

Grade 1 Literacy Curriculum Map

	<p>My View Team Members: Jill Mailloux, Julie Doyle, Mary Ahern, Bethany Granoth, Kaitlyn Karedis, Kaitlyn Nickerson, Kelly Crowley, Nick Bushnell Number of Days: 5 weeks (35 days)</p>
	<p>Unit ONE: My Neighborhood</p>
<p>Essential Questions</p>	<p>What is a neighborhood? What can I see in a Neighborhood? What is a Neighborhood? How Do Signs in our Neighborhood Help Us? How can I get to know my neighbors? What makes a good neighbor?</p>
<p>Content Standards</p>	<p><i>RL.1.1 Ask and answer questions about key details in a text.</i> RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.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. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. RL.1.9 Compare and contrast the adventures and experiences of characters in stories RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. RI.1.2 Identify the main topic and retell key details of a text. RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text 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.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). RF.1.3.b Decode regularly spelled one-syllable words. RF.1.3.g Recognize and read grade-appropriate irregularly spelled words. RF.1.4.a Read grade-level text with purpose and understanding RF.1.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>

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Concepts and subskills	<p>Demonstrate understanding of the central message or lessons of stories.</p> <p>Ask questions about key details. Retell stories, including key details.</p> <p>Describe characters using key details. Know and use various text features.</p> <p>Use headings to locate key facts or information in a text.</p> <p>Explain major differences between books that tell stories and books that give information.</p> <p>Distinguish between information provided by pictures or other illustrations and information provided by words.</p> <p>Answer questions about key details.</p> <p>With prompting and support, read prose of appropriate complexity for grade 1.</p> <p>Demonstrate understanding of sounds (phonemes).</p> <p>Demonstrate understanding of spoken words.</p> <p>Recognize the distinguishing features of a sentence (e.g., capitalization).</p> <p>Recognize grade-appropriate irregularly spelled words.</p>	See each weekly schedule above
Content Objectives "I Can Statements"	Unit One: I can listen to and comprehend realistic fiction. I can read about a neighborhood.	
Content Vocabulary	type, various, group, setting, place, time, sand, block, street, corner, Left, right, guard, crosswalk, Information, heading, section, fact	
Text, Materials, and Resources	See each week	
Assessments, Products, Projects	•	

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	<p>Unit TWO: I Spy</p>	
<p>Essential Questions</p>	<p>How Do Living Things Grow and Change? How Do Animals Grow and Change? How Do Plants grow and change? How do animals change with the season?</p>	
<p>Content Standards</p>	<p>Unit TWO: RL.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. RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. RI.1.1 Ask and answer questions about key details in a text. RI.1.2 Identify the main topic and retell key details of a text. RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 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.1.10 With prompting and support, read informational texts appropriately complex for grade 1. RF.1.1 Demonstrate understanding of the organization and basic features of print. RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words. RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3.a Know the spelling-sound correspondences for common consonant digraphs. RF.1.3.b Decode regularly spelled one-syllable words. RF.1.3.c Know final -e and common vowel team conventions for representing long vowel sounds. RF.1.3.f Read words with inflectional endings. RF.1.3.g Recognize and read grade-appropriate irregularly spelled words. RF.1.4 Read with sufficient accuracy and fluency to support comprehension. RF.1.4.a Read grade-level text with purpose and understanding. RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	
<p>Concepts and subskills</p>	<p>Identify the main topic of a text. Know and use various text features. Ask questions about key details. Answer questions about key details. Identify words and phrases that suggest feelings or</p>	

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	<p>appeal to the senses in poems. Describe characters using key details. Distinguish long from short vowel sounds in spoken single-syllable words. Demonstrate understanding of sounds (phonemes). Demonstrate understanding of spoken words.</p>	
Content Objectives "I can Statements"	<p>I can read informational text I can make and use words to read and write informational text. I can read about how living things grow and change. I can make and use words to connect reading and writing</p>	
Content Vocabulary	<p>reason, nature, notice, pattern, title, details, Main idea, graphics, frog, gills, tadpole, buds, soil, stems, leaves, sequence, description, rhyme, rhythm, eat, dig, sleep, burrow, setting, characters, plot, dialogue, big, new, fast, small</p>	
Assessments, Products, Projects		
Text, Materials, and Resources		

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	Unit THREE:	
Essential Questions	<p>How can we use our imaginations? Why is it important to plan ahead? How do Tricky characters use their imagination? How can imagination lead to a new idea? How can stories help us learn lessons? Why are art and music classes important?</p>	
Content Standards	<p>Unit THREE: RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	

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	<p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI.1.8 Identify the reasons an author gives to support points in a text.</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.a Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.3.c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RF.1.3.e Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>RF.1.3.f Read words with inflectional endings.</p> <p>RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.1.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	
Concepts and subskills	<p>Describe major events using key details.</p> <p>Demonstrate understanding of the central message or lessons of stories.</p> <p>Ask questions about key details.</p> <p>Identify words and phrases that suggest feelings or appeal to the senses in poems.</p> <p>Identify the reasons an author gives to support points in a text.</p> <p>Know and use various text features.</p> <p>Retell key details of a text.</p> <p>Demonstrate understanding of sounds (phonemes).</p> <p>Demonstrate understanding of syllables.</p> <p>Use conventional spelling for words with common spelling patterns.</p> <p>Know grade-level phonics skills in decoding words.</p> <p>Recognize grade-appropriate irregularly spelled words.</p>	
Content Objectives "I can Statements"	<p>I can read traditional stories</p> <p>I can use words to make connections between reading and writing.</p>	
Content Vocabulary	<p>create, imagine, suppose, possible, plot, problem, Resolution, moral, stored, begged, gathered, prepared, Sadly, Fairly, Exactly, carefully, repetition, alteration, draw, doodle, scribble, decorate, reasons, actions, angry, happy, surprised, opinions, look, think, remember, concentrate</p>	

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Assessments, Products, Projects	See writing prompt ideas within each week.
Text, Materials, and Resources	See each week

	<p>My View Team Members: Jill Mailloux, Julie Doyle, Mary Ahern, Bethany Granoth, Kaitlyn Karedis, Kaitlyn Nickerson, Kelly Crowley, Nick Bushnell Number of Days: 4 weeks (30 days)</p>
	Unit FOUR
Essential Questions	<p>Why Is The Past Important? *How Do Artists of the Past Help Us See the World Differently? *How Can A Person's Actions Change the World? *How Can Technology Change the World? *Why is it Important to Learn About our Country's Past? *What Can People from the Past Teach Us About Helping Others?</p>
Content Standards	<p>Unit FOUR: RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.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. RL.1.6 Identify who is telling the story at various points in a text. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. RL.1.9 Compare and contrast the adventures and experiences of characters in stories. RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. RI.1.1 Ask and answer questions about key details in a text. RI.1.2 Identify the main topic and retell key details of a text. RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words. RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). RF.1.3.c Know final -e and common vowel team conventions for representing long vowel sounds. RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.</p>

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	<p>RF.1.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings</p> <p>RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	
<p>Concepts and subskills</p>	<p>Describe major events using key details.</p> <p>Identify the main topic of a text.</p> <p>Ask questions about key details.</p> <p>Retell key details of a text.</p> <p>Describe connections between two ideas or pieces of information.</p> <p>Retell stories, including key details.</p> <p>Demonstrate understanding of the central message or lessons of stories.</p> <p>Identify basic similarities in and differences between two texts on the same topic (e.g., in descriptions).</p> <p>Know and use various text features.</p> <p>Explain major differences between books that tell stories and books that give information.</p> <p>Know grade-level phonics skills in decoding words.</p> <p>Use conventional spelling for words with common spelling patterns.</p> <p>Isolate initial sounds (phonemes) in spoken single-syllable words.</p> <p>Demonstrate understanding of sounds (phonemes).</p>	<p>Practices</p> <p>See each weekly schedule above</p>
<p>Content Objectives "I can Statements"</p>	<p>I can read a biography and people who have made history.</p> <p>I can make and use words to write narrative non-fiction.</p> <p>I can write a personal narrative.</p>	
<p>Content Vocabulary</p>	<p>Record, Supply, Necessary , experience, amaze, wonder, memory, discover, keep, extra, delete, loved, cheered, admired, allowed, drive, ranch, cattle railroad</p>	
<p>Assessments, Products, Projects</p>	<p>See weekly writing prompt ideas and suggestions related to the essential question and genre.</p>	
<p>Text, Materials, and Resources</p>		

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	<p>Unit FIVE</p>	
<p>Essential Questions</p>		
<p>Content Standards</p>	<p>Unit FIVE RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.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. RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas. RI.1.8 Identify the reasons an author gives to support points in a text. RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words. RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. RF.1.3.e Decode two-syllable words following basic patterns by breaking the words into syllables. RF.1.3.g Recognize and read grade-appropriate irregularly spelled words. RF.1.4 Read with sufficient accuracy and fluency to support comprehension. RF.1.4.a Read grade-level text with purpose and understanding. RF.1.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	
<p>Concepts and subskills</p>	<p>Answer questions about key details. Know and use various text features. Identify the main topic of a text. Explain major differences between books that tell stories and books that give information. Identify the reasons an author gives to support points in a text. Ask questions about key details. With prompting and support, read prose of appropriate complexity for grade 1. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations). Demonstrate understanding of the central</p>	<p>Practices See each weekly schedule above</p>

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	<p>message or lessons of stories. Distinguish between information provided by pictures or other illustrations and information provided by words. Know and use various text features. Demonstrate understanding of sounds (phonemes). Know grade-level phonics skills in decoding words. Use conventional spelling for words with common spelling patterns. Demonstrate understanding of syllables. Recognize grade-appropriate irregularly spelled words.</p>	
Content Objectives "I can Statements"		
Content Vocabulary	Record, Supply, Necessary , experience, amaze, wonder, memory, discover, keep, extra, delete, loved, cheered, admired, allowed, drive, ranch, cattle railroad	
Assessments, Products, Projects		
Text, Materials, and Resources	See each week	