

Tri 1: Curriculum Map

Week	Indicator	Standard	Assessment
All year		1.RF.1-1.RF.8, 1.W.1, 1.W.8, 1.CC.1-1.CC.7	
Week 1: 8/12-8/16		Routines- turn and talk, good readers, taking care and reading books, review of Kindergarten concepts	
	1.RF.2	Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)	
	1.RF.3	Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	
	1.RF.4	Segment individual phonemes in one-syllable words. (E)	
	1. RF. 5	use letter sound knowledge of short vowels	
	1.RF.6	Decode one-syllable words- CVC words	
	1.W.1	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.	
Week 2: 8/19-8/23		Routines- turn and talk, good readers, taking care and reading books, review of Kindergarten concepts	
	1.RF.2	Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)	
	1.RF.3	Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	
	1.RF.4	Segment individual phonemes in one-syllable words. (E)	
	1. RF. 5	use letter sound knowledge of short vowels	
	1.RF.6	Decode one-syllable words- CVC words	
	1.W.1	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.	
Week 3: 8/26-8/30		Routines- turn and talk, good readers, taking care and reading books, review of Kindergarten concepts	Iready Testing
	1.RF.2	Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)	
	1.RF.3	Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	
	1.RF.4	Segment individual phonemes in one-syllable words. (E)	
	1. RF. 5	use letter sound knowledge of short vowels	
	1.RF.6	Decode one-syllable words- CVC words	
	1.W.1	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.	
Week 4: 9/2-9/6		Routines- turn and talk, good readers, taking care and reading books, review of Kindergarten concepts	Iready Testing
	1.RF.2	Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)	
	1.RF.3	Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	
	1.RF.4	Segment individual phonemes in one-syllable words. (E)	
	1. RF. 5	use letter sound knowledge of short vowels	
	1.RF.6	Decode one-syllable words- CVC words	
	1.W.1	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.	
Week 5: 9/9-9/13 U1W1	1.RC.2	Retell stories fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.	U1W1 quiz/ tests
	1.RC.3	Using key details, identify and describe the elements of plot, character, and setting. (E)	
	1.RF.2	Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)	
	1.RF.3	Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	
	1.RF.4	Segment individual phonemes in one-syllable words. (E)	
	1. RF. 5	use letter sound knowledge of short vowels	
	1.W.4	Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending. (E)	
Week 6: 9/16-9/20 U1W2	1.RC.2	Retell stories fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.	U1W2 quiz/tests
	1.RC.3	Using key details, identify and describe the elements of plot, character, and setting. (E)	
	1.RF.2	Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)	
	1.RF.3	Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	
	1.RF.4	Segment individual phonemes in one-syllable words. (E)	

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Week	Indicator	Standard	Assessment
	1. RF. 5	use letter sound knowledge of short vowels	
	1.W.1	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.	
End of Grading Period			
Week 7: 9/23-9/27 U1W3	1.RC.2	Retell stories fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.	U1W3 quiz/ tests
	1.RC.7	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.	
	1.RF.2	Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)	
	1.RF.3	Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	
	1.RF.4	Segment individual phonemes in one-syllable words. (E)	
	1. RF. 5	use letter sound knowledge of short vowels	
	1.W.4	Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending. (E)	
Week 8: 9/30-10/4 U1W4	1.RC.2	Retell stories fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.	U1W4 quiz/tests
	1.RC.3	Using key details, identify and describe the elements of plot, character, and setting. (E)	
	1.RF.2	Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)	
	1.RF.3	Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	
	1.RF.4	Segment individual phonemes in one-syllable words. (E)	
	1. RF. 5	use letter sound knowledge of short vowels	
	1.W.1	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.	
Week 9: 10/7-10/11 U1W5	1.RC.4	Make and confirm predictions about what will happen next in a story	U1W5 quiz/ tests
	1.RC.3	Using key details, identify and describe the elements of plot, character, and setting. (E)	
	1.RF.2	Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)	
	1.RF.3	Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	
	1.RF.4	Segment individual phonemes in one-syllable words. (E)	
	1. RF. 5	use letter sound knowledge of short vowels	
	1.W.4	Produce (when writing or speaking) narratives using precise words to describe characters and actions	
Week 10: 10/14-10/18 U1W6	1.RC.3	Using key details, identify and describe the elements of plot, character, and setting. (E)	decodable quiz
	1.RF.2	Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)	
	1.RF.3	Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	
	1.RF.4	Segment individual phonemes in one-syllable words. (E)	
	1. RF. 5	use letter sound knowledge of short vowels	
	1.W.8	Demonstrate command of capitalization, punctuation, and spelling,	
Week 11: 10/21-10/25 U2W1	1.RC.6	Retell main ideas and key details of a text. (E)	U2W1 quiz/ tests
	1.RC.1	Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text. (E)	
	1.RF.2	Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)	
	1.RF.3	Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	
	1.RF.4	Segment individual phonemes in one-syllable words. (E)	
	1. RF. 5	use letter sound knowledge of short vowels	
	1.W.3	Produce (when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)	
	1.RC.6	Retell main ideas and key details of a text. (E)	U2W2 quiz/tests

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Week	Indicator	Standard	Assessment
Week 12: 10/28-11/1 U2W2	1.RC.1	Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text. (E)	
	1.RC.7	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.	
	1.RF.2	Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)	
	1.W.3	Produce (when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)	
Week 13: 11/4-11/8 U2W3	1.RC.6	Retell main ideas and key details of a text. (E)	U2W3 quiz/tests
	1.RC.1	Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text. (E)	
	1.RC.7	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.	
	1.RF.2	Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)	
	1.W.3	Produce (when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)	

Tri 2: Curriculum Map

Week	Indicator	Standard	Assessment
Week 1: 11/11-11/15 Review	1.RC.6	Retell main ideas and key details of a text. (E)	
	1.RC.1	Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text. (E)	
	1.RF.2	Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)	
	1.RF.3	Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	
	1.RF.4	Segment individual phonemes in one-syllable words. (E)	
	1. RF. 5	use letter sound knowledge of short vowels	
	1.W.3	Produce (when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)	
Week 2: 11/18-11/26 U2W4	1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)	U2W4 quiz/tests
	1.RC.6	Retell main ideas and key details of a text. (E)	
	1.RF.3	Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text. (E)	
	1.RV.3.1 (OS)	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).	
	1.W.3	Produce (when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)	
	1.RF.3	Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	
Week 3: 12/2-12/6 U2W5	1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)	Iready testing
	1.RC.6	Retell main ideas and key details of a text. (E)	U2W5 quiz/tests
	1.RF.3	Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text. (E)	
	1.RC.3	Using key details, identify and describe the elements of plot, character, and setting. (E)	
	1.RC.4	Make and confirm predictions about what will happen next in a story.	
	1.W.3	Produce (when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)	
Week 4: 12/9-12/13 U2W6	1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)	decodeable story
	1.RC.6	Retell main ideas and key details of a text. (E)	
	1.RF.3	Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text. (E)	
	1.RF.6	Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E)	
Week 5: 12/16-12/20	1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)	
	1.RC.6	Retell main ideas and key details of a text. (E)	
	1.RF.3	Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text. (E)	

Tri 2: Curriculum Map

Week	Indicator	Standard	Assessment
Review	1.RF.6	Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E)	
Week 6: 1/6-1/10 U3W1	1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)	Unit 3 Week 1 test/quiz
	1.RC.4	Make and confirm predictions about what will happen next in a story.	
	1.RC.3	Using key details, identify and describe the elements of plot, character, and setting. (E)	
	1.RF.6	Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E)	
	1.W.7	Demonstrate command of English grammar and usage, when writing or speaking, focusing on: a. Nouns/Pronouns	
End of Grading Period			
Week 7: 1/13-1/17 U3W2	1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)	U3 Week 2 test/ quiz
	1.RC.4	Make and confirm predictions about what will happen next in a story.	
	1.RF.6	Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E)	
	1.W.7	Demonstrate command of English grammar and usage, when writing or speaking, focusing on: a. Nouns/Pronouns	
	1.RC.5	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).	
Week 8: 1/20-1/24 U3W3	1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)	U3W3 test/ quiz
	1.RC.4	Make and confirm predictions about what will happen next in a story.	
	1.RF.6	Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E)	
	1.W.7	Demonstrate command of English grammar and usage, when writing or speaking, focusing on: a. Nouns/Pronouns	
	1.RC.5	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).	
Week 9: 1/27-1/31 U3W4	1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)	U3W4 test/ quiz
	1.RC.4	Make and confirm predictions about what will happen next in a story.	
	1.RF.6	Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E)	
	1.W.7	Demonstrate command of English grammar and usage, when writing or speaking, focusing on: a. Nouns/Pronouns	
	1.RC.3	Using key details, identify and describe the elements of plot, character, and setting. (E)	

Tri 2: Curriculum Map

Week	Indicator	Standard	Assessment
Week 10: 2/3-2/7 U3W5	1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)	U3W5 test/ quiz
	1.RC.4	Make and confirm predictions about what will happen next in a story.	
	1.RF.6	Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E)	
	1.W.7	Demonstrate command of English grammar and usage, when writing or speaking, focusing on: a. Nouns/Pronouns	
	1.RC.3	Using key details, identify and describe the elements of plot, character, and setting. (E)	
Week 11: 2/10-2/14 U3W6	1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)	U3W6 decodable story
	1.RC.4	Make and confirm predictions about what will happen next in a story.	
	1.RF.6	Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E)	
	1.W.7	Demonstrate command of English grammar and usage, when writing or speaking, focusing on: a. Nouns/Pronouns	
	1.RC.3	Using key details, identify and describe the elements of plot, character, and setting. (E)	
Week 12: 2/17-2/21 U4W1	1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)	U4/W1 test/quiz
	1.RC.1	Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text. (E)	
	1.RC.7	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.	
	1.RC.8	Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship. (E)	
	1.W.4	Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending. (E)	
Week 13: 2/24-2/28 U4W2	1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)	U4/W2 Test/quiz
	1.RC.7	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.	
	1.RC.8	Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship. (E)	
	1.RC.1	Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text. (E)	
	1.W.4	Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending. (E)	

Tri 2: Curriculum Map			
Week	Indicator	Standard	Assessment

Tri 3: Curriculum Map

Week	Indicator	Standard	Assessment
Week 1 3/3-3/7 U4W3	1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)	U4/W3 Test/quiz
	1.RC.1	Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text. (E)	
	1.RC.2	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.	
	1.RC.3	Using key details, identify and describe the elements of plot, character, and setting. (E)	
	1.RC.8	Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship. (E)	
	1.W.4	Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending. (E)	
	1.W.5	With support, apply the writing process to: a. Plan by generating ideas for writing through oral discussions and drawings; b. Develop drafts in pictorial or written form by organizing ide	
Week 2 3/10-3/14 U4W4	1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)	U4/W4 Test/quiz
	1.RC.6	Retell main ideas and key details of a text. (E)	
	1.RC.8	Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship. (E)	
	1.W.8	Demonstrate command of capitalization, punctuation, and spelling	
	1.W.5	With support, apply the writing process to: a. Plan by generating ideas for writing through oral discussions and drawings; b. Develop drafts in pictorial or written form by organizing ide	
Week 3 3/17-3/21 U4W5	1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)	U4/W5 test/quiz
	1.RC.1	Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text. (E)	
	1.RC.6	Retell main ideas and key details of a text. (E)	
	1.RC.7	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.	
	1.W.8	Demonstrate command of capitalization, punctuation, and spelling	
	1.W.5	With support, apply the writing process to: a. Plan by generating ideas for writing through oral discussions and drawings; b. Develop drafts in pictorial or written form by organizing ide	
Week 4 3/24-3/28 U4W6	1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)	U4/W6 decodable
	1.RC.1	Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text. (E)	
	1.RC.7	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.	
	1.W.8	Demonstrate command of capitalization, punctuation, and spelling	
	1.W.5	With support, apply the writing process to: a. Plan by generating ideas for writing through oral discussions and drawings; b. Develop drafts in pictorial or written form by organizing ide	
	1.RC.8	Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship. (E)	U5W1 test/quiz
	1.RC.7	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.	
	1.RF.6	Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E)	

Tri 3: Curriculum Map

Week	Indicator	Standard	Assessment
Week 5: 4/7-4/11 U5W1	1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)	
	1.W.5	With support, apply the writing process to: a. Plan by generating ideas for writing through oral discussions and drawings; b. Develop drafts in pictorial or written form by organizing ideas	
Week 6: 4/14-4/18 U5W2	1.RC.8	Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship. (E)	U5W2 test/ quiz
	1.RC.7	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.	
	1.RF.6	Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E)	
	1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)	
	1.W.5	With support, apply the writing process to: a. Plan by generating ideas for writing through oral discussions and drawings; b. Develop drafts in pictorial or written form by organizing ideas	
	1.RC.4	Make and confirm predictions about what will happen next in a story.	
	1.RF.7	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake)	
End of Grading Period			
Week 7: 4/21-4/25 U5W3	1.RC.8	Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship. (E)	U5W3 test/ quiz
	1.RC.7	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.	
	1.RF.6	Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E)	
	1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)	
	1.W.5	With support, apply the writing process to: a. Plan by generating ideas for writing through oral discussions and drawings; b. Develop drafts in pictorial or written form by organizing ideas	
	1.RC.4	Make and confirm predictions about what will happen next in a story.	
	1.RF.7	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake)	
Week 8: 4/28-5/2 U5W4	1.RC.1	Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text. (E)	U5W4 test/ quiz
	1.RC.6	Retell main ideas and key details of a text. (E)	
	1.RC.2	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.	
	1.W.5	With support, apply the writing process to: a. Plan by generating ideas for writing through oral discussions and drawings; b. Develop drafts in pictorial or written form by organizing ideas	
	1.RF.6	Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E)	
	1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)	
	1.RF.7	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake)	
Week 9: 5/5-5/9 U5W5	1.RF.6	Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E)	U5W5 test/quiz
	1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)	
	1.RC.7	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.	
	1.RC.9	Demonstrate comprehension that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.	

Tri 3: Curriculum Map

Week	Indicator	Standard	Assessment
	1.RC.4	Make and confirm predictions about what will happen next in a story.	
	1.W.8	Demonstrate command of capitalization, punctuation, and spelling	
	1.W.5	With support, apply the writing process to: a. Plan by generating ideas for writing through oral discussions and drawings; b. Develop drafts in pictorial or written form by organizing ideas	
Week 10: 5/12-5/16 U5W6	1.RC.1	Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text. (E)	
	1.RF.6	Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E)	
	1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)	
	1.W.2	Produce (when writing or speaking) logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate), and give reasons why the proposal should be accepted.	
	1.W.7	Demonstrate command of English grammar and usage, when writing or speaking	
Week 11: 5/19-5/23 Review of all skills	1.RF.6	Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E)	Iready Testing
	1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)	
	1.W.5	With support, apply the writing process to: a. Plan by generating ideas for writing through oral discussions and drawings; b. Develop drafts in pictorial or written form by organizing ideas	
	1.W.7	Demonstrate command of English grammar and usage, when writing or speaking	
Week 12: 5/26-5/30 Review of all skills	1.RF.6	Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E)	Iready Testing
	1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)	
	1.W.5	With support, apply the writing process to: a. Plan by generating ideas for writing through oral discussions and drawings; b. Develop drafts in pictorial or written form by organizing ideas	
	1.W.7	Demonstrate command of English grammar and usage, when writing or speaking	