



English Language Arts Curriculum Map Grade 1

Updated August 2024

District 109 Overview of Programming

Department Vision

In the English-Language Arts Department, we believe in learning environments that foster students becoming **avid readers, prolific writers, and eloquent communicators**. Throughout the K-8 journey, students in District 109 will be challenged to:

- read, comprehend, analyze and critique text,
- clearly communicate ideas through crafting writing aligned with purpose and audience,
- and collaborate with others to learn new perspectives, articulate ideas, and challenge preconceived thinking.

As educators, we are committed to helping each student develop and strengthen these skills while cultivating a **love for literacy**, ensuring that our approach is inclusive, acknowledging and celebrating the diverse backgrounds and abilities within our school community.

Elementary (K-5)

District 109 uses a workshop model to nurture engagement and motivation by integrating choice, collaboration, and targeted scaffolding into literacy tasks. This practice provides students with opportunities to engage with grade level texts across a wide range of genres; balances teacher and student-led discussions; and promotes independence by providing time for strategic support and differentiated instruction. Teachers explicitly identify and model the skills and strategies they use as readers, writers, and communicators then support students in practicing and developing these skills independently. This instructional model allows teachers to develop students through naturally occurring and intentionally designed, responsive instruction that systematically addresses the strengths and needs of each learner. In Kindergarten writing is developed orally with teacher modeling and whole group & partner discussions.

Students also engage in explicit and systematic foundational skills instruction. This supports students in becoming active word solvers that are able to recognize words and patterns, take apart or put together words, know what words mean and to connect words to other words. Word study supports students through a developmental progression of listening, speaking, reading and writing. The progression includes phonological awareness, the ability to recognize and manipulate the spoken parts of words; phonemic awareness the ability to identify and manipulate isolated sounds in spoken words; and phonics, the relationship between letters and sounds. As students develop, they move to study word parts and associate them with meaning, and in turn develop vocabulary. Language study develops students in understanding and utilizing appropriate grammar and conventions when reading, writing and speaking.

Key tenants of literacy development in the elementary grades:

- **Foundational Skills:** Phonemic Awareness, Phonological Awareness, Decoding, Spelling, Fluency, Concepts of Print (K-1), Handwriting (Manuscript K-1 and Cursive 2nd).
- **Vocabulary Development:** Generative Vocabulary (word parts and what they mean), Word Solving Strategies (ways to solve new or unknown words), Content Vocabulary (building knowledge about specific content) and Academic Vocabulary (the language of learning).
- **Communication:** Developing specific skills to listen effectively and speak clearly and strategically.

- **Knowledge Building:** Increasing knowledge around specific content, ideas, topics and concepts in order to understand new and more complex information in the future.
- **Comprehension Strategies:** Developing intentional and strategic ways to make meaning of complex texts (i.e. making inferences, identifying main idea, etc.).
- **Genre Knowledge:** Utilizing knowledge of unique genre characteristics to locate information and make meaning (i.e. structures, features, organizational patterns, etc.).
- **Writing Process:** Approaching writing tasks with intentional moves that are specific to where they are in the progression of developing written communication (pre-writing, drafting, revising, editing and publishing).

Middle School (6-8)

In District 109 a focus is placed on disciplinary literacy. This practice highlights the specific reading, writing and communicating skills in a discipline (i.e. ELA, Science, Social Studies, etc.), with a focus on how experts in that discipline think and the skills and tools they use. In the discipline of ELA, students build knowledge around a topic, idea or content to critique and analyze literature. As part of the literature critique, students discuss and debate their thinking and interpretations, resulting in the formation of an opinion. They eventually form a final impression or opinion and argue their position through writing and debate.

Students begin by setting a purpose for reading and writing, which allows them to focus on specific skills and strategies that contribute to being successful thinkers and communicators. Additionally, all students are afforded the opportunity to independently interact with high quality, complex, grade level anchor texts in order to maintain equitable access to rigorous content and instruction. Students are supported through strategic scaffolding of texts, activities and lessons when working to build knowledge and study genre. These scaffolds ensure students are successful when working with anchor texts. After developing a deep understanding of anchor texts, students employ the writing process to articulate their thoughts and opinions to others.

Instructional flow of ELA Units:

- **Introduction of Writing Prompt:** Supporting students in establishing a purpose for reading and identifying the task they will focus on.
- **Reading for Comprehension (1):** A grade-level anchor text is provided for students to independently read and develop an initial understanding.
- **Building Knowledge:** Scaffolded instruction and varied texts allow students to develop schema connected to the content of the anchor text.
- **Reading for Comprehension (2):** Students revisit the anchor text with new knowledge and re-read to deepen understanding.
- **Genre Study:** Scaffolded instruction and varied texts allow students to develop an understanding of genre characteristics connected to the content of the anchor text.
- **Reading for Comprehension (3):** Students revisit the anchor text with understanding of genre and re-read to deepen understanding.

- **Synthesis:** Students engage in a seminar connected to the anchor text to further deepen understanding and discuss/debate the understandings of others.
- **Writing Process:** Students take their new learning, develop an idea or opinion and utilize the writing process to communicate their thinking about the anchor text, based on the posed prompt introduced at the beginning of the unit.

Students also engage in novel studies and books clubs throughout the year. These opportunities allow students to apply what they have learned during previous instruction in an authentic way. This also affords students the opportunity to have a common experience around a specific text, topic or theme. Novels and book clubs expose students to texts and/or genres that they may not have read otherwise. Book clubs are also an opportunity to increase engagement, motivation and independence, as students are able to choose the texts they are reading and lead the conversations about those texts.

Workshop Model

The primary objective of workshop teaching is to engage students in authentic learning experiences and to develop independence/agency. Through the use of the Gradual Release of Responsibility (quickly moving from teacher modeling, to shared and guided practice, to independent practice), this model of instruction fosters creativity and leads students to be responsive and take ownership of their own learning.

Key tenets of the Workshop model include:

- **Exploration, Launch, Investigation, Dig-In, Connection:** A discovery exploration or task that encourages conceptual thinking or a meaningful connection to the teaching point and/or instructional focus for the period.
- **Mini-lessons:** The teacher provides targeted instruction, through modeling and demonstration of a specific skill, strategy, or concept. The lesson utilizes approximately 25% of the instructional period.
- **Independent Practice/Work Time:** Intentional and structured periods of time in which students are practicing and developing skills in authentic and meaningful ways. This work is targeted, based on individual learner needs. Approximately 60% of an instructional period is devoted to independent practice/work time.
- **Small Group Instruction:** During independent practice/work time, teachers may pull small groups of students to reinforce and/or extend learning. Groupings are flexible, with student data leading to the development of learning targets.
- **Conferring:** Teachers talk with students, typically 1:1, to understand the work that a student is engaged in during independent practice/work time. The teacher then uses this information to generate a teaching point and/or goal for the student to support continued growth specific to the individual student's needs.
- **Choice:** Engagement is key to learning and retention. By supporting students in choosing their learning tools, topics, and methods of communicating understanding, they will be more connected to their learning; and in turn, more engaged.
- **Routines/Structures:** Teachers spend time explicitly naming, teaching and practicing behaviors that successful learners demonstrate. Through this intentional work, students have a clear understanding of what is expected of them as learners, and are able to develop

independence and take responsibility for their own learning.

- **Closure:** Instructional periods end with assessment, reflection and/or discussion to solidify student learning and provide the teacher with an opportunity to gather information to plan next steps. The closing also provides an opportunity for students to connect the day’s learning/work to the broader content area and/or real world. The closing utilizes approximately 15% of the instructional period.

Standards

[English Language Arts Standards](#)

In Grade 1, instructional modules last approximately 3 weeks

Semester 1		
Module 1: Nice to Meet You!		
Foundational Skills		
<p>Phonological & Phonemic Awareness: Rhyme; Blending Onset and Rime; Alliteration; Blending & Deleting Words; Blending & Segmenting Phonemes Phonics: Short a, e, i, o, u; Open & Closed Syllables; Closed Syllable Exceptions Spelling: Words with short a, e, i, o, u; Open & Closed Syllables; Closed Syllable Exceptions Handwriting: Manuscript m, s, t, b, a, i, n, d, p, c, o, u, r, f, g, h, e Fluency: Accuracy & Self-Correction; Reading Rate & Automaticity; Phrasing & Intonation Concepts of Print: Letters, Words & Sentences; Directionality; End Punctuation</p>		
Reading	Writing: <i>Narrative - Oral Story</i>	Grammar
<p>Speaking & Listening: Collaborative Conversations</p> <p>Vocabulary Development: Topic Words Strategy: Classify & Categorize Generative Vocabulary: Words About Feelings, Inflection -ed,</p> <p>Comprehension Strategies: Ask & Answer Questions Author's Purpose Monitor & Clarify Make Inferences</p> <p>Genre Characteristics:</p>	<p>Prewriting: Generate ideas for writing by naming and describing common experiences</p> <p>Drafting: Plan & develop a draft using pictures Narrate a story by using sequence words to describe drawings in detail Work collaboratively to dictate a draft of a class story</p> <p>Revising: Add sentences or details to enhance story Remove sentences or details for clarity Rearrange words or sentences for clearer structure Change words or sentence for more precise detail Use of common & proper nouns</p>	<p>Parts of Speech (Nouns): Words that Name People, Animals, Places & Things</p> <p>Parts of Speech (Verbs): Action Verbs Words in the Present</p> <p>Review: Proper Nouns & Capitalization Possessive Pronouns</p>

<p><u>Fiction</u> - Story Structure, Characters</p> <p><u>Informational Text</u> - Topic & Central Idea</p> <p><u>Poetry</u> - Elements of Poetry</p>	<p>Editing: Identify & correct errors in mechanics: Capitalization</p> <p>Publishing: Write group stories legibly on chart paper Share writing with an audience</p>	
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Core Texts

<p><i>My First Day</i> - HMH</p> <p><i>Pete the Cat: Rocking My School Shoes</i> - Eric Litwin</p> <p><i>Try This!</i> - Pam Munoz Ryan</p> <p><i>You Will Be My Friend!</i> - Peter Brown</p> <p><i>My School Trip</i> - Aly G Mays</p> <p><i>A Kids' Guide to Friends</i> - Trey Amico</p> <p><i>Suki's Kimono</i> - Chieri Uegaki</p> <p><i>Big Dilly's Tale</i> - Gail Carson Levine</p> <p><i>Ralph Tells a Story</i> - Abby Hanlon</p>
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Module 2: My Family, My Community

Foundational Skills

Phonological & Phonemic Awareness: Blending, Deleting & Segmenting Syllables; Blending Onset & Rime; Blending & Segmenting Phonemes
Phonics: Floss Rule; Words with -all, -oll, -ull; Digraph ck
Spelling: Words that follow the floss rule; Words with -all, -oll, -ull; Digraph ck
Handwriting: Manuscript j, l, k, z, y, x, q, w, v, s, M, m, S, s, T, t
Fluency: Accuracy & Self-Correction; Reading Rate & Automaticity; Phrasing & Intonation
Concepts of Print: Words in Sentences; Commas; Quotation Marks

Reading	Writing: <i>Informational - Descriptive Essay</i>	Grammar
<p>Speaking & Listening: Social Communication</p> <p>Vocabulary Development:</p>	<p>Prewriting: Establish a purpose for writing Generate ideas for writing Identify elements of informational writing to include</p>	<p>Parts of Speech (Adjectives): Words for Size, Shape, Color & Number</p>

<p>Topic Words Content Area Vocabulary Strategy: Antonyms Generative Vocabulary: Words About Places & Things and Actions & Directions</p> <p>Comprehension Strategies: Summarize Make Connections Ask & Answer Questions Text Organization Retell</p> <p>Genre Characteristics: <u>Fiction</u> - Setting <u>Informational Text</u> - Text Features, Ideas & Support</p>	<p>Drafting: Develop a draft Identify & use new vocabulary Illustrate writing with pictures to expand ideas Use sensory words in writing Add details</p> <p>Revising: Revise to improve listener reaction Make real-life connections between words and their use Clarity & word choice</p> <p>Editing: Identify & correct errors in conventions of grammar Identify & correct errors in mechanics: End punctuation; Capitalization of proper nouns</p> <p>Publishing: Create a book cover Share writing with an audience</p>	<p>Parts of Speech (Articles): Using Articles</p> <p>Sentence Structure/Clarity: Complete & Incomplete Sentences</p> <p>Review: Action Verbs Pronouns</p>
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Core Texts

- Kids Speak Up! Why is the Place Where You Live Great?* - HMH
- Whose Hands Are These?: A Community Helper Guessing Book* - Miranda Paul
- Dan Had a Plan* - Wong Herbert Yee
- Maybe Something Beautiful: How Art Transformed a Neighborhood* - F. Isabel Campoy & Theresa Howell
- On the Map!* - Lisa Fleming
- Places in My Neighborhood* - Shelly Lyons
- Abuela* - Arthur Dorros
- Who Put the Cookies in the Cookie Jar?* - George Shannon
- Nana in the City* - Lauren Castillo

Module 3: Amazing Animals

Foundational Skills

Phonological & Phonemic Awareness: Isolating, Blending & Segmenting Phonemes; Blending Onset & Rime; Deleting Syllables

Phonics: Digraphs sh, wh, ch, th /TH/, th /th/, ng

Spelling: Words with digraphs sh, wh, ch, th /TH/, th /th/, ng

Handwriting: Manuscript B, b, A, a, I, i, N, n, D, d, P, p, C, c, O, o, U, u

Fluency: Reading Rate & Automaticity; Expression, Phrasing & Intonation

Concepts of Print: Letters, Words & Sentences; End Punctuation; Dialogue

Reading	Writing: <i>Informational - Research Essay</i>	Grammar
<p>Speaking & Listening: Ask & Answer Questions</p> <p>Vocabulary Development: Topic Words Strategy: Synonyms Generative Vocabulary: Words About Time & Position, Inflection -ing</p> <p>Comprehension Strategies: Ask & Answer Questions Text Organization: Chronological Order Create Mental Images Point of View Monitor & Clarify Summarize</p> <p>Genre Characteristics: <u>Fiction</u> - Story Structure <u>Informational Text</u> - Text Features</p>	<p>Prewriting: Plan an initial draft Generate ideas for writing Develop a research plan Frame an inquiry using question words Identify sources Gather information to answer questions</p> <p>Drafting: Organize information with a structure Develop an idea with details Gather information to answer questions Organize information into connected groupings Use text features to gather information Draw pictures to convey information Add illustrations to support written text Identify key words/vocabulary in writing Develop a table of contents</p> <p>Revising: Ensure information is grouped logically Identify and use singular and plural nouns correctly</p> <p>Editing: Identify & correct errors in mechanics: Capitalization; Punctuation</p> <p>Publishing: Add text features Write legibly Share writing with an audience</p>	<p>Sentence Structure/Clarity: Sentence Parts; The Naming Part The Action Part</p> <p>Sentence Types: Statements</p> <p>Parts of Speech (Nouns): Singular & Plural Nouns</p> <p>Review: Adjectives Nouns Complete Sentences</p>

Core Texts

Animal Q&A - HMH

Best Foot Forward: Exploring Feet, Flippers and Claws - Ingo Arndt

The Nest - Carole Roberts

Whose Eye Am I? - Shelley Rotner

Blue Bird and Coyote: A Native American Tale - Retold by James Bruchac

Have You Heard the Nesting Bird? - Rita Gray

Ol' Mama Squirrel - David Ezra Stein

Step-by-Step Advice from the Animal Kingdom - Steve Jenkins & Robin Page

Giraffes - Kate Riggs

Module 4: Better Together

Foundational Skills

Phonological & Phonemic Awareness: Blending Onset & Rime; Blending & Segmenting Phonemes; Deleting Syllables

Phonics: Initial Two-Consonant Blends; Contractions with *an, is, has & not*; Final Blends, Final Blend *nk*; Closed Syllables; Open & Closed Syllables

Spelling: Words with initial two-consonant blends; contractions with *an, is, has & not*; final blends, final blend *nk*; closed syllables; open & closed syllables

Handwriting: Manuscript R, r, F, f, G, g, H, h, E, e, J, j, L, l, K, k, Y, y

Fluency: Phrasing & Intonation; Accuracy & Self-Correction; Reading Rate & Automaticity

Concepts of Print: Words in Sentences; Directionality; Capitalization

Reading

Speaking & Listening:

Give and Follow Instructions

Vocabulary Development:

Topic Words

Strategy: Context Clues

Generative Vocabulary: Compound Words, Suffixes *-er, -est*

Comprehension Strategies:

Evaluate

Point of View

Synthesize

Retell

Make Connections

Writing: *Informational - Procedural Text*

Prewriting:

Analyze a writing prompt

Use prewriting strategies to generate ideas

Make connections to experiences while brainstorming

Organize ideas with a structure and to suit a purpose

Use prewriting strategies to plan writing

Drafting:

Draft How-To with an purposeful structure

Develop an idea with specific details

Describe steps using clear & precise language

Add illustrations to support writing

Revising:

Use time order words to support structure

Identify places in the text that need improvement

Grammar

Parts of Speech (Prepositions):

Prepositional Phrases

Prepositions for *Where & When*

Parts of Speech (Nouns):

Proper Nouns & Capitalization

Names for People, Animals

Places & Things; Titles for People

Sentence Types:

Commands with *That, This,*

Those, These

Review:

Statements

Exclamations

<p>Genre Characteristics: <u>Fiction</u> - Characters, Theme</p> <p><u>Informational Text</u> - Ideas & Support, Topic & Central Idea, Text Features</p>	<p>Revise for clarity</p> <p>Editing: Identify & correct errors in conventions of grammar: Singular & plural nouns Identify & correct errors in mechanics: Spelling; Punctuation; Capitalization Develop a complete introduction Develop a complete conclusion</p> <p>Publishing: Create a book cover Draw and/or use technology to add images Share writing with an audience</p>	<p>Sentence Types</p>
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Core Texts

- Good Sports* - HMH
- Baseball Hour* - Carol Nevius
- Goal!* - Jane Medina
- Pele: King of Soccer - El rey del Fútbol* - Monica Brown
- Get Up and Go!* - Rozanne Lanczak Williams
- Brontorina* - James Howe
- The Great Ball Game: A Muskogee Story* - Retold by Joseph Bruchac
- If You Plant a Seed* - Kadir Nelson
- Do Unto Otters: A Book About Manners* - Laurie Keller

Module 5: Now You See It, Now You Don't

Foundational Skills

Phonological & Phonemic Awareness: Deleting Syllables; Substituting, Blending & Segmenting Phonemes
Phonics: VCe Long a, e, i o, u /ū/ & u /yū/
Spelling: Words with VCe Long a, e, i o, u /ū/ & u /yū/
Handwriting: Manuscript X, x, Q, q, W, w, V, v, Z, z, l, t, i
Fluency: Expression; Phrasing & Intonation
Concepts of Print: Commas; Directionality; Letters, Words & Sentences

Reading	Writing: <i>Narrative - Imaginative Story</i>	Grammar
<p>Speaking & Listening: Collaborative Conversations</p> <p>Vocabulary Development: Topic Words Strategy: Reference Resources Generative Vocabulary: Suffixes -er, -est, Inflection -s, Suffixes -y, -ful</p> <p>Comprehension Strategies: Make Inferences Make and Confirm Predictions Make Connections</p> <p>Genre Characteristics: <u>Fiction</u> - Story Structure, Theme</p> <p><u>Informational Text</u> - Text Features, Ideas & Support, Topic & Central Idea</p> <p><u>Media Literacy</u> - Digital Tools</p>	<p>Prewriting: Establish a purpose for writing Generate ideas for writing Develop a character & setting Organize the beginning, middle & end</p> <p>Drafting: Develop a draft including elements of narratives, specifically characters and setting Incorporate the language of folktales into writing Use illustrations to expand the narrative Add details to develop the story</p> <p>Revising: Check for correct use of pronouns Check for correct use of narrative elements</p> <p>Editing: Identify & correct errors in conventions of grammar: Verbs Identify & correct errors in mechanics: Capitalization</p> <p>Publishing: Add text features Prepare for an audience Share writing with an audience</p>	<p>Sentence Structure/Clarity: Subjects & Verbs Subject & Verb Agreement</p> <p>Parts of Speech (Verbs): Verbs with -s; Verbs & Time Verbs with -ed; The Verb <i>Be</i> Using <i>Is, Are, Was, Were</i></p> <p>Review: Singular & Plural Nouns Sentence Parts Adjectives</p>
Core Texts		
<p><i>Super Shadows</i> - HMH</p> <p><i>On Earth</i> - G. Brian Karas</p> <p><i>The Black Rabbit</i> - Philippa Leathers</p> <p><i>How Do You Know It's Winter?</i> - Ruth Owen</p> <p><i>Day and Night</i> - Margaret Hall</p> <p><i>The Best Season</i> - Nina Crews</p> <p><i>Oscar and the Moth: A Book About Light and Dark</i> - Geoff Waring</p> <p><i>What Are You Waiting For?</i> - Scott Menchin</p>		

I'm So Hot - from Storybots

Why the Sun and the Moon Live in the Sky: An African Folktale - Elphinstone Dayrell

Semester 2

Module 6: Celebrate America

Foundational Skills

Phonological & Phonemic Awareness: Deleting Syllables; Substituting, Blending & Segmenting Phonemes

Phonics: VCe Syllables; Soft c & g

Spelling: Words with VCe Syllables; Soft c & g

Handwriting: Manuscript j, u, y, r, n, m, h, b, p

Fluency: Accuracy & Self-Correction; Reading Rate & Automaticity; Expression

Concepts of Print: Words in a Sentence; Capitalization; Dialogue

Reading

Speaking & Listening:

Collaborative Conversations

Vocabulary Development:

Topic Words

Strategy: Multiple Meaning Words

Generative Vocabulary: Suffixes -y, -ful, -less, Words

About Actions

Comprehension Strategies:

Make & Confirm Predictions

Point of View

Evaluate

Make Connections

Text Organization

Create Mental Images

Genre Characteristics:

Fiction - Story Structure

Informational Text - Text Features, Ideas and Support

Poetry - Elements of Poetry

Writing: *Narrative - Personal Narrative*

Prewriting:

Brainstorm ideas for a narrative

Establish characters, setting & plot

Identify audience and purpose for writing

Drafting:

Develop a narrative with a beginning, middle & end

Use specific and relevant details

Maintain verb-tense throughout

Add illustrations with details

Revising:

Use of strong verbs

Add details & use synonyms to make writing more interesting

Ensure there is a clear beginning, middle & end

Editing:

Identify & correct errors in conventions of grammar:

Subject-verb agreement; Complete sentences

Ensure words & illustrations match

Identify & correct errors in mechanics: Capitalization;

Punctuation

Grammar

Sentence Types:

Questions

Sentence Structure/Clarity:

Compound Questions &

Statements

Parts of Speech (Nouns):

Names of Months, Days &

Holidays

Capitalizing Months, Days &

Holidays

Conventions (Punctuation):

Commas: Dates, Names & Nouns

Review:

Commands

Subject & Verbs

Verbs & Time

<p><u>Drama</u> - Elements of Drama</p> <p><u>Media Literacy</u> - Reference Sources</p>	<p>Publishing: Produce a final draft with legible handwriting Create a cover Prepare for and share with an audience</p>	
<p>Core Texts</p>		
<p><i>State the Facts</i> - HMH</p> <p><i>You're a Grand Old Flag</i> - George M Cohan</p> <p><i>Monument City</i> - Jerdine Nolen</p> <p><i>President's Day</i> - Anne Rockwell</p> <p><i>The Contest</i> - Libby Martinez</p> <p><i>The Statue of Liberty</i> - Tyler Moore</p> <p><i>Can We Ring the Liberty Bell?</i> - Martha E. H. Rustard</p> <p><i>Hooray for Holidays!</i> - Pat Cummings</p> <p><i>Patriotic Poems</i> - Kristine O'Connell George</p> <p><i>Thanksgiving Door</i> - Debby Atwell</p>		
<p>Module 7: The Big Outdoors</p>		
<p>Foundational Skills</p>		
<p>Phonological & Phonemic Awareness: Substituting, Blending & Segmenting Phonemes Phonics: Trigraphs tch, dge; Inflectional Suffixes -s, -es Spelling: Words with trigraphs tch, dge; inflectional suffixes -s, -es Handwriting: Manuscript c, o, a, d, g, q, s, f, e Fluency: Phrasing & Intonation; Accuracy & Self-Correction Concepts of Print: Words in Sentences; Directionality; End Punctuation</p>		
<p>Reading</p>	<p>Writing: Poetry - Creative Poem</p>	<p>Grammar</p>
<p>Speaking & Listening: Collaborative Conversations</p> <p>Vocabulary Development:</p>	<p>Prewriting: Analyze a writing prompt Use prewriting strategies to develop a plan Choose an idea</p>	<p>Parts of Speech (Verbs): Future-Tense Using <i>Will & Going</i></p> <p>Parts of Speech (Pronouns):</p>

<p>Topic Words Content Area Vocabulary Strategy: Shades of Meaning Generative Vocabulary: Words About Feelings & Beliefs, Suffixes -less</p> <p>Comprehension Strategies: Text Organization Make Inferences Point of View Monitor & Clarify Summarize Text Organization Synthesize</p> <p>Genre Characteristics: <u>Fiction</u> - Setting</p> <p><u>Informational Text</u> - Ideas and Support, Research: Gather Information, Topic & Central Idea</p> <p><u>Poetry</u> -</p>	<p>Develop an idea with details</p> <p>Drafting: Analyze poem structures Develop a draft poem Use key elements of poetry Use poetic language Add details Develop a structure</p> <p>Revising: Improve word choice to clarify ideas Ensure structural choices enhance ideas Check for intentional use of line breaks & white space</p> <p>Editing: Include onomatopoeia Identify & correct errors in conventions of grammar: Subject-verb agreement Identify & correct errors in conventions: Grammar</p> <p>Publishing: Use legible handwriting Add illustrations Prepare for display Share writing with an audience</p>	<p>Subject Pronouns Singular & Plural Pronouns <i>I & Me, Them & They</i> Naming Self Last</p> <p>Review: Spelling Questions Compound Questions & Statements</p>
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Core Texts

- Storm Report* - HMH
- Rainy, Sunny, Blowy, Snowy: What Are Seasons?* - Jane Brocket
- Sam & Dave Dig a Hole* - Mac Barnett
- On Meadowview Street* - Henry Cole
- Deserts* - Quinn M. Arnold
- Handmade* - Guadalupe Rodriguez
- Do You Really Want to Visit a Wetland?* - Bridget Heos
- Grand Canyon* - Sarah Gilbert

Water Cycle - The Bazillions

Ask Me - Bernard Warber

Module 8: Tell Me a Story

Foundational Skills

Phonological & Phonemic Awareness: Substituting, Blending & Segmenting Phonemes

Phonics: Inflectional Suffix -ed; y as /ī/, /ī/, /ē/; All jobs of y

Spelling: Words with inflectional suffix -ed; y as /ī/, /ī/, /ē/; All jobs of y

Handwriting: Manuscript v, w, z, x, k, L, l, T, t, I, i

Fluency: Reading Rate & Automaticity; Expression; Phrasing & Intonation

Concepts of Print: Capitalization; Letters, Words & Sentences; Directionality

Reading

Speaking & Listening:

Collaborative Conversations

Vocabulary Development:

Topic Words

Strategy: Classify & Categorize

Generative Vocabulary: Words About Actions &

Directions, Suffixes -ly,

Comprehension Strategies:

Create Mental Images

Make Connections

Make Inferences

Point of View

Synthesize

Genre Characteristics:

Fiction - Theme, Characters, Setting, Elements of Drama

Informational Text - Text Features, Topic & Central Idea

Media Literacy - Digital Texts & Features

Writing: Narrative - Personal Narrative

Prewriting:

Analyze a writing prompt

Use a variety of strategies to generate ideas

Use prewriting strategies to plan writing

Make connections to experiences

Select a structure to suit the purpose

Drafting:

Develop an idea with specific details

Organize ideas with designated narrative structure

Develop a strong ending with specific details

Use dialogue to develop characters

Add specific details

Develop illustrations to expand the narrative

Add details to illustrations

Revising:

Improve word choice to clarify ideas

Use of vivid verbs

Use of vivid adjectives

Editing:

Identify & correct errors in mechanics: Capitalization;

Punctuation; Spelling

Publishing:

Create a cover, title page & back cover

Share writing with an audience

Grammar

Parts of Speech (Pronouns):

Using Possessive Pronouns

My/Mine, Your/Yours, His/His,

Her/Hers, Their/Theirs

Indefinite Pronouns

Indefinite Pronouns for Nouns Not

Named

Parts of Speech

(Verbs/Pronouns):

Contractions

Contractions with *Not*

Contractions with Pronouns

Review:

Names of Months, Days &

Holidays

Future-Tense

Prepositions & Prepositional

Phrases

Core Texts

Follow the Story Path - HMH

Chicken Little - Rebecca Emberley & Ed Emberley

Interrupting Chicken - David Ezra Stein

Red Knit Cap Girl and the Reading Tree - Naoko Stoop

Little Red Riding Hood - Lisa Campbell Ernst

The Grasshopper & the Ants - Jerry Pinkney

My Name (Me llamo) Gabriela: The Life of (la vida de) Gabriela Mistral - Monica Brown

Thank You, Mr. Aesop - Helen Lester

The Kissing Hand - Audrey Penn

Module 9: Grow, Plants, Grow!

Foundational Skills

Phonological & Phonemic Awareness: Substituting, Blending & Segmenting Phonemes

Phonics: Vowel Teams ai, ay, oa, ow, ie, igh

Spelling: Words with vowel teams ai, ay, oa, ow, ie, igh

Handwriting: Manuscript J, j, U, u, Y, y, R, r, N, n, M, m, H, h, B, b, P, p

Fluency: Phrasing & Intonation; Accuracy & Self-Correction; Reading Rate & Automaticity

Concepts of Print: Words in Sentences; End Punctuation; Letters, Words & Sentences

Reading

Speaking & Listening:

Collaborative Conversations

Vocabulary Development:

Topic Words

Strategy: Reference Sources

Generative Vocabulary: Words About Places & Things,

Prefixes un-

Comprehension Strategies:

Evaluate

Text Organization: Chronological Order

Writing: *Informational - Descriptive Essay*

Prewriting:

Analyze a writing prompt

Develop & follow a plan for recording observations

Make observation

Describe observations using domain-specific academic language

Organize ideas for writing

Gather & identify relevant information for writing

Drafting:

Develop an attention grabbing introduction

Develop a first draft

Grammar

Sentence Types:

Exclamations

Questions

Statements

Commands

Sentence Structure/Clarity:

Compound Sentences

Parts of Speech (Adjectives):

Adjectives for *Taste, Smell, Sound & Texture*

<p>Monitor & Clarify Retell Ask & Answer Questions</p> <p>Genre Characteristics: <u>Fiction</u> - Story Structure</p> <p><u>Informational Text</u> - Text Features</p> <p><u>Poetry</u> - Elements of Poetry</p> <p><u>Media Literacy</u> - Nonfiction Forms</p>	<p>Use descriptive words Add detailed illustrations to support text</p> <p>Revising: Use transition words to show sequence and connect ideas Add, delete, move or change words and sentences to clarify ideas Add additional details to support ideas and enhance illustrations</p> <p>Editing: Use different sentence types Use punctuation that matches sentence types Include descriptive elements Identify & correct errors in conventions of grammar</p> <p>Publishing: Create an attention grabbing cover Create a final draft with legible handwriting Share writing with an audience</p>	<p>Review: Adjectives that Compare Pronouns <i>I & Me</i> The Verb <i>Be</i></p>
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Core Texts

- Plant Pairs* - HMH
- If I Were a Tree* - Dar Hosta
- So You Want to Grow a Taco?* - Bridget Heos
- Which Part Do We Eat?* - Katherine Ayres
- The Talking Vegetables* - retold by Won-Ldy Paye & Margaret H. Lippert
- Amazing Plant Bodies: Tiny to Gigantic* - Ellen Lawrence
- Yum! ¡MmMm! ¡Querico!: America's Sproutings* - Pat Mora
- One Bean* - Anne Rockwell

Module 10: Dare to Dream

Foundational Skills

Phonological & Phonemic Awareness: Substituting, Blending & Segmenting Phonemes
Phonics: r-controlled Vowels ar, or, er, ir, & ur /er/

Spelling: Words with r-controlled vowels ar, or, er, ir, & ur /er/
Handwriting: Manuscript C, c, O, o, A, a, D, d, G, g, Q, q, S, s, F, f, E, e
Fluency: Phrasing & Intonation; Expression
Concepts of Print: Directionality; Commas; End Punctuation

Reading	Writing: <i>Informational - Biographical Essay</i>	Grammar
<p>Speaking & Listening: Collaborative Conversations</p> <p>Vocabulary Development: Topic Words Strategy: Shades of Meaning Generative Vocabulary: Prefix re-, Words About Places & Things</p> <p>Comprehension Strategies: Retell Make Inferences Create Mental Images Text Organization Make Connections</p> <p>Genre Characteristics: <u>Fiction</u> - Setting, Theme, Characters <u>Informational Text</u> - Topic & Central Idea <u>Poetry</u> - Elements of Poetry <u>Research</u> - Present Information</p>	<p>Prewriting: Establish a purpose for writing Generate ideas for writing Find resources for research Develop research questions Ask & answer questions about an inspirational person</p> <p>Drafting: Gather information to answer questions Sort & organize gathered information for draft Include language & elements of biographies Use illustrations to expand information & ideas Add details to further develop ideas</p> <p>Revising: Use of verbs Use of helping verbs & main verbs Include precise descriptions Use complete sentences Correct use of contractions</p> <p>Editing: Identify & correct errors in conventions of grammar: Subjective, objective & possessive pronouns Identify & correct errors in mechanics: Capitalization; Punctuation; Spelling Use a variety of sentence types</p> <p>Publishing: Choose a publishing format Include characteristics of selected format Share writing with an audience</p>	<p>Parts of Speech (Adverbs): Adverbs for <i>How, Where, When, How Much</i></p> <p>Parts of Speech (Adjectives): Adjectives that Compare with <i>-er, -est</i></p> <p>Conventions (Spelling): Short & Long Vowels Words with Endings High-Frequency Words</p> <p>Review: Indefinite Pronouns Contractions Adverbs</p>

Core Texts

Kids are Inventors, Too! - HMH

What Can You Do?: A Book About Discovering What You Do Well - Shelley Rotner & Shelia Kelly, ED.D.

Young Frank: Architect - Frank Viva

Charlotte the Scientist is Squished - Camille Andros

Sky Color - Peter H. Reynolds

We Are the Future - Nikki Grimes

I Am Amelia Earhart - Brad Meltzer

Joaquin's Zoo - Pablo Bernasconi

The Girl Who Could Dance in Outer Space: An Inspirational Tale About Mae Jemison - Maya Cointreau

Module 11

Foundational Skills

Phonological & Phonemic Awareness: Substituting, Blending & Segmenting Phonemes

Phonics: Vowel Teams oo /oo/, oo /ū/, ew, ui, ue /ū/

Spelling: Words with vowel teams oo /oo/, oo /ū/, ew, ui, ue /ū/

Handwriting: Manuscript V, v, W, w, Z, z, X, x, K, k

Fluency: Accuracy & Self-Correction; Reading Rate & Automaticity; Phrasing & Intonation

Concepts of Print: Dialogue; Capitalization; Directionality

Module 12

Foundational Skills

Phonological & Phonemic Awareness: Substituting, Blending & Segmenting Phonemes

Phonics: Vowel Teams au, aw; Vowel Team Diphthongs ou, ow /ow/, oi, oy

Spelling: Words with vowel teams au, aw; vowel team diphthongs ou, ow /ow/, oi, oy

Handwriting: Review Upper Case & lower Case Manuscript Pairs

Fluency: Phrasing & Intonation; Expression; Accuracy & Self-Correction

Concepts of Print: Commas; Words in a Sentence; Letters, Words & Sentences