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| **Rockford Public Schools 1st Grade ELA Curriculum Map Overview** | | | | | |
|  | **September**  **October** | **November**  **December** | **January**  **February** | **February**  **March** | **April**  **May** |
| **Units of Study for**   * **Reading Literature** * **Reading Informational Text** * **Language** * **Speaking and Listening** * **Foundational Skills** | Unit 1:  Creating a Classroom Community of Learners  *Bob and Otto*  *Arabella Miller’s Tiny Caterpillar*  *How Many Seeds in a Pumpkin*  *Dragon’s Halloween*  *I Like Myself*  *Gotta Go, Gotta Go* | Unit 2:  A Season of Celebration  *The Secret of Saying Thanks*  *Let’s Go Home*  *Home Place*  *Night Tree*  *Hanukkah* | Unit 3:  Imaginary Characters, Real Life Adventures  *Sadie and the Snowman*  *The Raft*  *Fly Away Home*  *Grandfather Twilight*  Henry and Mudge and the Happy Cat  Mr. Putter and Tabby | Unit 4:  Opinions Matter!  Biographies  Reviews | Unit 5:  Animal Inquiry  *National Geographic Kids* |
| Literacy Assessments   * Developmental Reading Assessment (DRA) * Primary Spelling Inventory * Dolch Lists * Hearing and Recording Sounds * MLPP Letter/Sound | DRA Level 3 > 94%  Dolch List 1-3  *Words Their Way Primary Spelling Word Inventory* | \*DRA Level 6 >94% with >15 comprehension and/or fluency >8.  Dolch Word Lists as needed | DRA Level 10 >94% with >15 comprehension and/or fluency >8.  *Words Their Way: Primary Spelling Inventory*  Dolch Word Lists as needed | DRA Level 12 >94% with >15 comprehension and/or fluency >8.  Dolch Word Lists as needed | \*DRA L. 16 > 94% with >15 comprehension and/or fluency >8.  *Words Their Way: Primary Spelling Inventory*  Dolch Word Lists as needed |
| *If needed (Tier II/III)*  H&RS “The bus is coming. It will stop here to let me get on.”  MLPP Letter/Sound (if needed) |
| Writing:  ***Units of Study in Opinion, Information, and Narrative Writing: A Common Core Workshop Curriculum***  Pacing Goal: 3 LC lessons per week to allow time to extend mini-lessons and mid-workshop teaching points over 5 workshop days | Unit 1: *Small Moments*  Bends I, II, III, and IV | Unit 2: *Nonfiction*  *Chapter Books*  Bend I | \*January to Early February  Unit 4: *From Scenes to Series Writing Fiction*  *Bends I and II*  6 weeks  Goal of 3 lessons per week | Mid February-March  Unit 3: *Writing Reviews*  Bends I and II  Goal of 3 lessons per week | Unit 2: *Nonfiction Chapter Books*  *Bend II and III* |
| Writing:  Lucy Calkins On-demand Pre and Post Writing Assessments | On-demand Pre-Assessments: **Information** (first 10 days of school) and **Narrative** |  | On-demand Post-assessment:  **Narrative** | On-demand Pre and Post-assessments:  **Opinion** | On-demand Post Assessment: **Information** (data collected for School Improvement) |



**Rockford Public Schools Curriculum Map**

Content Area: English Language Arts

**Grade: First**

**SEPTEMBER/OCTOBER - Unit 1: Creating a Classroom Community of Learners**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Unit Overview:  September is a key month for establishing routines for the reading and writing workshop and establishing a classroom environment for learning and collaboration. Each day will have a special person (first grade friend, It’s All About Me Tree, backyard buddy, etc) who shares 3-4 items that tell “all about me” to establish identities, describe personalities, and to make connections to other students. For the special person, the teacher will lead phonological awareness activities like rhyming, clapping syllables, or sorts with the students’ names. Each day, a special student will tell about himself/herself while the class listens and asks questions at the end. The students turn and talk about the details and think about a creative way to introduce the student. The teacher dictates an “all about” writing piece on chart paper with student generated ideas that include a beginning sentence, three details about the items in the bag, and an ending sentence. After each student has shared, the teacher will type the stories for a class book. Each child will read and illustrate his/her own page. During reading workshop, teachers will use books like ***Bob and Otto*** or ***Arabella Miller’s Tiny Caterpillar*** to reinforce the theme of friendship, introduce story elements in fiction, and collect million dollar words to expand vocabulary while connecting the text to the butterfly unit. Students will use art (*How to Draw Bugs)* or technology (*Kidpix*) to demonstrate their understanding of the lifecycle of a butterfly. Students visually create the setting for each stage of the lifecycle and label important elements.  The end of October incorporates Halloween and pumpkin themes with ***Dragon’s Halloween*** Students have an opportunity to write details about their costume without naming it. At the end they write the question, “who am I.” Students read their writing aloud while the class listens to the clues and tries to guess the costume. Teachers can also use the book ***How Many Seeds in a Pumpkin*** to expand students’ vocabulary, study the author’s craft of “setting the scene” as an effective lead sentence and make the connection to math with counting by 1’s and 2’s.  **Essential Question: How does the classroom community support the routines of reading and writing workshops?** | | | | | | | |
| **Reading Component/**  **Key Ideas**  What reading components are being covered and what is the important vocabulary? What do students need to know?  (Reading Component) | | **Student Objectives**  What do students have to be able to do?  (Common Core Student Objective Language)  **Standards are listed when they are introduced. Instruction should continue throughout the year as students progress.** | **Focus Standards**  (Standard Code) | **Instruction/**  **Sample Activities**  What activities are used to develop the skills and knowledge?  (Units of Study) | | **Resources/**  **Suggested Works**  What materials, texts, videos, internet, software, or human resources support instruction?  (Rockford Resources) | **Assessment**  What evidence (product or performance) is collected to determine that the students have met the reading objective?  (RPS Literacy Assessment Charts) |
| **Reading Component** | **Academic Vocabulary** | **Instruction and**  **Thematic Ideas** | **Differentiation** |
| Print Concepts  Fluency | capital letter  lowercase  upper case  punctuation  period  question mark  exclamation  text | *Demonstrate understanding of the organization and basic features of print.*  -Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  -Read grade-level text with purpose and understanding.  -Read grade-level text orally with accuracy, appropriate rate, and expression. | RF 1.1a  RF 1.4a  RF 1.4b | Morning Message  Turn and talk  Reading Workshop  Writing Workshop  Poetry collection  Read Aloud  \*launch Take  Home Program with parent prompting guide and fix up strategies visual guide | guided reading  conferring | trade books  big books  *DRA* Assessment Kit  T*ext Talk*  **Suggested Books**: Kevin Henkes Series, *Have You Filled a Bucket Today? Charlie the Caterpillar, I Like Myself, Gotta Go, Gotta Go, Bob and Otto, Arabella Miller’s Tiny Caterpillar, Butterfly Birthday,* predictable/patterned text, rhyming books | DRA Level 3 >94% |
| **Themes**: All About Me, Friendship, Building Classroom Community, Butterflies |
| **Reading Component** | **Academic Vocabulary** | **Student Objectives** | **Focus Standards** | **Instruction and**  **Thematic Ideas** | **Differentiation** | **Resources/**  **Suggested Works** | **Assessment** |
| Phonological Awareness  Word Recognition | vowel sounds  consonant sounds  words  syllables-chunks  rhyme  word families  word blending | *Demonstrate understanding of spoken words, syllables, and sounds (phonemes).*  -Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  -Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  -Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  -Decode regularly spelled one-syllable words.  -Recognize and read grade-appropriate irregularly spelled words. | RF 1.2  RF 1.2b  RF 1.2c  RF 1.2 d  RF 1.3b  RF 1.3g | Word Study | Dolch Words | *Words Their Way* | Word Recognition: Dolch List 1-3  *Words Their Way Primary Spelling Word Inventory (*date TBD)  If needed for Tier II/III:  Hearing and Recording Sounds “The bus is coming. It will stop here to let me get on.” |
| Reading Literature | predict  retell  comprehension  main/big idea  details  characters  setting  problem  events  solution  beginning  middle  end  cause/effect (model in think alouds)  illustration  just right books schema  connections  reading/ fix up strategies  poetry  questions  text  phrases  fiction  nonfiction  answer | ***Key Ideas and Details***  -Ask and answer questions about key details in a text.  -Retell stories, including key details, and demonstrate understanding of their central message or lesson.  -Describe characters, settings, and major events in a story, using key details.  ***Craft and Structure***  -Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.  ***Integration of Knowledge and ideas***  -Use illustrations and details in a story to describe its characters, setting, or events.  ***Range of Reading and Level of Text Complexity***  -With prompting and support, read prose and poetry of appropriate complexity for grade 1. | RL.1.1  RL.1.2  RL.1.3  RL.1.5  RL.1.7  RL.1.10 | Reading Workshop  Library Set Up  Guided Reading  Read Aloud  Writing Workshop  Poetry collections | conferring  just right books | *Primary Comprehension Toolkit* (Book 1 and 2)  *The Daily 5* (Boushey and  Moser): Modeling and  Procedures  *The CAFE Book: Engaging All Students in Daily Literary Assessment and Instruction (*Boushey and  Moser)  *7 Keys To Comprehension*  (Zimmerman and  Hutchins): Schema and  Making Connections *(Text to Self, Text to Text, Text to World)*  Fix up Strategies  *Growing Readers* (Collins)  *Reading with Meaning* (Miller)  wegivebooks.org |  |
| Reading Informational Text  *\*use science and social studies according to rotation schedule* | ***Key Ideas and Details***  -Ask and answer questions about key details in a text. | RI.1.1 |  | *Time for Kids* |  |

**Grade: First**

**SEPTEMBER/OCTOBER - Unit 1: Creating a Classroom Community of Learners**

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| **Reading Component** | **Academic Vocabulary** | **Student Objectives** | **Focus Standards** | **Instruction and**  **Thematic Ideas** | **Differentiation** | **Resources/**  **Suggested Works** | **Assessment** |
| Speaking and Listening  \*continue these objectives throughout the year starting with modeling with your own teacher language | active listening  turn and talk  discussion  conversation  comments  respond  describe | ***Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.***  -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).  -Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  -Ask questions to clear up any confusion about the topics and texts under discussion  ***Comprehension and Collaboration***  -Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  -Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  ***Presentation of Knowledge and Ideas***  -Ask questions to clear up any confusion about the topics and texts under discussion. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  -Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  -Produce complete sentences when appropriate to task and situation. | SL.1.1 (a,b,c)  SL.1.2  SL.1.3  SL.1.4    SL.1.5  SL.1.6 | Social Contract  Morning Meeting  “Circle/Community Time”  Good Things  Read Aloud  Text Talk  Reading and Writing Workshop | Small group reading/writing | Capturing Kids’ Hearts! |  |

**Grade: First**

**SEPTEMBER/OCTOBER - Unit 1: Creating a Classroom Community of Learners**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Reading Component** | **Academic Vocabulary** | **Student Objectives** | **Focus Standards** | **Instruction and**  **Thematic Ideas** | **Differentiation** | **Resources/**  **Suggested Works** | **Assessment** |
| Language and Vocabulary | upper case  lower case  sentence  capitalize | ***Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.***  *-*Print all upper- and lowercase letters.  *-*Capitalize dates and names of people  -Use end punctuation for sentences.  -Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions  ***Vocabulary Acquisition and Use***  -Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). | L.1.1 (a)  L.1.2 (a, b e)  L.1.6 | Morning Message  Writing Workshop | conferring |  |  |
| Writing | inform  small moment  plan  idea  topic  sketch  revise  snap words  action  unfreeze  craft moves  facts  events  sequence  first  next  after that  finally  edit | ***Text Types and Purposes***  -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.  ***Production and Distribution of Writing***  -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.  -With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | W.1.3  W.1.5  W.1.6 | Writing Workshop  Unit 1: *Small Moments* | conferring | *Units of Study in Opinion, Information, and Narrative Writing* (Calkins) | On-demand Pre-Assessments: **Information** (first 10 days of school) and **Narrative** |

**Rockford Public Schools Curriculum Map**

Content Area: English Language Arts

**Grade: First**

**NOVEMBER/DECEMBER- Unit 2: A Season of Celebration**

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| Unit Overview:  Teachers kick-off the month of November with the book ***The Secret of Saying Thanks*** to reinforce schema and model how the author uses mental images. Teachers will spend 2-3 days with the book ***Let’s Go Home***during the reading workshop so students can turn and talk about their observations about word choice and phrasing (sentence fluency) as the teacher highlights the reading/writing connection for mental images.  At the end of the November, teachers will introduce holidays with Thanksgiving and begin the Holiday or Cultural Traditions Around the World. Students will develop research and comprehension strategies which connect literature and Social Studies (unit 4: Lesson 4 “Families Long Ago” and begin Unit 6: *My World Near and Far*)*.*  Teachers will extend the ”expert” Comprehension Toolkit lesson by learning about cultural traditions in one country or countries (whole group and small group inquiry) such as Mexico, China, Germany, Italy, Israel, and the United States. Students will use books, the internet, community resources, and Discovery Education for graphic organizers (student passport books, CTK think sheets, anchor charts) to collect and organize their information. Students or classes will create an expert book or presentation to share their learning (published book, poster, reader’s theater, PowerPoint, or cultural artifact). To wrap up the unit, students could pack their “suitcase” with artifacts and their research needed for their trip.  **Essential Question: How do nonfiction text features deepen understanding of a text?** | | | | | | | |
| **Reading Component/**  **Key Ideas**  What reading components are being covered and what is the important vocabulary? What do students need to know?  (Reading Component) | | **Student Objectives**  What do students have to be able to do?  (Common Core Student Objective Language)  **Standards are listed when they are introduced. Instruction should continue throughout the year as students progress.** | **Focus Standards**  (Standard Code) | **Instruction/**  **Sample Activities**  What activities are used to develop the skills and knowledge?  (Units of Study) | | **Resources/**  **Suggested Works**  What materials, texts, videos, internet, software, or human resources support instruction?  (Rockford Resources) | **Assessment**  What evidence (product or performance) is collected to determine that the students have met the reading objective?  (RPS Literacy Assessment Charts) |
| **Reading Component** | **Academic Vocabulary** | **Instruction and**  **Thematic Ideas** | **Differentiation** |
| Print Concepts  Fluency |  | ***Demonstrate understanding of the organization and basic features of print.*** |  | Reading Workshop | Leveled Books  Dolch Words:  Giraffe Book Copy  Words I Know Pocket | *Text Talk* (Beck and McKeown)  *DRA* Kit | \*DRA Level 6 >94% |
| Phonics  Word  Recognition | consonant  vowel  chunks  syllables  oddball *(words that don’t follow common spelling patterns-WTW)* | ***Know and apply grade-level phonics and* *word analysis skills in decoding words*.**  -Decode regularly spelled one-syllable words  -Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  -Decode two-syllable words following basic patterns by breaking the words into syllables.  -Recognize and read grade-appropriate irregularly spelled words. | RF 1.3a  RF.1.3d  RF 1.3e  RF 1.3g | Word Study | *Words Their Way*  form small groups based on preliminary assessments or optional Primary Spelling Inventory (PSI) assessment | *Words Their Way* (Bear) Sorts and Games  wegivebooks.org | *If needed (Tier II/III)…*  Hearing and Recording Sounds “The bus is coming” It will stop here to let me get on.”  Dolch Word Lists |

**Grade: First**

**NOVEMBER/DECEMBER- Unit 2: A Season of Celebration**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Reading Component** | **Academic Vocabulary** | **Student Objectives** | **Focus Standards** | **Instruction and**  **Thematic Ideas** | **Differentiation** | **Resources/**  **Suggested Works** | **Assessment** |
| Reading Comprehension: Literature | mental images  visualizing | ***Range of Reading and Level of Text Complexity*** |  | Reading Workshop  Guided Reading  Read Aloud  Writing Workshop |  | 7 Keys: mental images and questioning  **Suggested Books**: *In November, Animals Shouldn’t Wear Clothes, Miss Rumphius, The Napping House, Home Place, A Turkey for Thanksgiving, A Plump and Perky Turkey, T’was the Night Before Thanksgiving, Thanksgiving Alphabet Book, Night Tree*  Holidays Poem  **Suggested Books:**  Mexico: *The Legend of the Poinsettia, The Night of Las Posadas*  Germany: *Gingerbread Baby, Cobweb Christmas, A Wish to Be a Christmas Tree*  Israel: *Hanukkah, Latkes, Latkes, Good to Eat, Eight Little Candles (poem)*  Italy: *The Legend ofOld Befana*  USA*: Santa’s Book of Names, T’was the Night Before Christmas, How Santa Really Works* |  |
| Reading Comprehension: Informational Text | main topic  subject  key details  features  title  photograph  illustration  caption  map  chart  heading  table of contents  glossary  bold  italics  label  index  diagram  icon  compare  contrast | ***Key Ideas and Details***  -Identify the main topic and retell key details of a text.  -Describe the connection between two  individuals, events, ideas, or pieces of  information in a text.  ***Craft and Structure***  -Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  -Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.  -Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  ***Integration of Knowledge and Ideas***  -Use the illustrations and details in a text to describe its key ideas. | RI.1.2  RI.1.3  RI.1.4  RI.1.5  RI.1.6  RI.1.7 | Reading Workshop  Guided Reading  Read Aloud  Venn Diagram |  | *\*Comprehension Toolkit*  (Extend book 2 for nonfiction and begin book 3 for questioning)  *Time for Kids* |  |

**Grade: First**

**NOVEMBER/DECEMBER- Unit 2: A Season of Celebration**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Reading Component** | **Academic Vocabulary** | **Student Objectives** | **Focus Standards** | **Instruction and**  **Thematic Ideas** | **Differentiation** | **Resources/**  **Suggested Works** | **Assessment** |
| Language and Vocabulary | category  noun  verb  adjective  category  sparkle words | ***Conventions of Standard English***  *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*  -Use commas in dates and to separate single words in a series.  -Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  ***Vocabulary Acquisition and Use***  *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.*  -Use sentence-level context as a clue to the meaning of a word or phrase.  -Use frequently occurring affixes as a clue to the meaning of a word.  -Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).  *With guidance and support from adults,*  *demonstrate understanding of figurative*  *language, word relationships and nuances*  *in word meanings.*  -Sort words into categories (e.g., colors,  clothing) to gain a sense of the concepts  the categories represent.  -Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).  -Identify real-life connections between word and their use (e.g., note places at home that are *cozy*).  -Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. | L.1.2 (c, d)  L.1.4 (a, b, c)  L.1.5 (a, b, c, d) | Morning Message  Reading and Writing Workshop  Read Aloud  Vocabulary Wall/Anchor Charts | Conferring |  |  |

**Grade: First**

**NOVEMBER/DECEMBER- Unit 2: A Season of Celebration**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Reading Component** | **Academic Vocabulary** | **Student Objectives** | **Focus Standards** | **Instruction and**  **Thematic Ideas** | **Differentiation** | **Resources/**  **Suggested Works** | **Assessment** |
| Writing Workshop | informational  experts  twin Sentences | ***Text Types and Purposes***  -Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  ***Research to Build and Present Knowledge***  -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.1.2  W.1.7 | Writing Workshop  Unit 2: *Nonfiction Chapter Books (Bend I)* | Conferring | *Units of Study in Opinion, Information, and Narrative Writing* (Calkins) |  |

**Rockford Public Schools Curriculum Map**

Content Area: English Language Arts

**Grade: First**

**JANUARY/FEBRUARY- Unit 3: Imaginary Characters, Real Life Adventures**

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| Unit Overview:  Teachers will launch the comprehension strategy of inferring by using Carl (wordless) books for students to discuss with partners. Teachers will use mentor text to highlight characters in fictional stories that have adventures and deal with their problems. Teachers will use ***The******Raft*** and ***Fly Away Home*** as additional text to support the writing workshop. Teachers will use these exemplary texts to develop the comprehension strategy of inferring within the reading workshop. Teachers will create an anchor chart from read aloud or student stories to collect characters’ problems and risks (actions, dialogue, or feeling) to document how different characters get themselves out of trouble.  Teachers may use ***Sadie and the Snowman***as a focus for reading and writing by highlighting transition words. Students will use details to write their own realistic stories. Students will apply their skills by writing a series of realistic fiction pieces about their pretend character’s adventures. Students will publish special books and collect their series in a box (folder) to be shared among classmates as literacy conversations about this genre are explored and observed. Students may play the role of a character (Sadie, Henry, Mudge, Mr. Putter, Tabby) in an interview to “infer” the character’s motivation to answer questions from classmates about an adventure in a series.  **Essential Question: What traits help characters solve their problems during realistic adventures?** | | | | | | | |
| **Reading Component/**  **Key Ideas**  What reading components are being covered and what is the important vocabulary? What do students need to know?  (Reading Component) | | **Student Objectives**  What do students have to be able to do?  (Common Core Student Objective Language)  **Standards are listed when they are introduced. Instruction should continue throughout the year as students progress.** | **Focus Standards**  (Standard Code) | **Instruction/**  **Sample Activities**  What activities are used to develop the skills and knowledge?  (Units of Study) | | **Resources/**  **Suggested Works**  What materials, texts, videos, internet, software, or human resources support instruction?  (Rockford Resources) | **Assessment**  What evidence (product or performance) is collected to determine that the students have met the reading objective?  (RPS Literacy Assessment Charts) |
| **Reading Component** | **Academic Vocabulary** | **Instruction and**  **Thematic Ideas** | **Differentiation** |
| Print Concepts  Fluency  Phonics  Word  Recognition |  |  |  | Morning Message  Word Study  Making Words  Reading Workshop  Guided Reading  Writing Workshop  **Themes**: Winter | Leveled Books  Individual Conferring  WTW Sorts  Dolch Words | *Comprehensive Literacy*  (Trehearne)  *Words Their Way* Sorts and Games | DRA Level 10 >94%  *Words Their Way*: Primary Spelling Inventory |
| Fluency | text  fluency  expression  voice  pace  punctuation | ***Read with sufficient accuracy and fluency to support comprehension.***  -Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | RF1.4c | Reading Workshop  Readers’ Theater  Poetry  Read to Someone | Leveled Text | [www.readinglady.com](http://www.readinglady.com)  [www.readinga-z.com](http://www.readinga-z.com) |  |

**Grade: First**

**JANUARY/FEBRUARY- Unit 3: Imaginary Characters, Real Life Adventures**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Reading Component** | **Academic Vocabulary** | **Student Objectives** | **Focus Standards** | **Instruction and**  **Thematic Ideas** | **Differentiation** | **Resources/**  **Suggested Works** | **Assessment** |
| Fluency | text  fluency  expression  voice  pace  punctuation | ***Read with sufficient accuracy and fluency to support comprehension.***  -Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | RF1.4c | Reading Workshop  Readers’ Theater  Poetry  Read to Someone | Leveled Text | [www.readinglady.com](http://www.readinglady.com)  [www.readinga-z.com](http://www.readinga-z.com) |  |
| Reading Literature | voice  theme  conclusions  infer | ***Key Ideas and Details***  ***Craft and Structure***  -Identify words and phrases in stories or  poems that suggest feelings or appeal to  the senses.  -Identify who is telling the story at various  points in a text.  ***Integration of Knowledge and Ideas***  -Compare and contrast the adventures and  experiences of characters in stories. | RL.1.1  RL.1.2  RL.1.3  RL.1.4  RL.1.6    RL.1.9 | Reading Workshop  Guided Reading  Read Aloud  Writing Workshop | Leveled Text | *7 Keys*: Inferring  *Time for Kids*  **Suggested Books**:  *Owl Moon, Snowmen at Night, Snowflake Bentley, All You Need for a Snowman, Sadie and the Snowman, White Snow, Bright Snow, Carl Books, The Raft, Fly Away Home, Grandfather Twilight, Henry and Mudge series, Mr. Putter and Tabby series* |  |
| Reading Informational Text |  | ***Integration of Knowledge and Ideas***  -Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | RI.1.9 | Reading Workshop  Guided Reading  Read Aloud | Leveled Text | *Time for Kids*  *Primary Comprehension Toolkit* (finish book 3 and begin book 4) |  |
| Language | exclamation mark  question mark  quotation marks  dialogue  noun  verb  adjective  phrases | ***Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.***  -Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  ***Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*** | L.1.1 (j)  L.1.2 | Morning Message  Model in Writing Workshop | 1-1 Conferring |  |  |
| Writing | real-life adventures  satisfying endings  sparkle words  series  realistic  patterns  craft moves  publish  checklist | ***Text Types and Purposes***  ***Production and Distribution of Writing*** | W.1.3  W.1.5 | Writing Workshop Unit 4:  *From Scenes to Series: Writing Fiction* | 1-1 Conferring | *Units of Study in Opinion, Information, and Narrative Writing* (Calkins) | On-demand Post-assessment:  **Narrative** |

**Rockford Public Schools Curriculum Map**

Content Area: English Language Arts

**Grade: First**

**FEBRUARY/MARCH-Unit 4: Opinions Matter!**

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| Unit Overview:  Students will learn about the opinions that have led to important American's contributions, including past presidents, civil rights leaders and other notable people. Teachers will use multiple mentor texts and biographies to identify strong opinions and the power of persuasion. Teachers may pose an opinion question of the day for morning meeting to spark discussion and develop students’ reasons for their opinions. Students will work with small inquiry groups to discuss and generate topics they care about. After selecting a topic of interest, inquiry groups will research and find supporting evidence that validates their idea. After the inquiry group presents, the class will have an opportunity to respond to the "pitch" with polite and thoughtful agree or disagree statements.  To extend with the biography genre, students will craft their own personal biography using non-fiction text structures (using classroom biography books as mentor texts). This four chapter book will contain non-fiction text features, a cover with illustrations or photograph, and table of contents. The chapters could include: 1. All About Me 2. Meet My Family 3. Best in Show 4. My Opinion About \_\_\_\_\_\_\_ (example: Students can respond to other peer’s best in show writings) to connect to the mini-lessons on opinion writing. The book should include a strong lead, transition words, and interesting vocabulary or sparkle words.  **Essential Question:** How can our opinions influence the thinking of others? | | | | | | | |
| **Reading Component/**  **Key Ideas**  What reading components are being covered and what is the important vocabulary? What do students need to know?  (Reading Component) | | **Student Objectives**  What do students have to be able to do?  (Common Core Student Objective Language)  **Standards are listed when they are introduced. Instruction should continue throughout the year as students progress.** | **Focus Standards**  (Standard Code) | **Instruction/**  **Sample Activities**  What activities are used to develop the skills and knowledge?  (Units of Study) | | **Resources/**  **Suggested Works**  What materials, texts, videos, internet, software, or human resources support instruction?  (Rockford Resources) | **Assessment**  What evidence (product or performance) is collected to determine that the students have met the reading objective?  (RPS Literacy Assessment Charts) |
| **Reading Component** | **Academic Vocabulary** | **Instruction and**  **Thematic Ideas** | **Differentiation** |
| Print Concepts  Fluency  Phonics  Word  Recognition |  | ***Demonstrate understanding of the organization and basic features of print.***  ***Read with sufficient accuracy and fluency to support comprehension*** |  | Reading Workshop  **Themes**:  President’s Day  Civil Rights  Opinion | Dolch Words | **Suggested Books**:  Biographies  Online reviews  *I Wanna Iguana* | DRA Level 12 >94% |
| Reading Literature |  | ***Range of Reading and Level of Text Complexity*** |  | Reading Workshop  Guided Reading  Read Aloud  Writing Workshop | Leveled Text |  |  |

**Grade: First**

**FEBRUARY/MARCH-Unit 4: Opinions Matter!**

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| **Reading Component** | **Academic Vocabulary** | **Student Objectives** | **Focus Standards** | **Instruction and**  **Thematic Ideas** | **Differentiation** | **Resources/**  **Suggested Works** | **Assessment** |
| Reading Informational Text | \*See January vocabulary to create anchor chart  opinion  contribution  argument  impact/change | ***Integration of Knowledge and Ideas***  -Identify the reasons an author gives to support points in a text. | RI.1.8 | \*Teacher models how to identify details which support (serve as evidence) as compared to details  which do not  Reading Workshop  Guided Reading  Read Aloud | Leveled Text | *Primary Comprehension*  *Toolkit*: Book 5 Determining Importance  *Time for Kids*  Biographies |  |
| Writing | introduction  expert words  introductions  conclusion  elaborate  evidence  relevant  convince  views  persuade  comparisons | ***Text Types and Purposes***  ***Production and Distribution of Writing*** |  | Writing Workshop  Unit 3:  *Writing Reviews* Bends I and II | 1-1 Conferring | *Units of Study in Opinion, Information, and Narrative Writing* (Calkins) | On-demand Pre and Post-assessments: **Opinion** |

**Rockford Public Schools Curriculum Map**

Content Area: English Language Arts

**Grade: First**

**APRIL/MAY Unit 5: Animal Inquiry**

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| Unit Overview:  Students will apply their learning about animals and nonfiction by researching an animal of their choice. Students will have categories (habitat, body features for survival, fun facts) to guide them as they determine the important facts from their reading. Students will collect their facts on a graphic organizer (CTK think sheet, EET) to write an expert book and create a presentation (poster, animal museum speech, Glogster, Powerpoint, Prezi, etc.) with the information to share their learning. Students will present their project and the “facts” to the class or classroom visitors. Students may provide compliments or ask clarifying questions. Additional resources and ideas can be found on the CCSS curriculum maps ELA Unit 2- *The Amazing Animal World*: <http://commoncore.org/maps/unit/grade_1_unit_2>  **Essential Question: How does inquiry allow us to apply our knowledge of a topic through reading and writing?** | | | | | | | |
| **Reading Component/**  **Key Ideas**  What reading components are being covered and what is the important vocabulary? What do students need to know?  (Reading Component) | | **Student Objectives**  What do students have to be able to do?  (Common Core Student Objective Language)  **Standards are listed when they are introduced. Instruction should continue throughout the year as students progress.** | **Focus Standards**  (Standard Code) | **Instruction/**  **Sample Activities**  What activities are used to develop the skills and knowledge?  (Units of Study) | | **Resources/**  **Suggested Works**  What materials, texts, videos, internet, software, or human resources support instruction?  (Rockford Resources) | **Assessment**  What evidence (product or performance) is collected to determine that the students have met the reading objective?  (RPS Literacy Assessment Charts) |
| **Reading Component** | **Academic Vocabulary** | **Instruction and**  **Thematic Ideas** | **Differentiation** |
| Print Concepts  Fluency  Phonics  Word  Recognition |  | ***Demonstrate understanding of the organization and basic features of print.***  ***Read with sufficient accuracy and fluency to support comprehension*** |  | Word Study  Reading Workshop  **Themes**: Nonfiction, Animals, Spring | Dolch Words | **Suggested Books**:  *Amazing Whales, National Geographic Readers, Animals in the Dark Series, Who Would Win Series, Animal Look Alikes Series, Animal Close-Ups Series* | \*DRA L. 16 > 94% with >15 comprehension and/or fluency >8.  *Primary Spelling Inventory* |
| Reading Literature |  | ***Range of Reading and Level of Text Complexity*** |  | Reading Workshop  Guided Reading  Read Aloud |  | *Time for Kids*  *The Primary Comprehension Toolkit* (reinforce lessons)  [**http://kids.nationalgeographic.com/kids/**](http://kids.nationalgeographic.com/kids/) |  |
| Reading Informational Text | inquiry | ***Craft and Structure*** |  | Reading Workshop  Guided Reading  Read Aloud  Writing Workshop  Inquiry Circles |  |  |
| Language and Vocabulary | plural | ***Conventions of Standard English***  *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*  -Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).  -Use personal, possessive, and indefinite  pronouns (e.g., I, me, my; they, them,  their, anyone, everything).  -Use verbs to convey a sense of past,  present, and future (e.g., Yesterday I  walked home; Today I walk home;  Tomorrow I will walk home).  -Use frequently occurring adjectives.  -Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). | L.1.1 (c, d, e, f g) |  |  |  |  |
| Writing |  | ***Research to Build and Present Knowledge***  ***Production and Distribution of Writing*** |  | Unit 2: *Nonfiction Chapter Books*  *Bend II and III* | conferring | *Units of Study in Opinion, Information, and Narrative Writing* (Calkins) | On-demand Post Assessment: **Information** (data collected for School Improvement) |

**Rockford Public Schools Curriculum Map**

First Grade ELA

NOTES: