



Grade Level and Content Curriculum Map

Last Updated: Nov 13, 2024

Quarter 1		
Essential Question/Topic	Standards	Parent Resources
Wit & Wisdom Module 1 Essential Question How do books change lives around the world?	Reading Literature ■ R.L.1.1-Ask and answer questions about key details in a text. ■ R.L.1.2-Retell stories, including key details, and demonstrate understanding of their central message or lesson. ■ R.L.1.3-Describe characters, settings, and major events in a story, using key details. Reading Informational Text ■ R.I.1.1-Ask and answer questions about key details in a text. ■ R.I.1.7-Use the illustrations and details in a text to describe its key ideas. Writing ■ W.1.3-Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. ■ W.1.5-With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. Speaking and Listening ■ SL.1.1a-Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). ■ SL.1.1b-Build on other's talk in conversations by responding to the comm	Family Welcome Letter English Spanish Glossary English Spanish Parent Letter Module 1 English Spanish



Grade Level and Content Curriculum Map

	- ents of others through multiple exchanges. Language - L.1.1b-Use common, proper, and possessive nouns. - L.1.1f-Use frequently occurring adjectives. - L.1.1j -Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. - L.1.2b- Use end punctuation for sentences.	
Foundations: Unit 1 - Letter-Keyword Sound for Consonants and Short Vowels - Letter formation for lower case letters - Alphabetical Order - Sound recognition for consonants and vowels Unit 2 - Phonemic Awareness Skills - Blending, reading and spelling CVC words - Capitalization, Punctuation and proofreading procedures - Story retelling and detail and sequence - High frequency trick words Unit 3 - Phoneme segmentation - Concept of consonant digraph keyword and sounds - Spelling of ck at the end of words - When to use a question mark. - Identify character, setting and main events. - Reading with accuracy and prosody. - Retelling with picture notes and visualization	RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes) RF.1.3 - Know and apply grade level phonics and word analysis skills in decoding words RF.1.4 - Read with sufficient accuracy and fluency to support comprehension.	Parent Resources Unit 1 English Spanish Unit 2 English Spanish Unit 3 English Spanish



Grade Level and Content Curriculum Map

High frequency trick words		
Unit 4 - Bonus letters and glued sounds - Identify character, setting and main events. - Exclamation point and quotation marks - Reading with accuracy and prosody. - High frequency trick words		Unit 4 English Spanish
Unit 5 - Glued sounds - Reading with accuracy and prosody - Proofreading - High frequency trick words		Unit 5 English Spanish

Quarter 2		
Essential Question/Topic	Standards	Parent Resources
Wit & Wisdom Module 2 Essential Question What can we discover about animals' unique features?	Reading Literature RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RI.1.2 Identify the main topic and retell key details of the text. RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. Reading Informational Text	Parent Letter Module 2 English Spanish



Grade Level and Content Curriculum Map

	RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RI.1.8 Identify reasons the author gives to support points in a text. Writing W.1.2 Write informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure. W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Speaking and Listening SL1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL1.6 Produce complete sentences when appropriate to task and situation. Language L.1.1 Use determiners (e.g., articles, demonstratives). Use frequently occurring prepositions (e.g., <i>during</i>, <i>beyond</i>, <i>toward</i>). L.1.1.J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. L.1.2 Use end punctuation for sentences.	
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Grade Level and Content Curriculum Map

	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. L.1.4 Use sentence-level context as a clue to the meaning of a word or phrase. L.1.5 Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). L.1.5.D Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.	
Foundations: Unit 6 • Base word and suffix with suffix s • Pluralization • Narrative Fiction versus Informational books • Reading with accuracy and prosody • High frequency trick words Unit 7 • Glued sounds • Blending, segmenting, spelling and reading words with -ng or -nk • Narrative fiction versus informational books • Reading with accuracy and prosody • High frequency trick words Unit 8 • Consonant and digraph blends • Blending, reading, segmenting and spelling words with up to four sounds • Suffix s added to words with four sounds • R-controlled vowel sounds • Reading with accuracy and	RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes) RF.1.3 - Know and apply grade level phonics and word analysis skills in decoding words RF.1.4 - Read with sufficient accuracy and fluency to support comprehension.	Unit 6 English Spanish Unit 7 English Spanish Unit 8 English Spanish



Grade Level and Content Curriculum Map

- prosody - High frequency trick word Unit 9 - Closed syllables with short vowels - Closed syllable versus open syllable - Vowel teams - Narrative Fiction versus Informational books - Reading with accuracy and prosody - High frequency trick words Unit 10 - Segmenting and blending up to five sounds - Suffix s added to words with five sounds - Suffixes ed and ing added to unchanging base words with closed syllables - Vowel teams - Narrative Fiction versus Informational books - Reading with accuracy and prosody - High frequency trick words		Unit 9 English Spanish Unit 10 English Spanish

Quarter 3		
Essential Question/Topic	Standards	Parent Resources
Finish Module 2 and start Wit & Wisdom Module 3 Essential Questions How do people respond to the powerful force of the wind?	Reading Literature - R.L.1.4-Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. - R.L.1.5-Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. Reading Informational Text	Parent Letter Module 3 English Spanish



Grade Level and Content Curriculum Map

	■ R.I.1.4-Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. ■ R.I.1.6-Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. ■ R.I.1.9- Identify basic similarities in and differences between two texts on the same topic. Writing ■ W.1.3-Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. Speaking and Listening ■ SL.1.1c-Ask questions to clear up any confusion about the topics and texts under discussion. ■ SL.1.3-Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. Language ■ L.1.1c-Use singular and plural nouns with matching verbs in basic sentences. ■ L.1.1e-Use verbs to convey a sense of past, present, and future. ■ L.1.1f-Use frequently occurring adjectives. ■ L.1.4b-Use frequently occurring affixes as a clue to the meaning of a word. ■ L.1.4c-Identify frequently occurring root words and their inflectional forms. ■ L.1.5c-Identify real-life connections between words and their use. ■ L.1.5-Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.	
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Grade Level and Content Curriculum Map

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Quarter 4		
Essential Question/Topic	Standards	Parent Resources
Complete Wit & Wisdom Module 3 Essential Questions How do people respond to the powerful force of the wind?	Reading Literature ■ R.L.1.4-Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. ■ R.L.1.5-Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. Reading Informational Text ■ R.I.1.4-Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. ■ R.I.1.6-Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. ■ R.I.1.9- Identify basic similarities in and differences between two texts on the same topic. Writing ■ W.1.3-Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. Speaking and Listening ■ SL.1.1c-Ask questions to clear up any confusion about the topics and texts under discussion. ■ SL.1.3-Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. Language	Parent Letter Module 4 English Spanish



Grade Level and Content Curriculum Map

	■ L.1.1c-Use singular and plural nouns with matching verbs in basic sentences. ■ L.1.1e-Use verbs to convey a sense of past, present, and future. ■ L.1.1f-Use frequently occurring adjectives. ■ L.1.4b-Use frequently occurring affixes as a clue to the meaning of a word. ■ L.1.4c-Identify frequently occurring root words and their inflectional forms. ■ L.1.5c-Identify real-life connections between words and their use. ■ L.1.5-Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.	
Fundations: Unit 14 ● Review of word structure and concepts ● Review sentence construction and proofreading ● Review Narrative versus Informational Text ● High frequency trick words	RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes) RF.1.3 - Know and apply grade level phonics and word analysis skills in decoding words RF.1.4 - Read with sufficient accuracy and fluency to support comprehension.	Unit 14 English Spanish