



## Rockford Public Schools 1<sup>st</sup> Grade ELA Curriculum Map Overview

	September October	November December	January February	February March	April May
<b>Units of Study for</b> <ul style="list-style-type: none"> <li>Reading Literature</li> <li>Reading Informational Text</li> <li>Language</li> <li>Speaking and Listening</li> <li>Foundational Skills</li> </ul>	<b>Unit 1:</b> Creating a Classroom Community of Learners <i>Bob and Otto</i> <i>Arabella Miller's Tiny Caterpillar</i> <i>How Many Seeds in a Pumpkin</i> <i>Dragon's Halloween</i> <i>I Like Myself</i> <i>Gotta Go, Gotta Go</i>	<b>Unit 2:</b> A Season of Celebration <i>The Secret of Saying Thanks</i> <i>Let's Go Home</i> <i>Home Place</i> <i>Night Tree</i> <i>Hanukkah</i>	<b>Unit 3:</b> Imaginary Characters, Real Life Adventures <i>Sadie and the Snowman</i> <i>The Raft</i> <i>Fly Away Home</i> <i>Grandfather Twilight</i> <i>Henry and Mudge and the Happy Cat</i> <i>Mr. Putter and Tabby</i>	<b>Unit 4:</b> Opinions Matter! Biographies Reviews	<b>Unit 5:</b> Animal Inquiry <i>National Geographic Kids</i>
<b>Literacy Assessments</b> <ul style="list-style-type: none"> <li>Developmental Reading Assessment (DRA)</li> <li>Primary Spelling Inventory</li> <li>Dolch Lists</li> <li>Hearing and Recording Sounds</li> <li>MLPP Letter/Sound</li> </ul>	DRA Level 3 > 94%  Dolch List 1-3  <i>Words Their Way Primary Spelling Word Inventory</i>  <i>If needed (Tier II/III)</i>  H&RS "The bus is coming. It will stop here to let me get on."  MLPP Letter/Sound (if needed)	*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.  <i>Words Their Way: Primary Spelling Inventory</i>  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.  <i>Words Their Way: Primary Spelling Inventory</i>  Dolch Word Lists as needed
<b>Writing:</b> <i>Units of Study in Opinion, Information, and Narrative Writing: A Common Core Workshop Curriculum</i>  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: <i>Small Moments</i> Bends I, II, III, and IV	Unit 2: <i>Nonfiction Chapter Books</i> Bend I	*January to Early February Unit 4: <i>From Scenes to Series Writing Fiction</i> Bends I and II  6 weeks Goal of 3 lessons per week	Mid February-March Unit 3: <i>Writing Reviews</i> Bends I and II  Goal of 3 lessons per week	Unit 2: <i>Nonfiction Chapter Books</i> Bend II and III
<b>Writing:</b> Lucy Calkins On-demand Pre and Post Writing Assessments	On-demand Pre-Assessments: <b>Information</b> (first 10 days of school) and <b>Narrative</b>		On-demand Post-assessment: <b>Narrative</b>	On-demand Pre and Post-assessments: <b>Opinion</b>	On-demand Post Assessment: <b>Information</b> (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

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		Student Objectives	Focus Standards (Standard Code)	Instruction/ Sample Activities		Resources/ Suggested Works	Assessment
What reading components are being covered and what is the important vocabulary? What do students need to know? (Reading Component)		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.		What activities are used to develop the skills and knowledge? (Units of Study)		What materials, texts, videos, internet, software, or human resources support instruction? (Rockford Resources)	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	capital letter lowercase upper case punctuation period question mark exclamation text	<i>Demonstrate understanding of the organization and basic features of print.</i> -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  <b>Themes:</b> All About Me, Friendship, Building Classroom Community, Butterflies	trade books big books <i>DRA Assessment Kit</i> <i>Text Talk</i> <b>Suggested Books:</b> Kevin Henkes Series, <i>Have You Filled a Bucket Today?</i> <i>Charlie the Caterpillar</i> , <i>I Like Myself</i> , <i>Gotta Go, Gotta Go</i> , <i>Bob and Otto</i> , <i>Arabella Miller's Tiny Caterpillar</i> , <i>Butterfly Birthday</i> , predictable/patterned text, rhyming books	DRA Level 3 >94%

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	<i>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</i> -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	<i>Words Their Way</i>	Word Recognition: Dolch List 1-3  <i>Words Their Way Primary Spelling Word Inventory</i> (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 <small>(model in think alouds)</small> illustration just right books schema connections reading/ fix up strategies poetry questions text phrases fiction nonfiction answer	<b>Key Ideas and Details</b> -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. <b>Craft and Structure</b> -Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. <b>Integration of Knowledge and ideas</b> -Use illustrations and details in a story to describe its characters, setting, or events. <b>Range of Reading and Level of Text Complexity</b> -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	<i>Primary Comprehension Toolkit</i> (Book 1 and 2)  <i>The Daily 5</i> (Boushey and Moser): Modeling and Procedures  <i>The CAFE Book: Engaging All Students in Daily Literary Assessment and Instruction</i> (Boushey and Moser)  <i>7 Keys To Comprehension</i> (Zimmerman and Hutchins): Schema and Making Connections ( <i>Text to Self, Text to Text, Text to World</i> )  Fix up Strategies <i>Growing Readers</i> (Collins)  <i>Reading with Meaning</i> (Miller)  wegivebooks.org	
Reading Informational Text  <i>*use science and social studies according to rotation schedule</i>		<b>Key Ideas and Details</b> -Ask and answer questions about key details in a text.	RI.1.1			<i>Time for Kids</i>	



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	<i>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i> -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 <i>Vocabulary Acquisition and Use</i> -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., <i>because</i> ).	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	<i>Text Types and Purposes</i> -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. <i>Production and Distribution of Writing</i> -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: <i>Small Moments</i>	conferring	<i>Units of Study in Opinion, Information, and Narrative Writing (Calkins)</i>	On-demand Pre-Assessments: <b>Information</b> (first 10 days of school) and <b>Narrative</b>

# Rockford Public Schools Curriculum Map

## Content Area: English Language Arts

**Grade: First**

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

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		Student Objectives	Focus Standards (Standard Code)	Instruction/ Sample Activities		Resources/ Suggested Works	Assessment
What reading components are being covered and what is the important vocabulary? What do students need to know? <i>(Reading Component)</i>		What do students have to be able to do? <i>(Common Core Student Objective Language)</i> <b>Standards are listed when they are introduced. Instruction should continue throughout the year as students progress.</b>		What activities are used to develop the skills and knowledge? <i>(Units of Study)</i>		What materials, texts, videos, internet, software, or human resources support instruction? <i>(Rockford Resources)</i>	What evidence (product or performance) is collected to determine that the students have met the reading objective? <i>(RPS Literacy Assessment Charts)</i>
Reading Component	Academic Vocabulary			Instruction and Thematic Ideas	Differentiation		
Print Concepts		<i>Demonstrate understanding of the organization and basic features of print.</i>		Reading Workshop	Leveled Books Dolch Words: Giraffe Book Copy	<i>Text Talk</i> (Beck and McKeown)	*DRA Level 6 >94%
Fluency					Words I Know Pocket	<i>DRA Kit</i>	
Phonics	consonant vowel chunks syllables oddball ( <i>words that don't follow common spelling patterns-WTW</i> )	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b> -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	<i>Words Their Way</i> form small groups based on preliminary assessments or optional Primary Spelling Inventory (PSI) assessment	<i>Words Their Way</i> (Bear) Sorts and Games  wegivebooks.org	<i>If needed (Tier II/III)...</i>  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

Reading Component	Academic Vocabulary	Student Objectives	Focus Standards	Instruction and Thematic Ideas	Differentiation	Resources/ Suggested Works	Assessment
Reading Comprehension: Literature	mental images visualizing	<i>Range of Reading and Level of Text Complexity</i>		Reading Workshop Guided Reading Read Aloud Writing Workshop		7 Keys: mental images and questioning <b>Suggested Books:</b> <i>In November, Animals Shouldn't Wear Clothes, Miss Rumphius, The Napping House, Home Place, A Turkey for Thanksgiving, A Plump and Perky Turkey, Twas the Night Before Thanksgiving, Thanksgiving Alphabet Book, Night Tree</i> Holidays Poem <b>Suggested Books:</b> <u>Mexico:</u> <i>The Legend of the Poinsettia, The Night of Las Posadas</i> <u>Germany:</u> <i>Gingerbread Baby, Cobweb Christmas, A Wish to Be a Christmas Tree</i> <u>Israel:</u> <i>Hanukkah, Latkes, Latkes, Good to Eat, Eight Little Candles (poem)</i> <u>Italy:</u> <i>The Legend of Old Befana</i> <u>USA:</u> <i>Santa's Book of Names, Twas the Night Before Christmas, How Santa Really Works</i>	
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	<b>Key Ideas and Details</b> -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. <b>Craft and Structure</b> -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. <b>Integration of Knowledge and Ideas</b> -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		<b>*Comprehension Toolkit</b> (Extend book 2 for nonfiction and begin book 3 for questioning)  <i>Time for Kids</i>	



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	<p><b>Conventions of Standard English</b>  <i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i>                      -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.</p> <p><b>Vocabulary Acquisition and Use</b>  <i>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.</i>                      -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., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p> <p><i>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</i>                      -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 <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).                      -Identify real-life connections between word and their use (e.g., note places at home that are <i>cozy</i>).                      -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.</p>	<p>L.1.2 (c, d)</p> <p>L.1.4 (a, b, c)</p> <p>L.1.5 (a, b, c, d)</p>	<p>Morning Message                      Reading and Writing Workshop                      Read Aloud                      Vocabulary Wall/Anchor                      Charts</p>	<p>Conferring</p>		



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	<i>Text Types and Purposes</i> -Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <i>Research to Build and Present Knowledge</i> -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: <i>Nonfiction Chapter Books (Bend I)</i>	Conferring	<i>Units of Study in Opinion, Information, and Narrative Writing (Calkins)</i>	

# Rockford Public Schools Curriculum Map

## Content Area: English Language Arts

**Grade: First**

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

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		Student Objectives	Focus Standards (Standard Code)	Instruction/ Sample Activities		Resources/ Suggested Works	Assessment
What reading components are being covered and what is the important vocabulary? What do students need to know? (Reading Component)		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.		What activities are used to develop the skills and knowledge? (Units of Study)		What materials, texts, videos, internet, software, or human resources support instruction? (Rockford Resources)	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	<i>Comprehensive Literacy</i> (Trehearne)  <i>Words Their Way</i> Sorts and Games	DRA Level 10 >94%  <i>Words Their Way</i> : Primary Spelling Inventory
Fluency	text fluency expression voice pace punctuation	<i>Read with sufficient accuracy and fluency to support comprehension.</i> -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	<a href="http://www.readinglady.com">www.readinglady.com</a> <a href="http://www.readinga-z.com">www.readinga-z.com</a>	

Grade: First

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

Reading Component	Academic Vocabulary	Student Objectives	Focus Standards	Instruction and Thematic Ideas	Differentiation	Resources/ Suggested Works	Assessment
Fluency	text fluency expression voice pace punctuation	<i>Read with sufficient accuracy and fluency to support comprehension.</i> -Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.1.4c	Reading Workshop Readers' Theater Poetry Read to Someone	Leveled Text	<a href="http://www.readinglady.com">www.readinglady.com</a> <a href="http://www.readinga-z.com">www.readinga-z.com</a>	
Reading Literature	voice theme conclusions infer	<b>Key Ideas and Details</b>  <b>Craft and Structure</b> -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. <b>Integration of Knowledge and Ideas</b> -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	<b>7 Keys:</b> Inferring <i>Time for Kids</i> <b>Suggested Books:</b> <i>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</i>	
Reading Informational Text		<b>Integration of Knowledge and Ideas</b> -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	<i>Time for Kids</i>  <i>Primary Comprehension Toolkit</i> (finish book 3 and begin book 4)	
Language	exclamation mark question mark quotation marks dialogue noun verb adjective phrases	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> -Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>	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	<b>Text Types and Purposes</b>  <b>Production and Distribution of Writing</b>	W.1.3  W.1.5	Writing Workshop Unit 4: <i>From Scenes to Series: Writing Fiction</i>	1-1 Conferring	<i>Units of Study in Opinion, Information, and Narrative Writing</i> (Calkins)	On-demand Post-assessment: <b>Narrative</b>

# Rockford Public Schools Curriculum Map

## Content Area: English Language Arts

**Grade: First**

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

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?

<b>Reading Component/ Key Ideas</b> What reading components are being covered and what is the important vocabulary? What do students need to know? <i>(Reading Component)</i>		<b>Student Objectives</b> What do students have to be able to do? <i>(Common Core Student Objective Language)</i> Standards are listed when they are introduced. Instruction should continue throughout the year as students progress.	<b>Focus Standards</b> <i>(Standard Code)</i>	<b>Instruction/ Sample Activities</b> What activities are used to develop the skills and knowledge? <i>(Units of Study)</i>		<b>Resources/ Suggested Works</b> What materials, texts, videos, internet, software, or human resources support instruction? <i>(Rockford Resources)</i>	<b>Assessment</b> What evidence (product or performance) is collected to determine that the students have met the reading objective? <i>(RPS Literacy Assessment Charts)</i>
<b>Reading Component</b>	<b>Academic Vocabulary</b>			<b>Instruction and Thematic Ideas</b>	<b>Differentiation</b>		
Print Concepts Fluency Phonics Word Recognition		<i>Demonstrate understanding of the organization and basic features of print.</i>  <i>Read with sufficient accuracy and fluency to support comprehension</i>		Reading Workshop  <b>Themes:</b> President's Day Civil Rights Opinion	Dolch Words	<b>Suggested Books:</b> Biographies Online reviews <i>I Wanna Iguana</i>	DRA Level 12 >94%
Reading Literature		<i>Range of Reading and Level of Text Complexity</i>		Reading Workshop Guided Reading Read Aloud Writing Workshop	Leveled Text		

Grade: First

FEBRUARY/MARCH-Unit 4: Opinions Matter!

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	<i>Integration of Knowledge and Ideas</i> -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	<i>Primary Comprehension Toolkit: Book 5 Determining Importance</i>  <i>Time for Kids Biographies</i>	
Writing	introduction expert words introductions conclusion elaborate evidence relevant convince views persuade comparisons	<i>Text Types and Purposes</i> <i>Production and Distribution of Writing</i>		Writing Workshop Unit 3: <i>Writing Reviews</i> Bends I and II	1-1 Conferring	<i>Units of Study in Opinion, Information, and Narrative Writing</i> (Calkins)	On-demand Pre and Post-assessments: <b>Opinion</b>

# Rockford Public Schools Curriculum Map

## Content Area: English Language Arts

**Grade: First**

### APRIL/MAY Unit 5: Animal Inquiry

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](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		Student Objectives	Focus Standards (Standard Code)	Instruction/ Sample Activities		Resources/ Suggested Works	Assessment
What reading components are being covered and what is the important vocabulary? What do students need to know? (Reading Component)		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.		What activities are used to develop the skills and knowledge? (Units of Study)		What materials, texts, videos, internet, software, or human resources support instruction? (Rockford Resources)	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		<i>Demonstrate understanding of the organization and basic features of print.</i>  <i>Read with sufficient accuracy and fluency to support comprehension</i>		Word Study Reading Workshop  <b>Themes:</b> Nonfiction, Animals, Spring	Dolch Words	<b>Suggested Books:</b> <i>Amazing Whales, National Geographic Readers, Animals in the Dark Series, Who Would Win Series, Animal Look Alikes Series, Animal Close-Ups Series</i>	*DRA L. 16 > 94% with >15 comprehension and/or fluency >8.  <i>Primary Spelling Inventory</i>
Reading Literature		<i>Range of Reading and Level of Text Complexity</i>		Reading Workshop Guided Reading Read Aloud		<i>Time for Kids</i>  <i>The Primary Comprehension Toolkit</i> (reinforce lessons)	
Reading Informational Text	inquiry	<i>Craft and Structure</i>		Reading Workshop Guided Reading Read Aloud Writing Workshop Inquiry Circles		<a href="http://kids.nationalgeographic.com/kids/">http://kids.nationalgeographic.com/kids/</a>	
Language and Vocabulary	plural	<i>Conventions of Standard English</i> <i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i> -Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). -Use personal, possessive, and indefinite	L.1.1 (c, d, e, f g)				

		<p>pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>-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).</p> <p>-Use frequently occurring adjectives.</p> <p>-Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p>					
Writing		<i>Research to Build and Present Knowledge Production and Distribution of Writing</i>		Unit 2: <i>Nonfiction Chapter Books Bend II and III</i>	conferring	<i>Units of Study in Opinion, Information, and Narrative Writing</i> (Calkins)	On-demand Post Assessment: <b>Information</b> (data collected for School Improvement)



**Rockford Public Schools Curriculum Map**  
First Grade ELA

NOTES: