p><b>ELA.1.C.4.1,</b> <b>SC.1.L.17.1</b></p>

<p><b>Week 4 February 14-18</b></p> <p><b>Insects!</b></p> <p><b>Essential Question:</b> What insects do you know about? How are they alike and different?</p> <p><b>Genre Focus:</b> Fantasy <b>SC.1.L.17.1</b></p>	<p>“Insect Hide and Seek” <b>Genre:</b> Informational Text</p>	<p>“Creep Low, Fly High” <b>Genre:</b> Fantasy <b>Lexile:</b> 290L</p>	<p><b>Anchor Text:</b> <i>Hi! Fly Guy</i> <b>Genre:</b> Fantasy <b>Lexile:</b> 200L</p> <p><b>Paired Selection:</b> “Meet the Insects” <b>Genre:</b> Informational Text <b>Lexile:</b> 400L</p> <p><b>SC.1.L.17.1</b></p>	<p><b>Main Selections:</b> <b>Genre:</b> Fantasy <b>A:</b> <i>Where Is My Home?</i> <b>Lexile:</b> 170L <b>O:</b> <i>The Hat</i> <b>Lexile:</b> 290L <b>ELL:</b> <i>The Hat</i> <b>Lexile:</b> 230L <b>B:</b> <i>Come One, Come All</i> <b>Lexile:</b> 330L</p> <p><b>Paired Selections:</b> <b>Genre:</b> Informational Text <b>A:</b> “Wings” <b>O:</b> “Let’s Look at Insects!” <b>ELL:</b> “Let’s Look at Insects!” <b>B:</b> “Compare Insects”</p>	<p><b>Oral Vocabulary Words:</b> <i>different</i> <i>flutter</i> <i>imitate</i> <i>resemble</i> <i>protect</i></p> <p><b>Academic Vocabulary:</b> <i>beautiful</i> <i>fancy</i></p> <p><b>Vocabulary:</b> Context Clues/ Sentence Clues</p> <p><b>ELA.1.V.1.1,</b> <b>ELA.1.V.1.3</b></p>	<p>Visualize Narrator Headings <b>ELA.1.R.1.3,</b> <b>ELA.1.R.2.1</b></p> <p><b>B.E.S.T Literature Library</b> <i>The Ugly Duckling</i> <b>Genre:</b> Fairy Tale</p>	<p>Table of Contents <b>ELA.1.F.1.1</b></p>	<p><b>Phonemic Awareness:</b> Phoneme Categorization, Phoneme Identity, Phoneme Segmentation, Phoneme Substitution <b>ELA.1.F.1.2,</b> <b>ELA.1.F.1.2.d</b></p>	<p><b>Phonics/Spelling:</b> Long <i>i</i> spelled <i>i, igh, y, ie</i> <i>Differentiated Spelling Lists available</i></p> <p><b>Handwriting:</b> Upper- and Lowercase <i>Zz</i></p> <p><b>Structural Analysis:</b> Inflectional Endings (change <i>y</i> to <i>i</i>)</p> <p><b>Decodable Readers:</b> <i>Jay Takes Flight; Be Kind to Bugs; Why Hope Flies; Glowing Bugs Fly By</i></p> <p><b>ELA.1.C.1.1,</b> <b>ELA.1.C.3.1,</b> <b>ELA.1.F.1.3,</b> <b>ELA.1.F.1.3.c,</b> <b>ELA.1.F.1.3.f,</b> <b>ELA.1.F.1.4</b></p>	<p><i>caught</i> <i>flew</i> <i>know</i> <i>laugh</i> <i>listen</i> <i>were</i></p> <p><b>ELA.1.F.1.4.a</b></p>	<p>Appropriate Phrasing <b>ELA.1.F.1.4</b></p>	<p><b>Write About the Text:</b> Informational Text</p> <p><b>Extended Writing:</b> Poetry</p> <p><b>Writing Trait:</b> Organization: Concluding Statement</p> <p><b>Review Trait:</b> Ideas: Descriptive Details</p> <p><b>Writing Process:</b> Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p><b>Grammar:</b> Irregular Verbs: See and Saw</p> <p><b>Mechanics:</b> Underline Titles of Books</p> <p><b>ELA.1.C.1.2,</b> <b>ELA.1.C.1.4,</b> <b>ELA.1.C.1.5,</b> <b>ELA.1.C.3.1</b></p>	<p><b>Project:</b> Compare Two Insects</p> <p><b>ELA.1.C.4.1,</b> <b>SC.1.L.17.1</b></p>
<p><b>Week 5 February 22-25</b></p> <p><b>Working with Animals</b></p> <p><b>Essential Question:</b> How do people work with animals?</p> <p><b>Genre Focus:</b> Informational Text</p> <p><b>SS.1.C.2.4</b></p>	<p>“Ming’s Teacher” <b>Genre:</b> Folktale (China)</p>	<p>“Time for Kids: From Puppy to Guide Dog” <b>Genre:</b> Informational Text <b>Lexile:</b> 680L</p>	<p><b>Anchor Text:</b> <i>Time for Kids: Koko and Penny</i> <b>Genre:</b> Informational Text <b>Lexile:</b> 370L</p> <p><b>Paired Selection:</b> “Save Our Bees!” <b>Genre:</b> Opinion Text <b>Lexile:</b> 450L</p> <p><b>SS.1.C.3.1</b></p>	<p><b>Main Selections:</b> <b>Genre:</b> Informational Text <b>A:</b> <i>Teach a Dog!</i> <b>Lexile:</b> 270L <b>O:</b> <i>Teach a Dog!</i> <b>Lexile:</b> 330L <b>ELL:</b> <i>Teach a Dog!</i> <b>Lexile:</b> 220L <b>B:</b> <i>Teach a Dog!</i> <b>Lexile:</b> 440L</p> <p><b>Paired Selections:</b> <b>Genre:</b> Informational Text <b>A:</b> “Working with Dolphins” <b>O:</b> “Working with Dolphins” <b>ELL:</b> “Working with Dolphins” <b>B:</b> “Working with Dolphins”</p>	<p><b>Oral Vocabulary Words:</b> <i>advice</i> <i>career</i> <i>remarkable</i> <i>soothe</i> <i>trust</i></p> <p><b>Academic Vocabulary:</b> <i>clever</i> <i>signal</i></p> <p><b>Vocabulary:</b> Base Words</p> <p><b>ELA.1.V.1.1,</b> <b>ELA.1.V.1.2</b></p>	<p>Visualize Details: Time-Order Graph <b>ELA.1.R.2.1,</b> <b>ELA.1.R.2.2</b></p>	<p>Table of Contents <b>ELA.1.F.1.1</b></p>	<p><b>Phonemic Awareness:</b> Phoneme Categorization, Phoneme Deletion, Phoneme Blending, Phoneme Addition <b>ELA.1.F.1.2,</b> <b>ELA.1.F.1.2.c,</b> <b>ELA.1.F.1.2.e</b></p>	<p><b>Phonics/Spelling:</b> Long <i>e</i> spelled <i>y, ey</i> <i>Differentiated Spelling Lists available</i></p> <p><b>Handwriting:</b> Upper- and Lowercase <i>Mm</i></p> <p><b>Structural Analysis:</b> Compound Words</p> <p><b>Decodable Readers:</b> <i>Race Pony!; Study with Animals</i></p> <p><b>ELA.1.C.1.1, ELA.1.C.3.1,</b> <b>ELA.1.F.1.3, ELA.1.F.1.3.c,</b> <b>ELA.1.F.1.3.f, ELA.1.F.1.4</b></p>	<p><i>ound</i> <i>hard</i> <i>near</i> <i>woman</i> <i>would</i> <i>write</i></p> <p><b>ELA.1.F.1.4.a</b></p>	<p>Intonation <b>ELA.1.F.1.4</b></p>	<p><b>Write About the Text:</b> Informational Text</p> <p><b>Writing Trait:</b> Organization: Introduce the Topic</p> <p><b>Review Trait:</b> Word Choice: Specific Words</p> <p><b>Grammar:</b> Adverbs That Tell When</p> <p><b>Mechanics:</b> Commas in a Series</p> <p><b>ELA.1.C.1.4,</b> <b>ELA.1.C.3.1</b></p>	<p><b>Project:</b> Caring for Animals</p> <p><b>ELA.1.C.4.1,</b> <b>SS.1.C.2.4</b></p>

<p><b>Week 6 February 28- March 4</b></p> <p><b>Extend, Connect, and Assess</b></p>	<p>"Time for Kids: Teeth at Work"</p> <p><b>Genre:</b> Online Article</p> <p>ELA.1.C.4.1, ELA.1.C.5.1, ELA.1.R.2.1, ELA.1.R.3.2.b</p>	<p><b>Reader's Theater:</b> <i>Fooba Wooba John</i></p> <p>ELA.1.F.1.4, ELA.K12.EE.6.1</p>	<p><b>Passages:</b> "Crocodiles" "Sloths"</p> <p><b>Activities</b> Two-Column Chart Observe Animal Needs</p> <p>ELA.1.C.1.4, ELA.1.R.2.1, ELA.1.R.2.2, ELA.1.R.3.3, ELA. K12.EE.1.1, ELA.K12.EE.2.1, ELA.K12.EE.3.1, SC.1.L.17.1</p>	<p><b>Choose Your Own Book</b> ELA.K12.EE.2.1</p>
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# Grade 1 • Unit 5 • Curriculum Map

	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Figure It Out</b>  <b>Big Idea: How can we make sense of the world around us?</b></p>													
<p><b>Week 1</b>  <b>March 7-11</b></p> <p><b>See It, Sort It</b></p> <p><b>Essential Question:</b> How can we classify and categorize things?</p> <p><b>Genre Focus:</b> Fantasy</p> <p><b>SC.1.P.8.1</b></p>	<p>“Goldilocks”  <b>Genre:</b> Folktale</p>	<p>“A Barn Full of Hats”  <b>Genre:</b> Fantasy  <b>Lexile:</b> 320L</p>	<p><b>Anchor Text:</b>  <i>A Lost Button (from Frog and Toad Are Friends)</i>  <b>Genre:</b> Fantasy  <b>Lexile:</b> 340L</p> <p><b>Paired Selection:</b>            “Sort It Out”  <b>Genre:</b> Informational Text  <b>Lexile:</b> 210L  <b>SC.1.P.8.1</b></p>	<p><b>Main Selections:</b>  <b>Genre:</b> Fantasy  <b>A:</b> <i>Nuts for Winter</i>  <b>Lexile:</b> 170L  <b>O:</b> <i>Dog Bones</i>  <b>Lexile:</b> 360L  <b>ELL:</b> <i>Dog Bones</i>  <b>Lexile:</b> 260L  <b>B:</b> <i>Spark’s Toys</i>  <b>Lexile:</b> 390L</p> <p><b>Paired Selections:</b>  <b>Genre:</b> Informational Text <b>A:</b> “Sort by Color!”  <b>O:</b> “Sorting Balls”  <b>ELL:</b> “Sorting Balls”  <b>B:</b> “Sorting Fruit”</p>	<p><b>Oral Vocabulary Words:</b>  <i>Distinguish</i>  <i>Classify</i>  <i>Organize</i>  <i>Entire</i>  <i>startled</i></p> <p><b>Academic Vocabulary:</b>  <i>Trouble</i>  <i>whole</i></p> <p><b>Vocabulary:</b>            Context Clues            Multiple Meanings  <b>ELA.1.V.1.1,</b>  <b>ELA.1.V.1.3</b></p>	<p>Make and Confirm Predictions</p> <p>Narrator</p> <p>Photographs and Illustrations</p> <p><b>ELA.1.R.1.3,</b>  <b>ELA.1.R.2.1</b></p>	<p>Glossary  <b>ELA.1.F.1.1</b></p>	<p><b>Phonemic Awareness:</b>            Contrast Vowel Sounds, Phoneme Categorization, Phoneme Blending, Phoneme Segmentation  <b>ELA.1.F.1.2,</b>  <b>ELA.1.F.1.2.c,</b>  <b>ELA.1.F.1.2.e</b></p>	<p><b>Phonics/Spelling:</b>  <i>r</i>-Controlled Vowel <i>ar</i>  <i>Differentiated Spelling Lists</i> available  <b>Handwriting:</b> Upper- and Lowercase <i>Hh</i>  <b>Structural Analysis:</b>            Plurals: Change -y to -ies  <b>Decodable Readers:</b>  <i>Charm Scarves; Car Parts</i>  <b>ELA.1.C.1.1, ELA.1.C.3.1,</b>  <b>ELA.1.F.1.3, ELA.1.F.1.3.b,</b>  <b>ELA.1.F.1.3.c, ELA.1.F.1.4</b></p>	<p><i>four</i>  <i>large</i>  <i>none</i>  <i>only</i>  <i>put</i>  <i>round</i>  <b>ELA.1.F.1.4.</b></p>	<p>Automaticity  <b>ELA.1.F.1.</b></p>	<p><b>Write About the Text:</b>            Opinion  <b>Writing Trait:</b> Sentence Fluency: Vary Sentence Length  <b>Review Trait:</b> Word Choice: Descriptive Words  <b>Grammar:</b> Words That Join  <b>Mechanics:</b> Capitalize Proper Nouns (places)  <b>ELA.1.C.1.3, ELA.1.C.3.1</b></p>	<p><b>Project:</b> Sort a Collection  <b>ELA.1.C.4.1,</b>  <b>SC.1.P.8.</b></p>
<p><b>Week 2 March 22-25</b></p> <p><b>Up in the Sky</b></p> <p><b>Essential Question:</b> What can you see in the sky?</p> <p><b>Genre Focus:</b> Fantasy</p>	<p>“Why the Sun and Moon Are in the Sky”  <b>Genre:</b> Folktale: Pourquoi (Nigerian)</p>	<p>A Bird Named Fern”  <b>Genre:</b> Fantasy  <b>Lexile:</b> 360L</p>	<p><b>Anchor Text:</b>  <i>Kitten’s First Full Moon</i>  <b>Genre:</b> Fantasy  <b>Lexile:</b> 550L</p> <p><b>Paired Selection:</b>            “The Moon”  <b>Genre:</b> Informational Text  <b>Lexile:</b> 440L</p>	<p><b>Main Selections:</b>  <b>Genre:</b> Fantasy  <b>A:</b> <i>Little Blue’s Dream</i>  <b>Lexile:</b> 280L  <b>O:</b> <i>Hide and Seek</i>  <b>Lexile:</b> 310L  <b>ELL:</b> <i>Hide and Seek</i>  <b>Lexile:</b> 310L  <b>B:</b> <i>The Foxes Build a Home</i>  <b>Lexile:</b> 420L</p> <p><b>Paired Selections:</b>  <b>Genre:</b> Informational Text  <b>A:</b> “Hello, Little Dipper!”  <b>O:</b> “Our Sun Is a Star!”  <b>ELL:</b> “Our Sun Is a Star!”  <b>B:</b> “Sunrise and Sunset”</p>	<p><b>Oral Vocabulary Words:</b>  <i>certain</i>  <i>observe</i>  <i>remained</i>  <i>thoughtful</i>  <i>vast</i></p> <p><b>Academic Vocabulary:</b>  <i>leaped</i>  <i>stretched</i></p> <p><b>Vocabulary:</b>            Shades of Meaning/ Intensity  <b>ELA.1.V.1.1,</b>  <b>ELA.1.V.1.3</b></p>	<p>Make and Confirm Predictions</p> <p>Events: Cause and Effect</p> <p>Descriptive Words and Phrases</p> <p><b>ELA.1.R.1.1, ELA.1.R.3.1</b></p> <p><b>B.E.S.T Literature Library</b>  <i>Danny and the Dinosaur</i>  <b>Genre:</b> Fantasy  <b>Lexile:</b> 400L</p>	<p>Table of Contents  <b>ELA.1.F.1.1</b></p>	<p><b>Phonological Awareness:</b>            Identify and Produce Rhyme  <b>Phonemic Awareness:</b>            Phoneme Substitution, Phoneme Blending, Phoneme Deletion  <b>ELA.1.F.1.2,</b>  <b>ELA.1.F.1.2.c,</b>  <b>ELA.1.F.1.2.e</b></p>	<p><b>Phonics/Spelling:</b>  <i>r</i>-Controlled Vowels <i>or, ir, ur, er</i>  <i>Differentiated Spelling Lists</i> available  <b>Handwriting:</b> Upper- and Lowercase <i>Kk</i>  <b>Structural Analysis:</b>            Suffix -er  <b>Decodable Readers:</b>  <i>Sir Worm and Bird Girl; Bird in the Sky; Ginger and the Stars; Bats Under the Dark Sky</i>  <b>ELA.1.C.1.1,</b>  <b>ELA.1.C.3.1,</b>  <b>ELA.1.F.1.3,</b>  <b>ELA.1.F.1.3.b,</b>  <b>ELA.1.F.1.3.c,</b>  <b>ELA.1.F.1.4</b></p>	<p><i>another</i>  <i>climb</i>  <i>full</i>  <i>great</i>  <i>poor</i>  <i>through</i>  <b>ELA.1.F.1.4.a</b></p>	<p>Intonation  <b>ELA.1.F.1.4</b></p>	<p><b>Write About the Text:</b> Informational Text  <b>Writing Trait:</b> Word Choice: Strong Verbs  <b>Review Trait:</b> Ideas: Focus on an Idea  <b>Grammar:</b> Adjectives  <b>Mechanics:</b> Capitalization and End Marks  <b>ELA.1.C.1.4, ELA.1.C.3.1</b></p>	<p><b>Project:</b> The Sun Helps Us  <b>ELA.1.C.4.1,</b>  <b>SC.1.E.5.4</b></p>

<p><b>Week 3</b> <b>March 28-April 1</b></p> <p><b>Great Inventions</b></p> <p><b>Essential Question:</b> What inventions do you know about?</p> <p><b>Genre Focus:</b> Biography</p> <p><b>SS.1.A.2.2</b></p>	<p>Great Inventions” <b>Genre:</b> Informational Text</p>	<p>The Story of a Robot Inventor” <b>Genre:</b> Biography <b>Lexile:</b> 420L</p>	<p><b>Anchor Text:</b> <i>Thomas Edison, Inventor</i> <b>Genre:</b> Biography <b>Lexile:</b> 510L</p> <p><b>Paired Selection:</b> “Windshield Wipers” and “Scissors” <b>Genre:</b> Poetry <b>Lexile:</b> NP</p>	<p><b>Main Selections:</b> <b>Genre:</b> Biography <b>A:</b> <i>The Wright Brothers</i> <b>Lexile:</b> 410L <b>O:</b> <i>The Wright Brothers</i> <b>Lexile:</b> 500L <b>ELL:</b> <i>The Wright Brothers</i> <b>Lexile:</b> 430L <b>B:</b> <i>The Wright Brothers</i> <b>Lexile:</b> 660L</p> <p><b>Paired Selections:</b> <b>Genre:</b> Poetry <b>A:</b> “Fly Away, Butterfly” <b>O:</b> “Fly Away, Butterfly” <b>ELL:</b> “Fly Away, Butterfly” <b>B:</b> “Fly Away, Butterfly”</p>	<p><b>Oral Vocabulary Words:</b> <i>complicated</i> <i>curious</i> <i>device</i> <i>imagine</i> <i>improve</i></p> <p><b>Academic Vocabulary:</b> <i>idea</i> <i>unusual</i></p> <p><b>Vocabulary:</b> Prefixes ELA.1.V.1.1, ELA.1.V.1.2</p>	<p>Ask and Answer Questions</p> <p>Details: Problem and Solution</p> <p>Descriptive Words and Phrases</p> <p>ELA.1.R.2.2, ELA.1.R.3.1</p> <p><b>B.E.S.T Literature Library</b> <i>I Am Helen Keller</i> <b>Genre:</b> Biography <b>Lexile:</b> 570L</p>	<p>Author ELA.1.F.1.1</p>	<p><b>Phonemic Awareness:</b> Phoneme Categorization, Phoneme Substitution, Phoneme Blending, Phoneme Addition</p> <p>ELA.1.F.1.2, ELA.1.F.1.2.c, ELA.1.F.1.2.d, ELA.1.F.1.2.e</p>	<p><b>Phonics/Spelling:</b> <i>r</i>-Controlled Vowels <i>or, ore, oar</i> <i>Differentiated Spelling Lists available</i></p> <p><b>Handwriting:</b> Upper- and Lowercase <i>Rr</i></p> <p><b>Structural Analysis:</b> Abbreviations</p> <p><b>Decodable Readers:</b> <i>Born to Learn; Sport Stars; A Board That Can Soar; Hard Chores</i></p> <p>ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.b, ELA.1.F.1.3.c, ELA.1.F.1.4</p>	<p><i>began</i> <i>better</i> <i>guess</i> <i>learn</i> <i>right</i> <i>sure</i></p> <p>ELA.1.F.1.4.a</p>	<p>Automaticity ELA.1.F.1.4</p>	<p><b>Write About the Text:</b> Informational Text</p> <p><b>Writing Trait:</b> Organization: Order of Events</p> <p><b>Review Trait:</b> Fluency: Varying Sentence Length</p> <p><b>Grammar:</b> Adjectives That Compare (-er and -est)</p> <p><b>Mechanics:</b> Capitalize Days, Months, and Holidays ELA.1.C.1.4, ELA.1.C.3.1</p>	<p><b>Project:</b> Find out About an Inventor ELA.1.C.4.1, SS.1.A.1.2</p>
<p><b>Week 4</b> <b>April 4-8</b></p> <p><b>Sounds All Around</b></p> <p><b>Essential Question:</b> What sounds can you hear? How are they made?</p> <p><b>Genre Focus:</b> Realistic Fiction</p>	<p>“The Squeaky Bed” <b>Genre:</b> Folktale (Puerto Rico)</p>	<p>“Now, What’s That Sound?” <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 240L</p>	<p><b>Anchor Text:</b> <i>Whistle for Willie</i> <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 520L</p> <p><b>Paired Selection:</b> “Shake! Strike! Strum!” <b>Genre:</b> How-To Text <b>Lexile:</b> 290L</p>	<p><b>Main Selections:</b> <b>Genre:</b> Realistic Fiction <b>A:</b> <i>Thump, Jangle, Crash</i> <b>Lexile:</b> 180L <b>O:</b> <i>Down on the Farm</i> <b>Lexile:</b> 390L <b>ELL:</b> <i>Down on the Farm</i> <b>Lexile:</b> 170L <b>B:</b> <i>Going on a Bird Walk</i> <b>Lexile:</b> 420L</p> <p><b>Paired Selections:</b> <b>Genre:</b> How-To (Procedural) <b>A:</b> “How to Make Maracas” <b>O:</b> “How to Make a Rain Stick” <b>ELL:</b> “How to Make a Rain Stick” <b>B:</b> “How to Make a Wind Chime”</p>	<p><b>Oral Vocabulary Words:</b> <i>distract</i> <i>nervous</i> <i>senses</i> <i>squeaky</i> <i>volume</i></p> <p><b>Academic Vocabulary:</b> <i>suddenly</i> <i>scrambled</i></p> <p><b>Vocabulary:</b> Suffixes ELA.1.V.1.1, ELA.1.V.1.2</p>	<p>Ask and Answer Questions</p> <p>Events: Problem and Solution</p> <p>Directions</p> <p>ELA.1.R.1.1, ELA.1.R.2.1</p>	<p>Title ELA.1.F.1.1</p>	<p><b>Phonemic Awareness:</b> Phoneme Substitution, Phoneme Isolation, Phoneme Blending</p> <p>ELA.1.F.1.2, ELA.1.F.1.2.c, ELA.1.F.1.2.e</p>	<p><b>Phonics/Spelling:</b> Diphthongs <i>ou, ow</i> <i>Differentiated Spelling Lists available</i></p> <p><b>Handwriting:</b> Upper and Lowercase <i>Xx</i></p> <p><b>Structural Analysis:</b> Comparative Inflectional Endings -er, -est</p> <p><b>Decodable Readers:</b> <i>Up or Down Sounds; Sounds Around Us</i></p> <p>ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.c, ELA.1.F.1.3.d, ELA.1.F.1.4</p>	<p><i>color</i> <i>early</i> <i>instead</i> <i>nothing</i> <i>oh</i> <i>thought</i></p> <p>ELA.1.F.1.4.a</p>	<p>Expression ELA.1.F.1.4</p>	<p><b>Write About the Text:</b> Narrative</p> <p><b>Extended Writing:</b> How-To Article</p> <p><b>Writing Trait:</b> Sentence Fluency: Vary Sentence Beginnings</p> <p><b>Review Trait:</b> Organization: Beginning/ Middle/End</p> <p><b>Writing Process:</b> Expert and Student Models; Plan; Draft</p> <p><b>Grammar:</b> Using <i>a, an, this, and that</i></p> <p><b>Mechanics:</b> Capitalize/ Underline Book Titles ELA.1.C.1.2, ELA.1.C.1.4, ELA.1.C.3.1</p>	<p><b>Project:</b> Experiment with Sounds ELA.1.C.4.1, SC.1.N.1.1</p>

<p><b>Week 5</b> <b>April 11-14</b></p> <p><b>Build It!</b></p> <p><b>Essential Question:</b> How do things get built?</p> <p><b>Genre Focus:</b> Informational Text</p>	<p>“The Sheep, the Pig, and the Goose Who Set Up House” <b>Genre:</b> Folktale (from Norway)</p>	<p>“Time for Kids: The Joy of a Ship” <b>Genre:</b> Informational Text <b>Lexile:</b> 560L</p>	<p><b>Anchor Text:</b> <i>Time for Kids: Building Bridges</i> <b>Genre:</b> Informational Text <b>Lexile:</b> 550L</p> <p><b>Paired Selection:</b> “Small Joy” <b>Genre:</b> Informational Text <b>Lexile:</b> 490L</p>	<p><b>Main Selections:</b></p> <p><b>Genre:</b> Informational Text <b>A:</b> <i>What Is a Yurt?</i> <b>Lexile:</b> 430L <b>O:</b> <i>What Is a Yurt?</i> <b>Lexile:</b> 440L <b>ELL:</b> <i>What Is a Yurt?</i> <b>Lexile:</b> 390L <b>B:</b> <i>What Is a Yurt?</i> <b>Lexile:</b> 620L</p> <p><b>Paired Selections:</b></p> <p><b>Genre:</b> Informational Text <b>A:</b> “Treehouses” <b>O:</b> “Treehouses” <b>ELL:</b> “Treehouses” <b>B:</b> “Treehouses”</p>	<p><b>Oral Vocabulary Words:</b> <i>contented</i> <i>intend</i> <i>marvelous</i> <i>project</i> <i>structure</i></p> <p><b>Academic Vocabulary:</b> <i>balance</i> <i>section</i></p> <p><b>Vocabulary:</b> Inflectional Endings</p> <p>ELA.1.V.1.1, ELA.1.V.1.2</p>	<p>Ask and Answer Questions</p> <p>Details: Cause and Effect</p> <p>Captions</p> <p>ELA.1.R.2.1, ELA.1.R.2.2</p>	<p>Table of Contents</p> <p>Title</p> <p>ELA.1.F.1.1</p>	<p><b>Phonemic Awareness:</b> Phoneme Blending, Phoneme Segmentation, Phoneme Categorization</p> <p>ELA.1.F.1.2, ELA.1.F.1.2.c, ELA.1.F.1.2.d, ELA.1.F.1.2.e</p>	<p><b>Phonics/Spelling:</b> Diphthongs <i>oi, oy</i> <i>Differentiated Spelling Lists available</i></p> <p><b>Handwriting:</b> Upper- and Lowercase <i>Jj</i></p> <p><b>Structural Analysis:</b> Final Stable Syllables</p> <p><b>Decodable Readers:</b> <i>Joy’s Birdhouse; Beavers Make Noise</i></p> <p>ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.c, ELA.1.F.1.3.e, ELA.1.F.1.4</p>	<p><i>above</i> <i>build</i> <i>fall</i> <i>knew</i> <i>money</i> <i>toward</i></p> <p>ELA.1.F.1.4.a</p>	<p>Intonation and Phrasing</p> <p>ELA.1.F.1.4</p>	<p><b>Write About the Text:</b> Opinion</p> <p><b>Extended Writing:</b> How To Article</p> <p><b>Writing Trait:</b> Ideas: Give Reasons for an Opinion</p> <p><b>Review Trait:</b> Organization: Concluding Statement</p> <p><b>Writing Process:</b> Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p><b>Grammar:</b> Prepositions/ Prepositional Phrases</p> <p><b>Mechanics:</b> Abbreviations (capitals and periods with <i>Mr., Mrs., Ms., Dr.</i>)</p> <p>ELA.1.C.1.3, ELA.1.C.1.4, ELA.1.C.1.5, ELA.1.C.3.1</p>	<p><b>Project:</b> How to Build a(n)</p> <p>ELA.1.C.4.1</p>
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<p><b>Extend, Connect, and Assess</b></p>	<p>“Time for Kids: Great Ideas!” <b>Genre:</b> Online Article</p> <p>ELA.1.C.4.1, ELA.1.C.5.1, ELA.1.R.2.1, ELA.1.R.3.2.b</p>	<p><b>Reader’s Theater:</b> <i>Supper with the Queen</i></p> <p>ELA.1.F.1.4, ELA.K12.EE.6.1</p>	<p><b>Passages:</b> “The Night Sky” “Billions of Stars”</p> <p><b>Activities:</b> Venn Diagram Observe the Sky</p> <p>ELA.1.C.1.4, ELA.1.R.1.1, ELA.1.R.2.2, ELA.1.R.3.3, ELA. K12.EE.1.1, ELA.K12.EE.2.1, ELA.K12.EE.3.1, SC.1.E.5.1</p>	<p><b>Choose Your Own Book</b></p> <p>ELA.K12.EE.2.1</p>
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# Grade 1 • Unit 6 • Curriculum Map

<p><b>Together We Can!</b> <b>Big Idea: How does teamwork help us?</b></p>	<p>Interactive Read Aloud</p>	<p>Shared Read</p>	<p>Literature Anthology</p>	<p>Leveled Readers</p>	<p>Vocabulary</p>	<p>Comprehension</p>	<p>Print Concepts</p>	<p>Phonological/Phonemic Awareness</p>	<p>Phonics/Spelling/Handwriting/Structural Analysis</p>	<p>High Frequency Words</p>	<p>Fluency</p>	<p>Writing and Grammar</p>	<p>Research and Inquiry</p>
<p><b>Week 1</b> <b>April 19-22</b></p> <p><b>Taking Action</b></p> <p><b>Essential Question:</b> How can we work together to make our lives better?</p> <p><b>Genre Focus:</b> Fantasy</p>	<p>“The Cat’s Bell” <b>Genre:</b> Fable</p>	<p>“Super Tools” <b>Genre:</b> Fantasy <b>Lexile:</b> 430L</p>	<p><b>Anchor Text:</b> <i>Click, Clack, Moo: Cows That Type</i> <b>Genre:</b> Fantasy <b>Lexile:</b> 380L</p> <p><b>Paired Selection:</b> “Be a Volunteer!” <b>Genre:</b> Opinion Text <b>Lexile:</b> 520L <b>SS.1.C.2.3</b></p>	<p><b>Main Selections:</b> <b>Genre:</b> Fantasy <b>A:</b> <i>Two Hungry Elephants</i> <b>Lexile:</b> 290L <b>O:</b> <i>What a Feast!</i> <b>Lexile:</b> 500L <b>ELL:</b> <i>What a Feast!</i> <b>Lexile:</b> 350L <b>B:</b> <i>Beware of the Lion!</i> <b>Lexile:</b> 480L</p> <p><b>Paired Selections:</b> <b>Genre:</b> Informational Text <b>A:</b> “Dogs Helping People” <b>O:</b> “Helpers Bring Food” <b>ELL:</b> “Helpers Bring Food” <b>B:</b> “Pete Seeger”</p>	<p><b>Oral Vocabulary Words:</b> <i>fair</i> <i>conflict</i> <i>shift</i> <i>risk</i> <i>argument</i></p> <p><b>Academic Vocabulary:</b> <i>demand</i> <i>emergency</i></p> <p><b>Vocabulary:</b> Synonyms <b>ELA.1.V.1.1,</b> <b>ELA.1.V.1.3</b></p>	<p>Reread Theme Captions <b>ELA.1.R.2.1,</b> <b>ELA.K12.EE.2.1</b> <b>B.E.S.T Literature Library</b> <i>The Watsons Go to Birmingham</i> <b>Genre:</b> Historical Fiction <b>Lexile:</b> 920L</p>	<p>Glossary <b>ELA.1.F.1.1</b></p>	<p><b>Phonological Awareness:</b> Identify and Produce Rhyme, Syllable Deletion</p> <p><b>Phonemic Awareness:</b> Phoneme Identity, Phoneme Segmentation, Phoneme Substitution <b>ELA.1.F.1.2,</b> <b>ELA.1.F.1.2.d,</b> <b>ELA.1.F.1.2.e</b></p>	<p><b>Phonics/Spelling:</b> Variant Vowel Spellings <i>oo, ou, u_e, ew, ui, ue, u</i> <i>Differentiated Spelling Lists available</i></p> <p><b>Handwriting:</b> Upper- and Lowercase <i>Qq</i></p> <p><b>Structural Analysis:</b> Suffixes <i>-full</i> and <i>-less</i></p> <p><b>Decodable Readers:</b> <i>Rooster and Goose; Choose a Room; The Flute Youth; Group Rules; Lewis and His New Suit; A Cruise Crew; Sue and Lucy; A True Team</i> <b>ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.4, ELA.1.V.1.2</b></p>	<p><i>answer</i> <i>brought</i> <i>busy</i> <i>door</i> <i>enough</i> <i>eyes</i> <b>ELA.1.F.1.4.</b> <b>a</b></p>	<p>Expression <b>ELA.1.F.1.4</b></p>	<p><b>Write About the Text:</b> Write a Letter <b>Writing Trait:</b> Organization: Paragraph <b>Review Trait:</b> Word Choice: Strong Verbs <b>Grammar:</b> Pronouns <i>I, you, he, she, it, we, they</i> <b>Mechanics:</b> Capitalize <i>I</i> <b>ELA.1.C.1.2,</b> <b>ELA.1.C.3.1</b></p>	<p><b>Project:</b> Poll about Taking Action <b>ELA.1.C.4.1,</b> <b>SS.1.C.2.3</b></p>
<p><b>Week 2</b></p> <p><b>My Team</b></p> <p><b>Essential Question:</b> Who helps you?</p> <p><b>Genre Focus:</b> Informational Text <b>SS.1.C.2.4</b></p>	<p>“Anansi’s Sons” <b>Genre:</b> Folktale (Trickster Tale)</p>	<p>“All kinds of Helpers” <b>Genre:</b> Informational Text <b>Lexile:</b> 530L</p>	<p><b>Anchor Text:</b> <i>Meet Rosina</i> <b>Genre:</b> Informational Text <b>Lexile:</b> 420L</p> <p><b>Paired Selection:</b> “Abuelita’s Lap” <b>Genre:</b> Poetry <b>Lexile:</b> NP</p>	<p><b>Main Selections:</b> <b>Genre:</b> Informational Text <b>A:</b> <i>Helping Me, Helping You!</i> <b>Lexile:</b> 310L <b>O:</b> <i>Helping Me, Helping You!</i> <b>Lexile:</b> 400L <b>ELL:</b> <i>Helping Me, Helping You!</i> <b>Lexile:</b> 290L <b>B:</b> <i>Helping Me, Helping You!</i> <b>Lexile:</b> 540L</p> <p><b>Paired Selections:</b> <b>Genre:</b> Informational Text <b>A:</b> “Fire!” <b>O:</b> “Fire!” <b>ELL:</b> “Fire!” <b>B:</b> “Fire!”</p>	<p><b>Oral Vocabulary Words:</b> <i>decision</i> <i>distance</i> <i>inspire</i> <i>respect</i> <i>swiftly</i></p> <p><b>Academic Vocabulary:</b> <i>accept</i> <i>often</i></p> <p><b>Vocabulary:</b> Antonyms <b>ELA.1.V.1.1,</b> <b>ELA.1.V.1.3</b></p>	<p>Reread Author’s Purpose Stanzas and Line Breaks <b>ELA.1.R.1.4,</b> <b>ELA.1.R.2.3</b> <b>B.E.S.T Literature Library</b> <i>The Trail of Tears</i> <b>Genre:</b> Expository Text <b>Lexile:</b> 740L</p>	<p>Author <b>ELA.1.F.1.1</b></p>	<p><b>Phonemic Awareness:</b> Phoneme Categorization, Phoneme Reversal, Phoneme Blending, Phoneme Segmentation, Phoneme Substitution <b>ELA.1.F.1.2,</b> <b>ELA.1.F.1.2.c,</b> <b>ELA.1.F.1.2.d,</b> <b>ELA.1.F.1.2.e</b></p>	<p><b>Phonics/Spelling:</b> Variant Vowel Spellings with Digraphs: <i>au, aw, a, augh, al</i> <i>Differentiated Spelling Lists available</i></p> <p><b>Handwriting:</b> A Story</p> <p><b>Structural Analysis:</b> Vowel-Team Syllables</p> <p><b>Decodable Readers:</b> <i>Paul’s Paw; Thank You Authors!; Not Too Small; My Baseball Coach; A Walk with Mayor Moose; Teacher Talk</i> <b>ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.e, ELA.1.F.1.4</b></p>	<p><i>brother</i> <i>father</i> <i>friend</i> <i>love</i> <i>mother</i> <i>picture</i> <b>ELA.1.F.1.4.a</b></p>	<p>Intonation <b>ELA.1.F.1.4</b></p>	<p><b>Write About the Text:</b> Informational Text <b>Writing Trait:</b> Voice: Use Own Voice <b>Review Trait:</b> Organization: Introduce the Topic <b>Grammar:</b> Possessive Pronouns <b>Mechanics:</b> Capitalize Days, Months, and Holidays <b>ELA.1.C.1.4,</b> <b>ELA.1.C.3.1,</b> <b>ELA.K12.EE.6.1</b></p>	<p><b>Project:</b> Interview a Helper <b>ELA.1.C.4.1,</b> <b>SS.1.C.2.2</b></p>

<p><b>Week 3</b> <b>May 2-6</b></p> <p><b>Weather Together</b></p> <p><b>Essential Question:</b> How can weather affect us?</p> <p><b>Genre Focus:</b> Realistic Fiction</p>	<p>“Paul Bunyan and the Popcorn Blizzard” <b>Genre:</b> Folktale (Tall Tale)</p>	<p>“Wrapped in Ice” <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 320L</p>	<p><b>Anchor Text:</b> <i>Rain School</i> <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 440L</p> <p><b>Paired Selection:</b> “Rainy Weather” <b>Genre:</b> Informational Text <b>Lexile:</b> 470L</p>	<p><b>Main Selections:</b></p> <p><b>Genre:</b> Realistic Fiction <b>A:</b> <i>Snow Day</i> <b>Lexile:</b> 390L <b>O:</b> <i>Heat Wave</i> <b>Lexile:</b> 460L <b>ELL:</b> <i>Heat Wave</i> <b>Lexile:</b> 370L <b>B:</b> <i>Rainy Day Fun</i> <b>Lexile:</b> 420L</p> <p><b>Paired Selections:</b></p> <p><b>Genre:</b> Informational Text <b>A:</b> “A Mountain of Snow” <b>O:</b> “Stay Safe When It’s Hot” <b>ELL:</b> “Stay Safe When It’s Hot” <b>B:</b> “Let’s Stay Dry!”</p>	<p><b>Oral Vocabulary Words:</b> <i>creative cycle frigid predict scorching</i></p> <p><b>Academic Vocabulary:</b> <i>country gathers</i></p> <p><b>Vocabulary:</b> Similes ELA.1.V.1.1, ELA.1.V.1.3</p>	<p>Visualize Events: Cause and Effect Headings ELA.1.R.1.1, ELA.1.R.2.1</p>	<p>Table of Contents ELA.1.F.1.1</p>	<p><b>Phonemic Awareness:</b> Phoneme Categorization, Phoneme Segmentation, Phoneme Substitution ELA.1.F.1.2, ELA.1.F.1.2.d, ELA.1.F.1.2.e</p>	<p><b>Phonics/Spelling:</b> Silent Letter Consonant Digraphs: <i>wr, kn, gn</i> <i>Differentiated Spelling Lists available</i></p> <p><b>Handwriting:</b> A Story</p> <p><b>Structural Analysis:</b> Compound Words</p> <p><b>Decodable Readers:</b> <i>Miss Wright’s Job; A Lighthouse Stops Wrecks; Know About Snowstorms; The Rusty Knight</i> ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.4</p>	<p><i>been children month question their year</i> ELA.1.F.1.4.a</p>	<p>Intonation ELA.1.F.1.4</p>	<p><b>Write About the Text:</b> Write to Sources</p> <p><b>Extended Writing:</b> Opinion</p> <p><b>Writing Trait:</b> Ideas: Main Idea</p> <p><b>Review Trait:</b> Ideas: Descriptive Details</p> <p><b>Writing Process:</b> Expert and Student Models; Plan; Draft</p> <p><b>Grammar:</b> Special Pronouns (anyone, everyone, anything, everything, nothing)</p> <p><b>Mechanics:</b> Commas in Dates and Letters ELA.1.C.1.4, ELA.1.C.3.1</p>	<p><b>Project:</b> The Weather in My State ELA.1.C.4.1, SC.1.N.1.3</p>
<p><b>Week 4</b> <b>May 5-13</b></p> <p><b>Sharing Traditions</b></p> <p><b>Essential Question:</b> What traditions do you know about?</p> <p><b>Genre Focus:</b> Realistic Fiction</p>	<p>“Let’s Dance!” <b>Genre:</b> Informational Text</p>	<p>“A Spring Birthday” <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 380L</p>	<p><b>Anchor Text:</b> <i>Lissy’s Friends</i> <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 460L</p> <p><b>Paired Selection:</b> “Making Paper Shapes” <b>Genre:</b> How-To Text <b>Lexile:</b> 520L</p>	<p><b>Main Selections:</b></p> <p><b>Genre:</b> Realistic Fiction <b>A:</b> <i>The Quilt</i> <b>Lexile:</b> 380L <b>O:</b> <i>Latkes for Sam</i> <b>Lexile:</b> 410L <b>ELL:</b> <i>Latkes for Sam</i> <b>Lexile:</b> 290L <b>B:</b> <i>Patty Jumps!</i> <b>Lexile:</b> 440L</p> <p><b>Paired Selections:</b></p> <p><b>Genre:</b> How-To (Procedural) <b>A:</b> “Making a Quilt Square” <b>O:</b> “What Is a Taco?” <b>ELL:</b> “What Is a Taco?” <b>B:</b> “How to Play Four Square”</p>	<p><b>Oral Vocabulary Words:</b> <i>ancient drama effort movement tradition</i></p> <p><b>Academic Vocabulary:</b> <i>difficult nobody</i></p> <p><b>Vocabulary:</b> Compound Words ELA.1.V.1.1, ELA.1.V.1.3</p>	<p>Visualize Theme Directions ELA.1.R.2.1, ELA.K12.EE.2.1</p>	<p>Author ELA.1.F.1.1</p>	<p><b>Phonological Awareness</b> <b>Syllable Addition</b></p> <p><b>Phonemic Awareness:</b> Phoneme Segmentation, Phoneme Blending, Phoneme Substitution ELA.1.F.1.2, ELA.1.F.1.2.b, ELA.1.F.1.2.c, ELA.1.F.1.2.d, ELA.1.F.1.2.e</p>	<p><b>Phonics/Spelling:</b> Three-Letter Consonant Blends: <i>scr, spl, spr, str, thr, shr</i> <i>Differentiated Spelling Lists available</i></p> <p><b>Handwriting:</b> Dates</p> <p><b>Structural Analysis:</b> Inflectional Endings -ed and -ing</p> <p><b>Decodable Readers:</b> <i>Three Shrimp; A Thrilling Dance</i> ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.a, ELA.1.F.1.3.d, ELA.1.F.1.4</p>	<p><i>before front heard push tomorrow your</i> ELA.1.F.1.4.a</p>	<p>Phrasing ELA.1.F.1.4</p>	<p><b>Write About the Text:</b> Write a Letter</p> <p><b>Extended Writing:</b> Opinion</p> <p><b>Writing Trait:</b> Sentence Fluency; Varying Sentence Types</p> <p><b>Review Trait:</b> Organization: Beginning/Middle/End</p> <p><b>Writing Process:</b> Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p><b>Grammar:</b> Subjective and Objective Pronouns</p> <p><b>Mechanics:</b> Commas in Dates and Letters ELA.1.C.1.2, ELA.1.C.3.1</p>	<p><b>Project:</b> Interview about Traditions ELA.1.C.4.1, SS.1.C.2.4</p>

<p><b>Week 5</b> <b>May 16-20</b> <b>Celebrate America!</b></p> <p><b>Essential Question:</b> Why do we celebrate holidays?</p> <p><b>Genre Focus:</b> Informational Text</p> <p><b>SS.1.A.2.3</b></p>	<p>“Celebrate the Flag” <b>Genre:</b> Informational Text</p>	<p>“Share the Harvest and Give Thanks” <b>Genre:</b> Informational Text</p>	<p><b>Lexile:</b> 650L <b>Anchor Text:</b> <i>Time for Kids: Happy Birthday, U.S.A.!</i> <b>Genre:</b> Informational Text <b>Lexile:</b> 490L</p> <p><b>Paired Selection:</b> “Time for Kids: Martin Luther King, Jr. Day” <b>Genre:</b> Informational Text <b>Lexile:</b> 500L</p> <p><b>SS.1.A.2.3</b></p>	<p><b>Main Selections:</b> <b>Genre:</b> Informational Text <b>A:</b> <i>It’s Labor Day!</i> <b>Lexile:</b> 440L <b>O:</b> <i>It’s Labor Day!</i> <b>Lexile:</b> 620L <b>ELL:</b> <i>It’s Labor Day!</i> <b>Lexile:</b> 360L <b>B:</b> <i>It’s Labor Day!</i> <b>Lexile:</b> 660L</p> <p><b>Paired Selections:</b> <b>Genre:</b> Informational Text <b>A:</b> “A Celebration of Trees” <b>O:</b> “A Celebration of Trees” <b>ELL:</b> “A Celebration of Trees” <b>B:</b> “A Celebration of Trees”</p>	<p><b>Oral Vocabulary Words:</b> <i>design</i> <i>display</i> <i>pride</i> <i>purpose</i> <i>represent</i></p> <p><b>Academic Vocabulary:</b> <i>nation</i> <i>unite</i></p> <p><b>Vocabulary:</b> Metaphors</p> <p><b>ELA.1.V.1.1,</b> <b>ELA.1.V.1.3</b></p>	<p>Reread Author’s Purpose Captions</p> <p><b>ELA.1.R.2.1,</b> <b>ELA.1.R.2.3,</b> <b>SS.1.A.2.3</b></p>	<p>Table of Contents</p> <p><b>ELA.1.F.1.1</b></p>	<p><b>Phonological Awareness</b></p> <p><b>Syllable Deletion, Syllable Addition</b></p> <p><b>Phonemic Awareness:</b> Phoneme Reversal, Phoneme Blending, Phoneme Deletion, Phoneme Addition</p> <p><b>ELA.1.F.1.2,</b> <b>ELA.1.F.1.2.c,</b> <b>ELA.1.F.1.2.e</b></p>	<p><b>Phonics/Spelling:</b> <i>r-Controlled Vowels air, are, ear</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p><b>Handwriting:</b> Letter</p> <p><b>Structural Analysis:</b> <i>r-Controlled Vowel Syllables</i></p> <p><b>Decodable Readers:</b> <i>A Pair at the Fair; Lights in the Air; The Bears Prepare a Feast; Leaders Care</i></p> <p><b>ELA.1.C.1.1, ELA.1.C.3.1,</b> <b>ELA.1.F.1.3, ELA.1.F.1.3.b,</b> <b>ELA.1.F.1.3.e, ELA.1.F.1.4</b></p>	<p><i>favorite</i> <i>few</i> <i>gone</i> <i>surprise</i> <i>wonder</i> <i>young</i></p> <p><b>ELA.1.F.1.4.</b> a</p>	<p>Phrasing</p> <p><b>ELA.1.F.1.4</b></p>	<p><b>Write About the Text:</b> Opinion</p> <p><b>Writing Trait:</b> Voice: Author’s Voice</p> <p><b>Review Trait:</b> Ideas: Give Reason’s for Opinion</p> <p><b>Grammar:</b> Adverbs That Tell How</p> <p><b>Mechanics:</b> Abbreviations (capitals and periods with <i>Mr., Mrs., Ms., Dr.</i>)</p> <p><b>ELA.1.C.1.3,</b> <b>ELA.1.C.3.1,</b> <b>ELA.K12.EE.6.1</b></p>	<p><b>Project:</b> Find Out About a Holiday</p> <p><b>ELA.1.C.4.1,</b> <b>SS.1.A.2.3</b></p>
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<p><b>Extend, Connect, and Assess</b></p>	<p>“Time for Kids: This Land Is Our Land” <b>Genre:</b> Online Article</p> <p><b>ELA.1.C.4.1, ELA.1.C.5.1, ELA.1.R.2.1,</b> <b>ELA.1.R.3.2.b</b></p>	<p><b>Reader’s Theater:</b> <i>That Goat Has GOT to Go!</i> <b>ELA.1.F.1.4,</b> <b>ELA.K12.EE.6.1</b></p>	<p><b>Passages:</b> “Max’s Plan” “Let’s Recycle!”</p> <p><b>Activities:</b> Venn Diagram Take Action Poster</p> <p><b>ELA.1.C.1.4, ELA.1.C.5.1, ELA.1.R.1.1, ELA.1.R.2.1,</b> <b>ELA.1.R.3.3, ELA.K12.EE.1.1, ELA.K12.EE.2.1,</b> <b>ELA.K12.EE.3.1, SS.1.C.2.3</b></p>	<p><b>Choose Your Own Book</b></p> <p><b>ELA.K12.EE.2.1</b></p>
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