

Curriculum Map

Course Title: English Language Arts

Grade: 1st

Unit (Name/Number): Reading Literature	Pacing: Year long focus in guided reading, read aloud, and independent reading
Essential Question(s): How do I gather clues about the characters, setting, and problem? Why should you learn new words? How do I figure out unknown words?	RCC - Ready Common Core, TA-Text Analysis, LE-Literary Elements, SAS - Standard Aligned System from PDE

Content/Key Concepts	Standards	Key Vocabulary	Learning Activities/Resources	Evidence of Learning (Assessments; Performance Tasks)
<p><u>Key Ideas and Details</u> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <ul style="list-style-type: none"> Retell story in sequential order. Recall key details of a story. Use a variety of strategies to retell a story. (e.g., picture cards, dramatic play, illustration) Identify the central message or lesson. <p>Ask and answer questions about key details in a text. (TA)</p> <ul style="list-style-type: none"> Use specific details from story to answer questions. Answer “who” or “what” the story is about. Answer “how” and/or “why” questions using specifics from the story. Generate questions about specific details in the story. The adult will: Select appropriate literary text. 	<p><u>Common Core</u> RL.1.2 <u>PA CORE</u> CC.1.3.1.C</p> <p><u>Common Core</u> RL.1.1 <u>PA CORE</u> CC.1.3.1.A</p>	<p>Imperative</p> <ul style="list-style-type: none"> key details central message lesson character setting events <ul style="list-style-type: none"> who what how why 	<p>RCC Unit 1 - Read Aloud Lessons a,b,c,d,h & Lesson 5</p> <p>Others: Story Map Graphic Organizer, Retelling Cube, Retelling Beads, Guided Reading</p> <p>SAS - Retelling stories with key details and central message</p> <p>RCC Unit 1 - Lesson 1 Mentor Texts in Read Aloud Guided Reading Books RS Anthologies SAS - Ask/Answer Questions about Key Details</p>	<p><u>Assessment Options:</u> SAS Assessment Builder <u>Required Assessment:</u> RCC Unit Check 1 p. 57</p> <p><u>Assessment Options:</u> SAS Assessment Builder <u>Required Assessment:</u> RCC Unit Check 1 p. 57</p>

<p>Describe characters, settings, and major events in a story, using key details. (LE)</p> <ul style="list-style-type: none"> ● Identify narrative elements. (e.g., characters, setting, major events) ● Use descriptive vocabulary when responding to questions and prompts. <p>Craft and Structure Identify who is telling the story at various points in a text.</p> <ul style="list-style-type: none"> ● Demonstrate understanding that a narrator tells the story ● Understand that who is telling the story can change ● Identify when the narrator changes <p>Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.</p> <ul style="list-style-type: none"> ● Engage with a variety of text. (e.g., fables, folklore, fairy tales, nursery rhymes, tall tales, dramas, poetry, picture books, storybooks, nonfiction text, recipes, web pages, menus, phone books, maps) ● Understand that different types of text are used for different purposes . ● Choose texts on identified need or purpose ● Discuss differences stories and informational texts <p>Identify words and phrases in stories or poems that suggest feelings or</p>	<p>Common Core RL.1.3 PA CORE CC.1.3.1.B</p> <p>Common Core RL.1.6 PA CORE CC1.3.1.D</p> <p>Common Core RL.1.5 PA CORE CC.1.3.1.E</p> <p>Common Core RL.1.4</p>	<ul style="list-style-type: none"> ● characters ● setting ● events <ul style="list-style-type: none"> ● narrator <ul style="list-style-type: none"> ● genre ● nonfiction ● fiction ● informational <ul style="list-style-type: none"> ● feelings words ● sensory words 	<p>RCC Unit 1 - Lessons 2,3,4 SAS - Describe Characters, Settings and Main Events</p> <p>RCC Unit 3 - Lesson 12</p> <p>RCC Unit 3 - Lesson 11</p> <p>RCC Unit 3 - Lesson 9,10</p>	<p>Assessment Options: SAS Assessment Builder Required Assessment: RCC Unit Check 1 p. 57</p> <p>Assessment Options: SAS Assessment Builder Required Assessment: RCC Unit Check 3 p. 131</p> <p>Assessment Options: SAS Assessment Builder</p>
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<p>appeal to the senses.</p> <ul style="list-style-type: none"> ● Recognize and label basic feeling words and phrases ● Recognize and label sensory words and phrases ● Discuss personal reactions to words and phrases <p><u>Integration of Knowledge and Ideas:</u> Use illustrations and details in a story to describe characters, settings, or events. (Sources of Info)</p> <ul style="list-style-type: none"> ● Demonstrate understanding that the “setting” is where the story takes place. ● Demonstrate understanding that “characters” are people or animals who have a role in the story. ● Connect illustrations to the text. ● Describe the relationship between the illustrations and the text. <p>Compare and contrast the adventures and experiences of characters in stories. (TA)</p> <ul style="list-style-type: none"> ● Understand that characters within the same story or characters from different stories can be compared and contrasted. ● Participate in strategies that provide opportunities to compare and contrast the experiences of characters. (e.g., Venn diagrams, T-charts, dramatic role play) <p><u>Vocabulary Acquisition and Use</u> Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.</p>	<p><u>PA CORE</u> CC.1.3.1.F</p> <p><u>Common Core</u> RL.1.7 <u>PA CORE</u> CC.1.3 1.G</p> <p><u>Common Core</u> RL.1.9 <u>PA CORE</u> CC.1.3 1.H</p> <p><u>Common Core</u> RL.1.4 <u>PA CORE</u> CC.1.3 1.I</p>	<ul style="list-style-type: none"> ● characters ● setting ● illustrations ● text <ul style="list-style-type: none"> ● compare ● contrast ● illustrations ● adventures ● experiences <ul style="list-style-type: none"> ● vocabulary ● multiple-meaning ● phrase ● key words ● predict 	<p>RCC Unit 5 - Lesson 17</p> <p>RCC Unit 5 - Lesson 18 SAS - Compare and Contrast the Adventures and Experiences of Characters in Stories</p> <p>RCC (all units) - Critical Vocabulary, Tier II Vocabulary SAS - Determine or clarify the meaning of unknown or multiple-meaning words and phrases</p>	<p><u>Required Assessment:</u> RCC Unit Check 3 p. 131</p> <p><u>Assessment Options:</u> SAS Assessment Builder <u>Required Assessment:</u> RCC Unit Check 3 p. 131</p> <p><u>Assessment Options:</u> SAS Assessment Builder <u>Required Assessment:</u> RCC Unit Check 5 p.181</p>
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<ul style="list-style-type: none"> ● Recognize words or phrases that are unfamiliar to them ● Connect prior knowledge to unfamiliar words ● Make predictions about word meanings ● Use strategies to look up unfamiliar words ● Talk about connections between familiar and unfamiliar words or phrases that mean similar things . (e .g ., grass, lawn) ● Participate in discussions about unfamiliar words <p>Use words and phrases acquired through conversations, reading, and being read to, and respond to texts, including words that signal connections and relationships between the words and phrases.</p> <ul style="list-style-type: none"> ● Talk about pictures and text using new vocabulary words or phrases ● Use new vocabulary in the context of dramatic play, daily routines, and classroom conversations ● Use new vocabulary when asking questions or describing situations or objects ● Use new vocabulary from a variety of content areas ● Use context clues to understand word and sentence meanings ● Classify conceptual categories of words (e.g., animals, colors, foods) <p><u>Range of Reading</u> Read and comprehend literature on grade level, reading independently and proficiently.</p>	<p><u>Common Core</u> RL.1.6 <u>PA CORE</u> CC.1.3 1.J</p> <p><u>Common Core</u> RL.1.10 <u>PA CORE</u> CC.1.3 1.K</p>	<ul style="list-style-type: none"> ● context clues ● categories 	<p>Read Write Think: Learning Vocabulary Down by the Bay</p> <p>RCC Passages, RS Selections, Guided Reading texts</p> <p>Read Write Think - Using a Predictable Text to Teach High-Frequency Words</p> <p>All Lessons</p>	<p>Written Responses Class/Group Discussion</p>
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