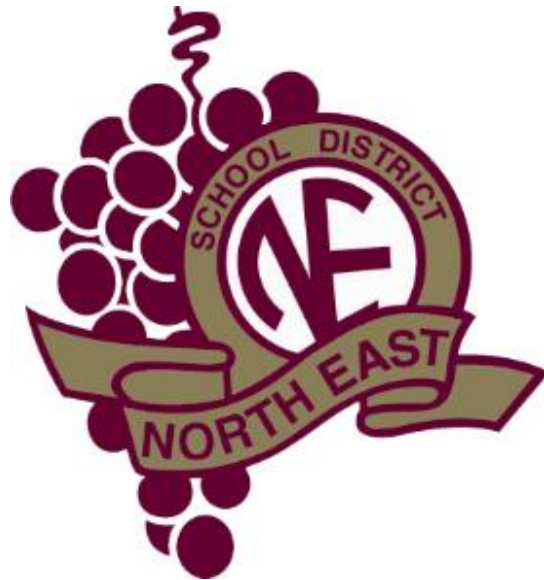


North East School District PA Core Curriculum Map

English/Language Arts

First Grade



INTRODUCTION

The competencies for language arts literacy capture language experiences each child needs in order to grow intellectually, socially, and emotionally in and out of school. Literacy is a way to acquire knowledge for thinking and communicating. Literacy is also recognizing and understanding one's own purposes for thinking and communicating (through print or non-print, verbal or non-verbal means). It also includes being able to use one's own resources to achieve those purposes. When children learn to read, write, speak, and listen critically, strategically, and creatively, they will begin to develop the literacy skills they will need to discover personal and shared meaning throughout his life. The following first grade maps demonstrate these foundational skills.

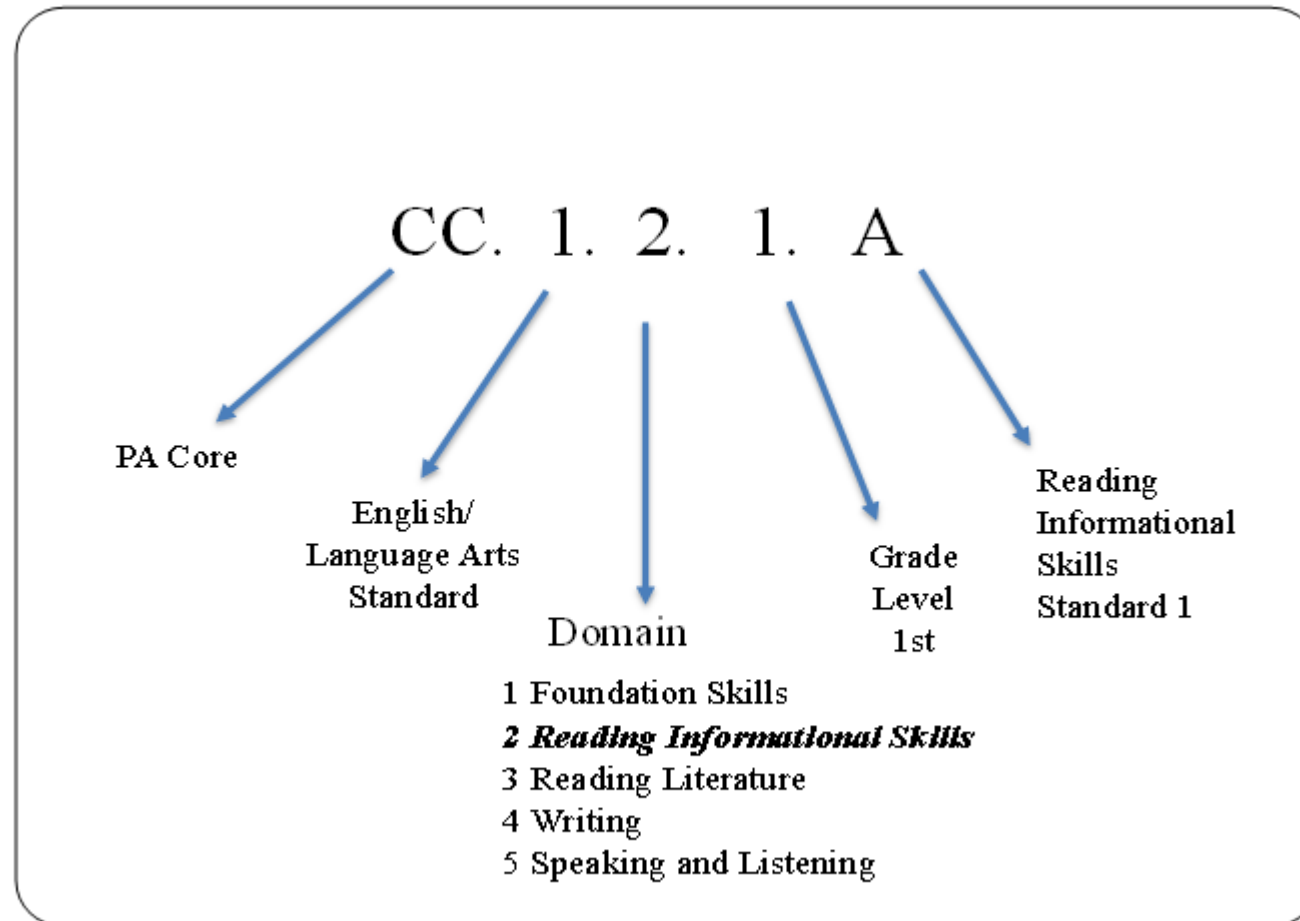
English/Language Arts - Long Term Transfer Goals

North East School District has adopted Pennsylvania Department of Education's five essential transfer goals that highlight the effective use of understanding, knowledge, and skills in order to prepare students to be college and or career ready. The overarching goals focus specifically on what we want students to be able to do when they confront new challenges both in and outside of school.

Students will be able to independently use their learning to:

1. Comprehend and evaluate complex texts across a range of types and disciplines.
2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

English/Language Arts Standard Taxonomy



	<p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> ● Review Kindergarten sight words ● Read and write irregularly spelled high frequency words ● Beginning sounds ● Short vowels a,i,o ● Closed Syllables ● Inflectional Endings (ing) <p>Accuracy & Fluency</p> <ul style="list-style-type: none"> ● Accuracy- Learning to solve words, read irregularly spelled high frequency words ● Fluency- One to one correspondence <p><u>READING INFORMATIONAL TEXT-</u> Effective readers use appropriate strategies to construct meaning.</p> <ul style="list-style-type: none"> ● Schema-Connect prior knowledge ● Use text features to gain more information (labels, photographs, diagrams) 	<p>1.1.1.D</p> <p>1.1.1.E</p> <p>1.2.1.C 1.2 1.L</p>	<p>Spelling test Phonics test</p>	<p>(First Grade Edition)</p> <p>LETRS Module Books</p> <p>Journeys Basal Decodable Readers Between the Lions</p>
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READING LITERATURE- Effective readers use appropriate strategies to construct meaning.

- Introduce different types of texts (fiction/informational)
- Make predictions
- Ask and answer questions about texts read aloud
- Make connections (Text to Self)
- Introduce new vocabulary words (Wonderful Words)

LANGUAGE-

Grammar-

- Nouns
- Verbs

WRITING-

- Printing practice
- Authors write for different purposes
- Personal Narratives

HWOT
Lucy Calkins:
Small
Moments

MONTH/QUARTER	Concepts	Standards/ Eligible Content	Assessments	Resources
OCTOBER	<p>FOUNDATIONAL SKILLS- How do I acquire and practice pre-reading skills?</p> <p>Print Concepts</p> <ul style="list-style-type: none"> ● Interactive Morning Messages ● Read Alouds ● Small Group Reading Instruction ● Scholastic News <p>Phonological Awareness</p> <ul style="list-style-type: none"> ● Rhyming ● Blend and segment syllables ● Isolate and pronounce initial, medial vowel, and final sounds ● Add or substitute individual phonemes <p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> ● Review short vowels a, e, i, o, u ● Consonant Digraphs wh, th, sh, ch, ck ● Consonant Blends (l and r) ● Alphabetical Order <p>Accuracy & Fluency</p> <ul style="list-style-type: none"> ● Fluency ● Expression ● Phrasing ● Reading Strategies 	<p>1.1 1.C</p> <p>1.5 1.G</p> <p>1.1 1.D</p> <p>1.2 1.C</p> <p>1.2 1.L</p> <p>1.3 1.C Describe characters, settings, and major events in a story, using key details.</p> <p>1.1 1.E</p> <p>1.1.1.E</p> <p>1.5.1.A</p> <p>1.2.1.B</p>	<p>Teacher Observation</p> <p>Spelling test</p> <p>Phonics test</p>	<p>Phonemic Awareness Curriculum</p> <p>Teacher Read Alouds</p> <p>Book Room</p> <p>Scholastic Newspaper (First Grade Edition)</p> <p>LETRS Module Books</p> <p>Journeys</p> <p>Basal</p> <p>Decodable Readers</p> <p>Between the Lions</p>

	<p><u>READING INFORMATIONAL TEXT-</u> Effective readers use appropriate strategies to construct meaning.</p> <ul style="list-style-type: none"> • Schema <p><u>READING LITERATURE-</u> Effective readers use appropriate strategies to construct meaning.</p> <ul style="list-style-type: none"> • Making Connections (Text to Self, Text to Text, Text to World) • Small Group Independent Reading Instruction <p><u>LANGUAGE</u></p> <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Adjectives • Complete Sentences • Statements • Commas in a Series <p><u>WRITING-</u></p> <ul style="list-style-type: none"> • Develop writing stamina • Printing Practice • Personal Narratives 	1.2.1.G 1.2.1.F 1.2.1.J 1.2.1.K 1.4 1 1.4 1.A 1.3 1.I 1.2 1.K	Dictated Sentence	HWOT Lucy Calkins: Small Moments
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<p>NOVEMBER</p>	<p>FOUNDATIONAL SKILLS- How do I acquire and practice pre-reading skills?</p> <p>Print Concepts</p> <ul style="list-style-type: none"> • Interactive Morning Messages • Read Alouds • Small Group Reading Instruction • Scholastic News <p>Phonological Awareness</p> <ul style="list-style-type: none"> • Rhyming • Blend and segment syllables • Isolate and pronounce initial, medial vowel, and final sounds • Add or substitute individual phonemes <p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> • digraphs review • review short u • final blends • l blends • r blends • ump chunk <p>Accuracy & Fluency</p> <ul style="list-style-type: none"> • Inferring • Author's Message 	<p>1.1.1C</p> <p>1.4.1 R 1.4.1 F 1.5.1G</p> <p>1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>1.1.1E Read with accuracy and fluency to support comprehension</p>	<p>Teacher observation</p> <p>Spelling test Phonics test</p>	<p>Phonemic Awareness Curriculum</p> <p>Teacher Read Alouds</p> <p>Book Room</p> <p>Scholastic Newspaper (First Grade Edition)</p> <p>LETRS Module Books</p> <p>Journeys Basal Decodable Readers Between the Lions</p>
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	<ul style="list-style-type: none"> ● Readers need to juggle 3 things <ul style="list-style-type: none"> ○ Solve words ○ make it sound good ○ think about what they are reading <p><u>READING INFORMATIONAL TEXT-</u> Effective readers use appropriate strategies to construct meaning.</p> <ul style="list-style-type: none"> ● Compare two texts ● Features of Information Text <p><u>READING LITERATURE-</u> Effective readers use appropriate strategies to construct meaning.</p> <ul style="list-style-type: none"> ● Making Connections <ul style="list-style-type: none"> ○ self to text ○ text to text ○ text to world <p><u>LANGUAGE-</u></p> <p>Grammar-</p> <ul style="list-style-type: none"> ● 3 types of sentences: statement,question,exclamation ● Singular and Plural Nouns ● Introduce commas in a series and date ● articles: a,and,the 	<p>1.3.1E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types</p>		
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	<ul style="list-style-type: none"> • Proper noun <p><u>WRITING-</u></p>			HWOT
MONTH/QUARTER	CONCEPTS	STANDARDS/ ELIGIBLE CONTENT	ASSESSMENTS	RESOURCES
DECEMBER	<p><u>FOUNDATIONAL SKILLS-</u> How do I acquire and practice pre-reading skills?</p> <p>Print Concepts</p> <ul style="list-style-type: none"> • Interactive Morning Messages • Read Alouds • Small Group Reading Instruction • Scholastic News <p>Phonological Awareness</p>	<p>1.1 1.B Demonstrate understanding of the organization and basic features of print.</p> <p>1.1 1.C</p>		<p>Phonemic Awareness Curriculum</p> <p>Teacher Read Alouds</p> <p>Book Room</p>

	<ul style="list-style-type: none"> ● Rhyming ● Blend and segment syllables ● Isolate and pronounce initial, medial vowel, and final sounds Add or substitute individual phonemes <p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> ● Magic e ● S blends ● L blends ● Long a /ai/ and /ay/ ● Introduce soft and hard g ● Introduce soft and hard c <p>Accuracy & Fluency</p> <ul style="list-style-type: none"> ● Inferring ● Author's Message ● Readers need to juggle 3 things <ul style="list-style-type: none"> ○ Solve words ○ Make it sound good ○ Think about what they are reading <p><u>READING INFORMATIONAL TEXT-</u> Effective readers use appropriate strategies to construct meaning.</p>	<p>Demonstrate understanding of spoken words, syllables and sounds.</p> <p>1.1. 1.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>1.1 1.E Read with accuracy and fluency to support comprehension.</p> <p>1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types</p> <p>1.3 1.C Describe characters, settings, and major events in a story, using key details.</p>	<p>Teacher observation</p> <p>Spelling test Phonics test</p>	<p>Scholastic Newspaper (First Grade Edition)</p> <p>LETRS Module Books</p> <p>Journeys Basal Decodable Readers Between the Lions</p>
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	<ul style="list-style-type: none"> • Compare two texts • Features of Informational Text- <ul style="list-style-type: none"> ○ Bold print ○ Heading <p><u>READING LITERATURE-</u> Effective readers use appropriate strategies to construct meaning.</p> <ul style="list-style-type: none"> • Conclusions • Infer/Predict • Cause and Effect • Author’s Purpose • Summarize <p><u>Language-</u></p> <ul style="list-style-type: none"> • Shades of meaning • Multiple Meaning words <p><u>Grammar-</u></p> <ul style="list-style-type: none"> • Proper Noun • Titles • Review verbs vs noun <p><u>WRITING-</u></p> <ul style="list-style-type: none"> • Personal Narratives 	<p>1.4 1.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>1.4.1.M Write narratives to develop real or imagined experiences or events</p>		
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				HWOT Lucy Calkins: Small Moments
JANUARY	<p>FOUNDATIONAL SKILLS- How do I acquire and practice pre-reading skills?</p> <p>Print Concepts</p> <ul style="list-style-type: none"> • Interactive Morning Messages • Read Alouds • Small Group Reading Instruction • Scholastic News <p>Phonological Awareness</p> <ul style="list-style-type: none"> • Rhyming • Blend and segment syllables • Isolate and pronounce initial, medial vowel, and final sounds • Add or substitute individual phonemes <p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> • Long o • Long i 	<p>1.1 1.B Demonstrate understanding of the organization and basic features of print.</p> <p>1.1 1.C Demonstrate understanding of spoken words, syllables and sounds.</p> <p>1.1. 1.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>1.1 1.E</p>	<p>Teacher observation</p> <p>Spelling test</p>	<p>Phonemic Awareness Curriculum</p> <p>Teacher Read Alouds</p> <p>Book Room</p> <p>Scholastic Newspaper (First Grade Edition)</p> <p>LETRS Module Books</p>

	<ul style="list-style-type: none"> • Ending Blends • Long e • Review Soft g/Hard g, Soft c/Hard c <p>Accuracy & Fluency</p> <ul style="list-style-type: none"> • Inferring • Author’s Message • Readers need to juggle 3 things <ul style="list-style-type: none"> ○ Solve words ○ Make it sound good ○ Think about what they are reading <p><u>READING INFORMATIONAL TEXT-</u> Effective readers use appropriate strategies to construct meaning.</p> <p>Nonfiction penguin texts</p> <p><u>READING LITERATURE-</u> Effective readers use appropriate strategies to construct meaning.</p> <p><u>LANGUAGE</u></p> <p><u>Grammar-</u></p> <ul style="list-style-type: none"> • Antonyms/Opposites • Conjunctions / Compound Sentences • Homophones 	<p>Read with accuracy and fluency to support comprehension.</p> <p>1.2 1.e Use various text features and search tools to locate key facts or informational text.</p> <p>1.2 1.B Ask and answer questions about key details in a text.</p> <p>1.4 1.A-F Write informative/explanatory texts.</p> <p>1.4 1.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>1.5 1.G Demonstrate command of the conventions of standard English when speaking, based on grade 1 level and content.</p>	<p>phonics test</p>	<p>Journeys Basal Decodable Readers Between the Lions</p>
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	<ul style="list-style-type: none"> Review Parts of Speech (nouns, verbs, proper nouns, adjectives) <p>WRITING- Nonfiction Writing - Penguin (map, photographs, labels, glossary, table of contents, diagram, informational writing) Small Moments - zoom in on a moment</p>			HWOT Lucy Calkins: Nonfiction Chapter Books
MONTH/QUARTER	CONCEPTS	STANDARDS/ ELIGIBLE CONTENT	ASSESSMENTS	RESOURCES
February	<p>FOUNDATIONAL SKILLS- How do I acquire and practice pre-reading skills?</p> <p>Print Concepts</p> <ul style="list-style-type: none"> Interactive Morning Messages 	1.1 1.B		

	<ul style="list-style-type: none"> • Read Alouds • Small Group Reading Instruction • Scholastic News <p>Phonological Awareness</p> <ul style="list-style-type: none"> • Rhyming • Blend and segment syllables • Isolate and pronounce initial, medial vowel, and final sounds • Add or substitute individual phonemes <p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> • Interactive Morning Message • Long u(ue, ew, u_e) • Ghost Letters (kn, gn, mb, wr) • Vowel Digraphs & Spelling Patterns (short /oo/, long /oo/) • R-Controlled Vowels (/ar/, /or/, /ore/) • R-Controlled Vowels (/er/, /ir/, /ur/) <p>Accuracy & Fluency</p> <ul style="list-style-type: none"> • Interactive Morning Message • Expression • Intonation • Pausing • Review: phrasing, stress, speed, expression, intonation, and pausing 	<p>Demonstrate understanding of the organization and basic features of print.</p> <p>1.1 1.C Demonstrate understanding of spoken words, syllables and sounds.</p> <p>1.1. 1.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>1.1 1.E Read with accuracy and fluency to support comprehension.</p> <p>1.5 1.G Demonstrate command of the conventions of standard English when speaking, based on grade 1 level and content.</p> <p>1.3 1.C</p>	<p>Teacher observation</p> <p>Spelling test Phonics test</p>	<p>Phonemic Awareness Curriculum</p> <p>Teacher Read Alouds</p> <p>Book Room</p> <p>Scholastic Newspaper (First Grade Edition)</p> <p>LETRS Module Books</p> <p>Journeys Basal Decodable Readers Between the Lions</p>
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	<p><u>READING INFORMATIONAL TEXT-</u> Effective readers use appropriate strategies to construct meaning.</p> <ul style="list-style-type: none"> ● Interactive Read Alouds ● Small Group Reading Instruction ● Nonfiction Text Features (Photographs, Labels, Diagrams, Captions, Maps, Glossaries) ● Compare two texts ● Figurative Language ● Cause and Effect ● Genre Study <p><u>READING LITERATURE-</u> Effective readers use appropriate strategies to construct meaning.</p> <ul style="list-style-type: none"> ● Comprehension ● Understanding Characters ● Point of View ● Literary Elements (characters, setting, major events) ● Retelling (Beginning, Middle, End) ● Retell vs. Summary ● Genre Study <p><u>Language-</u></p> <ul style="list-style-type: none"> ● Multiple Meaning Words ● Defining Words ● Compound Words <p><u>Grammar-</u></p>	<p>Describe characters, settings, and major events in a story, using key details.</p> <p>1.3.1.I determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.</p>		
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	<ul style="list-style-type: none"> Review noun, verb, adjective and proper nouns (Daily Interactive Morning Message) Pronouns Question Words Contractions Synonym Review Prepositions <p>Writing-</p> <ul style="list-style-type: none"> Letter Writing 			
MARCH	<p>FOUNDATIONAL SKILLS- How do I acquire and practice pre-reading skills?</p> <p>Print Concepts</p> <ul style="list-style-type: none"> Interactive Morning Messages Read Alouds Small Group Reading Instruction Scholastic News <p>Phonological Awareness</p> <ul style="list-style-type: none"> Rhyming Blend and segment syllables Isolate and pronounce initial, medial vowel, and final sounds Add or substitute individual phonemes <p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> Vowel diphthongs- ou/ow Vowel Diphthongs- oi/oy 	<p>1.1 1.B Demonstrate understanding of the organization and basic features of print.</p> <p>1.1 1.C Demonstrate understanding of spoken words, syllables and sounds.</p> <p>1.1. 1.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>1.1 1.E Read with accuracy and fluency to support comprehension.</p>	<p>Teacher observation</p> <p>Spelling test Phonics test</p>	<p>Phonemic Awareness Curriculum</p> <p>Teacher Read Alouds</p> <p>Book Room</p> <p>Scholastic Newspaper (First Grade Edition)</p> <p>LETRS Module Books</p>

	<p>Accuracy & Fluency</p> <ul style="list-style-type: none"> ● Accuracy- (Self monitor) ● Fluency ● Phrasing- natural pauses ● Speed/Rate ● Pausing-Attention to Punctuation ● Compound words <p><u>READING INFORMATIONAL TEXT-</u> Effective readers use appropriate strategies to construct meaning.</p> <ul style="list-style-type: none"> ● Compare two texts ● Features of Informational Text- <ul style="list-style-type: none"> ○ Bold print ○ Heading <p><u>READING LITERATURE-</u> Effective readers use appropriate strategies to construct meaning.</p> <ul style="list-style-type: none"> ● Figurative Language ● Visualize ● Cause and Effect ● Understand characters ● Summary versus Retell ● Point of view ● Narrator ● Inferences (Author’s Message) 	<p>1.2.1.C Describe the connection between two pieces of text.</p> <p>1.2.1.I Identify basic similarities and differences between two texts on the same topic.</p> <p>1.2.1.G Use illustrations and details in a text to describe its key ideas.</p> <p>1.3.1.A Retell stories including key details, and demonstrate understanding of their central message or lesson.</p> <p>1.3.1.D Identify who is telling the story at various points in a text.</p> <p>1.3.1.K Read and comprehend literature on grade level.</p> <p>1.5.1.G Demonstrate command of the conventions of standard English when speaking based on Grade 1 level and content.</p>	<p>Journeys Weekly Tests</p>	<p>Journeys Basal Decodable Readers Between the Lions</p>
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	<p><u>LANGUAGE-</u> Prefix re- Compound Words Prepositions Verb Tense</p> <p>Grammar-</p> <ul style="list-style-type: none"> • Pronouns that name one • Pronouns that name more than one • Possessive Pronouns <p><u>WRITING-</u> Spring Writing (Hook, 3 details, Wrap Up) Small Moments</p>			<p>Lucy Calkins: Small Moments</p>
<p>Month</p>		<p>STANDARDS/ ELIGIBLE CONTENT</p>	<p>ASSESSMENTS</p>	<p>RESOURCES</p>

<p>APRIL</p>	<p>FOUNDATIONAL SKILLS- How do I acquire and practice pre-reading skills?</p> <p>Print Concepts</p> <ul style="list-style-type: none"> • Interactive Morning Messages • Read Alouds • Small Group Reading Instruction • Scholastic News <p>Phonological Awareness</p> <ul style="list-style-type: none"> • Rhyming • Blend and segment syllables • Isolate and pronounce initial, medial vowel, and final sounds • Add or substitute individual phonemes <p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> • Vowel diphthongs- ou/ow • Vowel Diphthongs- oi/oy • Vowel Combinations au/aw <p>Accuracy & Fluency</p> <ul style="list-style-type: none"> • Accuracy- (Self monitor) • Fluency • Phrasing- natural pauses • Speed/Rate • Pausing-Attention to Punctuation 	<p>1.1 1.B Demonstrate understanding of the organization and basic features of print.</p> <p>1.1 1.C Demonstrate understanding of spoken words, syllables and sounds.</p> <p>1.1. 1.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>1.1 1.E Read with accuracy and fluency to support comprehension.</p> <p>1.2.1. I Identify basic similarities in and differences between two texts on the same topic.</p>	<p>Teacher observation</p> <p>Spelling Test Phonics Test</p>	
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	<p><u>READING INFORMATIONAL TEXT-</u> Effective readers use appropriate strategies to construct meaning.</p> <ul style="list-style-type: none"> ● Compare two texts ● Features of Informational Text- <ul style="list-style-type: none"> ○ Bold print ○ Heading <p><u>READING LITERATURE-</u> Effective readers use appropriate strategies to construct meaning.</p> <ul style="list-style-type: none"> ● Figurative Language ● Visualize ● Cause and Effect ● Understand characters ● Summary versus Retell ● Point of view ● Narrator ● Inferences (Author’s Message) 	<p>1.2 1.E Use various text features and search tools to locate key facts or informational text.</p> <p>1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.</p> <p>1.3.1.I determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.</p> <p>1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently.</p> <p>1.5.1.G Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content</p>	<p>Journeys Weekly Tests</p>	
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	<p><u>LANGUAGE-</u></p> <ul style="list-style-type: none"> • Prefix re- • Compound Words • Prepositions • Verb Tense <p>Grammar-</p> <ul style="list-style-type: none"> • Pronouns that name one • Pronouns that name more than one • Possessive Pronouns <p><u>WRITING-</u> How to Writing</p>			
<p>May</p>	<p><u>FOUNDATIONAL SKILLS-</u> How do I acquire and practice pre-reading skills?</p> <p>Print Concepts</p> <ul style="list-style-type: none"> • Interactive Morning Messages • Read Alouds • Small Group Reading Instruction • Scholastic News <p>Phonological Awareness</p> <ul style="list-style-type: none"> • Rhyming • Blend and segment syllables • Isolate and pronounce initial, medial vowel, and final sounds • Add or substitute individual phonemes 	<p>1.1 1.B Demonstrate understanding of the organization and basic features of print.</p> <p>1.1 1.C Demonstrate understanding of spoken words, syllables and sounds.</p> <p>1.1. 1.D</p>	<p>Final PA assessment</p> <p>Spelling test Phonics test</p>	

	<p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> • Syllable type: -le • -tion, -sion <p>Accuracy & Fluency</p> <ul style="list-style-type: none"> • <p><u>READING INFORMATIONAL TEXT-</u> Effective readers use appropriate strategies to construct meaning.</p> <ul style="list-style-type: none"> • Drawing Conclusions • Nonfiction animal books <p><u>READING LITERATURE-</u> Effective readers use appropriate strategies to construct meaning.</p> <ul style="list-style-type: none"> • Visualize • Compare genres • Review retelling • Review story elements 	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>1.1 1.E Read with accuracy and fluency to support comprehension.</p> <p>1.2.1. I Identify basic similarities in and differences between two texts on the same topic.</p> <p>1.2 1.e Use various text features and search tools to locate key facts or informational text.</p> <p>1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.</p> <p>1.3.1.I determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.</p> <p>1.3.1.K Read and comprehend literature on grade level,</p>	<p>Journeys Weekly Tests</p>	
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	<p>Vocabulary</p> <ul style="list-style-type: none"> • Prefixes and suffixes <p><u>LANGUAGE</u></p> <p><u>Grammar-</u></p> <ul style="list-style-type: none"> • Singular and Plural Nouns • Review all parts of speech (noun, adjectives, verbs, pronouns, conjunctions, prepositions, proper nouns, articles) <p><u>WRITING-</u></p> <p>Nonfiction animal reports Opinion / Persuasive Letter Writing Mother’s Day - Why my mom is the best? Putting Paragraphs in Orders Writing Prompts</p>	<p>reading independently and proficiently.</p> <p>1.5.1.G Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content</p>		<p>Lucy Calkins: Nonfiction Chapter Books</p>
MONTH/QUARTER	CONCEPTS	STANDARDS/ ELIGIBLE CONTENT	ASSESSMENTS	RESOURCES