

	<u>CURRICULUM</u> <i>End Product of Learning, “What” You Teach</i>			<u>INSTRUCTION</u> <i>Means to the End Product, “How” You Teach</i>	<u>ASSESSMENT</u> <i>Validation to Revise Curriculum & Instruction</i>
TIME FRAME [By Date/Week/Month]	STANDARD OR BENCHMARK	CONTENT: What we want students to “KNOW”.	SKILL: What we want students to “DO”.	Varied Teaching/Learning Strategies Resources/Comments	Varied Classroom Assessment Strategies
Sept.	W1.1	State opinions and give reason.	Write opinion pieces.	Reading/Informational Text: <ul style="list-style-type: none"> Students are grouped into Guided reading groups formed by Fountas and Pinnell levels. Use CAFÉ strategies to teach comprehension such as: <i>check for understanding, back up and re-read, make a prediction, and use prior knowledge.</i> Houghton Mifflin Harcourt Series: Journeys, Non-fiction selections. Houghton Mifflin Harcourt Series: Journeys, Unit Projectables. Reading/Foundational Skills: <ul style="list-style-type: none"> Houghton Mifflin Harcourt Series: Journeys. Houghton Mifflin Harcourt Series: Journeys, Unit Projectables. <u>Phonemic Awareness</u> By: M. Heggerty. Ed. D. Students are grouped into Guided reading groups formed by Fountas and Pinnell levels. Use CAFÉ strategies to teach accuracy such as: <i>cross checking, use beginning and ending sounds.</i> Use CAFÉ strategies to teach fluency such as: <i>Voracious reading, reread text, practice common sight words and high-frequency words, read appropriate level texts that are a “good fit.”</i> Blending routine (Using SmartBoard “Fridge magnets.”) 	<ul style="list-style-type: none"> Running records. Journeys – Unit Tests. 6+1 Writing rubric. Weekly spelling tests. Anecdotal notes from Guided reading F & P benchmark assessment.
	W.1.2	Write on a specific topic.	Write and reflect with key details.		
	W.1.3	How to use story structure.	Use temporal words in writing to signal event order.		
	CC. 1. RI.1	Key details in a text.	Ask and answer questions.		
	CC. 1. RI.2	Main topic and key details of a text.	Identify and retell.		
	CC. 1. RI.10	Informational texts.	Read with prompting and support.		
	CC. 1. RF. 2A	Short vowel sounds in spoken single syllable words.	Distinguish long from short.		
	CC. 1. RF. 2B	Single syllable words	Orally produce by blending sounds including consonant blends.		
	CC. 1. RF. 2C	Initial, medial vowel, and final sounds.	Isolate and produce in spoken single syllable words.		
	CC. 1. RF. 3B	Regularly spelled one syllable words.	Decode.		
	CC. 1. RF. 4A	On level text.	Read with purpose and understanding.		

Course/Subject: Language Arts		CURRICULUM MAP		Grade: 1	
Oct.	CC. 1. SL. 1	Grade one topics and texts.	Participate in collaborative conversations.	<p>Reading/Speaking and Listening:</p> <ul style="list-style-type: none"> Houghton Mifflin Harcourt Series: Journeys. Each unit has a story to read. Upon reading use guided comprehension questions to discuss understanding as a class. Students are grouped into Guided reading groups formed by Fountas and Pinnell levels. Use CAFÉ comprehension strategies such as: <i>check for understanding, back up and re-read, make a prediction, and use prior knowledge</i> to provoke thoughtful conversation. Sharing writing. Reader's Theater <p>Reading/Language:</p> <ul style="list-style-type: none"> Zaner-Bloser Handwriting Book. Houghton Mifflin Harcourt Series: Journeys. Houghton Mifflin Harcourt Series: Unit Projectables regarding common, proper, and possessive nouns. Launch 6+1 Writing. Jolly Grammar <p>Reading /Literature:</p> <ul style="list-style-type: none"> Use CAFÉ strategies to teach comprehension such as: <i>check for understanding, back up and re-read, make a prediction, and use prior knowledge.</i> Houghton Mifflin Harcourt Series: Journeys. Regarding story sequence, characters, and settings. Word Wall – Houghton Mifflin weekly “high frequency words.” Daily 5 – Work on Words Center. Read poetry from poetry folders. 	
	CC. 1. SL. 1A	Discussions.	Follow agreed upon rules.		
	CC. 1. SL. 4	People, places, things, and events.	Describe with relevant details.		
	CC. 1.L. 1A	Upper and lower case letters.	Print.		
	CC. 1.L. 1B	Common, proper, and possessive nouns.	Use.		
	CC. 1.L. 2A	Dates and names of people.	Capitalize.		
	CC. 1.L. 2D	Frequently occurring regular words and words with common spelling patters.	Use conventional spelling.		
	CC. 1.L. 5A	Words (eg. Colors, clothing.)	Sort into categories to gain a sense of the concepts.		
	CC. 1.L. 5C	Words and their use.	Identify real life connections between.		
	CC. 1. RL. 1.	Key details in a text.	Ask and answer questions		

Course/Subject: Language Arts		CURRICULUM MAP		Grade: 1	
Nov.	CC. 1. RL. 2	Stories.	about. Retell including key details.	Reading/Foundational Skills: <ul style="list-style-type: none"> Houghton Mifflin Harcourt Series: Journeys. Houghton Mifflin Harcourt Series: Journeys, Unit Projectables. <u>Phonemic Awareness</u> By: M. Heggerty. Ed. D. Students are grouped into Guided reading groups formed by Fountas and Pinnell levels. Use CAFÉ strategies to teach accuracy such as: <i>cross checking, use beginning and ending sounds.</i> Use CAFÉ strategies to teach fluency such as: <i>Voracious reading, reread text, practice common sight words and high-frequency words, read appropriate level texts that are a "good fit."</i> Blending routine (Using SmartBoard "Fridge magnets.") Reading/Speaking and Listening: <ul style="list-style-type: none"> Houghton Mifflin Harcourt Series: Journeys. Each unit has a story to read. Upon reading use guided comprehension questions to discuss understanding as a class. Students are grouped into Guided reading groups formed by Fountas and Pinnell levels. Use CAFÉ comprehension strategies such as: <i>check for understanding, back up and re-read, make a prediction, and use prior knowledge</i> to provoke thoughtful conversation. Sharing writing. Reader's Theater 	
	CC. 1. RL. 3.	Characters, settings, and major events in a story.	Describe using key details.		
	CC. 1. RL. 5	Books that tell stories and books that give information.	Explain major differences.		
	CC. 1. RL. 10.	Prose and poetry	Read with prompting and support.		
	CC. 1. RF. 1A	Features of a sentence.	Recognize.		
	CC. 1. RF. 2B.	Single syllable words.	Orally produce by blending sounds including consonant blends.		
	CC. 1. RF. 2C.	Initial, medial vowel, and final sounds in spoken single syllable words.	Isolate and produce.		
	CC. 1. RF. 3B.	Regularly spelled one syllable words.	Decode.		
	CC. 1. RF. 3F	Words with inflectional ending.	Read.		
	CC. 1. RF. 4A	On level text.	Read with purpose and understanding.		
	CC. 1. SL.1	Grade one topics and texts	Participate in collaborative conversations.		
	CC. 1. SL. 1A.	Discussions.	Follow agreed upon rules.		
	CC. 1. SL. 1C.	Topics and texts under discussion.	Ask questions to clear up any confusion.		
	CC. 1. SL. 2	Key details in a text read aloud or information presented orally or through other media.	Ask and answer questions.		
	CC. 1. SL. 3	Additional information from a speaker.	Ask and answer questions about to clarify something that is not understood.		

Course/Subject: Language Arts		CURRICULUM MAP		Grade: 1	
				Reading/Language: <ul style="list-style-type: none"> Zaner-Bloser Handwriting Book. Houghton Mifflin Harcourt Series: Journeys. Houghton Mifflin Harcourt Series: Unit Projectables regarding common, proper, and possessive nouns. 6+1 Writing. Jolly Grammar 	
	CC. 1. L. 1A.	Upper and lower case letters.	Print.		
	CC. 1. L. 1B	Common, proper, and possessive nouns.	Use.		
	CC. 1. L. 1F	Frequently occurring adjectives.	Use.		
	CC. 1. L. 1J	Complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.	Produce and expand in response to prompts.		
	CC. 1. L. 2B	End punctuation for sentences.	Use.		
	CC. 1. L. 2D.	Frequently occurring regular words and words with common spelling patters.	Use conventional spelling.		
	CC. 1. L. 4A.	Sentence level context.	Use as a clue to the meaning of a word or phrase.	Reading/Informational Text: <ul style="list-style-type: none"> Students are grouped into Guided reading groups formed by Fountas and Pinnell levels. Use CAFÉ strategies to teach comprehension such as: <i>check for understanding, back up and re-read, make a prediction, and use prior knowledge.</i> Houghton Mifflin Harcourt Series: Journeys, Non-fiction selections. Houghton Mifflin Harcourt Series: Journeys, Unit Projectables. 	
	CC. 1. L. 5C	Words and their use.	Identify real life connections between.		
	CC. 1. RI. 1	Key details in a text.	Ask and answer questions.		
	CC. 1. RI. 10	Informational texts.	Read with prompting and support.	Reading /Literature: <ul style="list-style-type: none"> Use CAFÉ strategies to teach comprehension such as: <i>check for understanding, back up and re-read, make a prediction, and use prior knowledge.</i> Houghton Mifflin Harcourt Series: Journeys. Regarding story sequence, characters, and settings. Word Wall – Houghton Mifflin weekly “high frequency words.” Daily 5 – Work on Words Center. 	

Course/Subject: Language Arts		CURRICULUM MAP		Grade: 1	
Dec.	CC. 1. RL. 1	Upper and lower case letters.	Print.	Reading/Foundational Skills: <ul style="list-style-type: none"> Houghton Mifflin Harcourt Series: Journeys. Houghton Mifflin Harcourt Series: Journeys, Unit Projectables. <u>Phonemic Awareness</u> By: M. Heggerty. Ed. D. Students are grouped into Guided reading groups formed by Fountas and Pinnell levels. Use CAFÉ strategies to teach accuracy such as: <i>cross checking, use beginning and ending sounds.</i> Use CAFÉ strategies to teach fluency such as: <i>Voracious reading, reread text, practice common sight words and high-frequency words, read appropriate level texts that are a "good fit."</i> Blending routine (Using SmartBoard "Fridge magnets.") 	
	CC. 1. RL. 3	Characters, settings, and major events in a story.	Describe using key details.		
	CC. 1. RL. 10	Prose and poetry.	Read with prompting and support.		
	CC. 1. RF. 2A.	Short vowel sounds in spoken single syllable words.	Distinguish long from short.		
	CC. 1. RF.2B	Single syllable words.	Orally produce by blending sounds including consonant blends.		
	CC. 1. RF. 2C	Initial, medial vowel, and final sounds in spoken single syllable words.	Isolate and produce.		
	CC. 1. RF. 2D	Single syllable words.	Segment into their complete sequence of individual sounds.		
	CC. 1. RF. 3B	Regularly spelled one syllable words.	Decode.		
	CC. 1. RF. 4A	On level text.	Read with purpose and understanding.		
	CC. 1. RF. 4B	On level text.	Read with accuracy, appropriate rate, and expression on successive reading.		
	CC. 1. SL. 1A	Discussions.	Follow agreed upon rules.		
	CC. 1. SL. 2	Key details in a text read aloud or information presented orally or through other media.	Ask and answer questions.		

Course/Subject: Language Arts		CURRICULUM MAP		Grade: 1	
Jan.	CC. 1. SL. 3	Additional information from a speaker.	Ask and answer questions about to clarify something that is not understood.	Reading/Language: <ul style="list-style-type: none"> Zaner-Bloser Handwriting Book. Houghton Mifflin Harcourt Series: Journeys. Houghton Mifflin Harcourt Series: Unit Projectables regarding common, proper, and possessive nouns. 6+1 Writing. Jolly Grammar Reading/Informational Text: <ul style="list-style-type: none"> Students are grouped into Guided reading groups formed by Fountas and Pinnell levels. Use CAFÉ strategies to teach comprehension such as: <i>check for understanding, back up and re-read, make a prediction, and use prior knowledge.</i> Houghton Mifflin Harcourt Series: Journeys, Non-fiction selections. Houghton Mifflin Harcourt Series: Journeys, Unit Projectables. 	
	CC. 1. SL. 4	People, places, things, and events.	Describe with relevant details.		
	CC. 1. L. 1A.	Upper and lower case letters.	Print.		
	CC. 1. L. 1F	Frequently occurring adjectives.	Use.		
	CC. 1. L. 1J	Complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.	Produce and expand in response to prompts.		
	CC. 1. L. 2B	End punctuation for sentences.	Use.		
	CC. 1. L. 2D	Frequently occurring regular words and words with common spelling patterns.	Use conventional spelling.		
	CC. 1. L. 5A	Words (e.g. colors and clothing)	Sort into categories to gain a sense of the concepts.		
	CC. 1. L. 5C	Words and their use.	Identify real life connections between.		
	CC. 1. RI. 1	Key details in a text.	Ask and answer questions.		
	CC. 1. RI. 2	Main topic and key details of a text.	Identify and retell.		
	CC. 1. RI. 7	Illustrations and details in a text.	Use to describe key ideas.		

Course/Subject: Language Arts		CURRICULUM MAP		Grade: 1	
	CC. 1. RI. 10	Informational texts.	Read with prompting and support.	<p>Reading/Foundational Skills:</p> <ul style="list-style-type: none"> Houghton Mifflin Harcourt Series: Journeys. Houghton Mifflin Harcourt Series: Journeys, Unit Projectables. <u>Phonemic Awareness</u> By: M. Heggerty. Ed. D. Students are grouped into Guided reading groups formed by Fountas and Pinnell levels. Use CAFÉ strategies to teach accuracy such as: <i>cross checking, use beginning and ending sounds.</i> Use CAFÉ strategies to teach fluency such as: <i>Voracious reading, reread text, practice common sight words and high-frequency words, read appropriate level texts that are a "good fit."</i> Blending routine (Using SmartBoard "Fridge magnets.") <p>Reading/Speaking and Listening:</p> <ul style="list-style-type: none"> Houghton Mifflin Harcourt Series: Journeys. Each unit has a story to read. Upon reading use guided comprehension questions to discuss understanding as a class. Students are grouped into Guided reading groups formed by Fountas and Pinnell levels. Use CAFÉ comprehension strategies such as: <i>check for understanding, back up and re-read, make a prediction, and use prior knowledge</i> to provoke thoughtful conversation. Sharing writing. Reader's Theater 	
	CC. 1. RF. 2B	Single syllable words.	Orally produce by blending sounds including consonant blends.		
	CC. 1. RF. 2C	Initial, medial vowel, and final sounds in spoken single syllable words.	Isolate and produce.		
	CC. 1. RF. 2D	Single syllable words.	Segment into their complete sequence of individual sounds.		
	CC. 1. RF. 3B	Regularly spelled one syllable words.	Decode.		
	CC. 1. RF. 4A	On level text.	Read with purpose and understanding.		
	CC. 1. RF. 4B	On level text.	Read with accuracy, appropriate rate, and expression on successive reading.		
	CC. 1. SL. 1A	Discussions.	Follow agreed upon rules.		
	CC. 1. SL. 2	Key details in a text read aloud or information presented orally or through other media.	Ask and answer questions.		
	CC. 1. SL. 4	People, places, things, and events.	Describe with relevant details.		

Course/Subject: Language Arts		CURRICULUM MAP		Grade: 1	
				<p>Reading/Language:</p> <ul style="list-style-type: none"> • Zaner-Bloser Handwriting Book. • Houghton Mifflin Harcourt Series: Journeys. • Houghton Mifflin Harcourt Series: Unit Projectables regarding common, proper, and possessive nouns. • 6+1 Writing. • Jolly Grammar 	
	CC. 1. L. 1A	Upper and lower case letters.	Print.		
	CC. 1. L. 1B	Common, proper, and possessive nouns.	Use.		
	CC. 1. L. 1J	Complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.	Produce and expand in response to prompts.		
	CC. 1. L. 2B	End punctuation for sentences.	Use.		
	CC. 1. L. 2D	Frequently occurring regular words and words with common spelling patterns.	Use conventional spelling.		
	CC. 1. L. 5C	Words and their use.	Identify real life connections between.	<p>Reading /Literature:</p> <ul style="list-style-type: none"> • Use CAFÉ strategies to teach comprehension such as: <i>check for understanding, back up and re-read, make a prediction, and use prior knowledge.</i> • Houghton Mifflin Harcourt Series: Journeys. Regarding story sequence, characters, and settings. • Word Wall – Houghton Mifflin weekly “high frequency words.” • Daily 5 – Work on Words Center. 	
	CC. 1. RL. 1	Upper and lower case letters.	Print.		
	CC. 1. RL. 2	Stories	Retell including key details.		
	CC. 1. RL. 3	Characters, settings, and major events in a story.	Describe using key details.		
	CC. 1. RL. 10	Prose and poetry.	Read with prompting and support.		

Course/Subject: Language Arts		CURRICULUM MAP		Grade: 1	
Feb.	CC. 1. RF. 1A	Features of a sentence.	Recognize.	Reading/Foundational Skills: <ul style="list-style-type: none"> Houghton Mifflin Harcourt Series: Journeys. Houghton Mifflin Harcourt Series: Journeys, Unit Projectables. <u>Phonemic Awareness</u> By: M. Heggerty. Ed. D. Students are grouped into Guided reading groups formed by Fountas and Pinnell levels. Use CAFÉ strategies to teach accuracy such as: <i>cross checking, use beginning and ending sounds.</i> Use CAFÉ strategies to teach fluency such as: <i>Voracious reading, reread text, practice common sight words and high-frequency words, read appropriate level texts that are a "good fit."</i> Blending routine (Using SmartBoard "Fridge magnets.") 	
	CC. 1. RF. 2B	Single syllable words	Orally produce by blending sounds including consonant blends.		
	CC. 1. RF. 2C	Initial, medial vowel, and final sounds in spoken single syllable words.	Isolate and produce.		
	CC. 1. RF. 2D	Single syllable words.	Segment into their complete sequence of individual sounds.		
	CC. 1. RF. 3A	Common consonant digraphs	Know the spelling-sound correspondences.		
	CC. 1. RF. 3B	Regularly spelled one syllable words.	Decode.		
	CC. 1. RF. 3F	Words with inflectional ending.	Read.		
	CC. 1. RF. 3G	Grade appropriate irregularly spelled words.	Recognize and read.		
	CC. 1. RF. 4A	On level text.	Read with purpose and understanding.		
	CC. 1. RF. 4B	On level text.	Read with accuracy, appropriate rate, and expression on successive reading.		

Course/Subject: Language Arts		CURRICULUM MAP		Grade: 1	
				<p>Reading/Speaking and Listening:</p> <ul style="list-style-type: none"> Houghton Mifflin Harcourt Series: Journeys. Each unit has a story to read. Upon reading use guided comprehension questions to discuss understanding as a class. Students are grouped into Guided reading groups formed by Fountas and Pinnell levels. Use CAFÉ comprehension strategies such as: <i>check for understanding, back up and re-read, make a prediction, and use prior knowledge</i> to provoke thoughtful conversation. Sharing writing. Reader's Theater 	
	CC. 1. SL. 1A	Discussions.	Follow agreed upon rules.		
	CC. 1. SL. 1C	Topics and texts under discussion.	Ask questions to clear up any confusion.		
	CC. 1. SL. 2	Key details in a text read aloud or information presented orally or through other media.	Ask and answer questions.		
	CC. 1. SL. 3	Additional information from a speaker.	Ask and answer questions about to clarify something that is not understood.		
	CC. 1. SL. 4	People, place, things, and events.	Describe with relevant details.	<p>Reading/Language:</p> <ul style="list-style-type: none"> Zaner-Bloser Handwriting Book. Houghton Mifflin Harcourt Series: Journeys. Houghton Mifflin Harcourt Series: Unit Projectables regarding common, proper, and possessive nouns. 6+1 Writing. Jolly Grammar 	
	CC. 1. SL. 5	Drawings or other visual displays to descriptions.	Add when appropriate to clarify idea, thoughts, and feelings.		
	CC. 1. L. 1A	Upper and lower case letters.	Print.		
	CC. 1. L. 1B	Common, proper, and possessive nouns.	Use.		
	CC. 1. L. 1C	Singular and plural nouns with matching verbs.	Use in basic sentences.		
	CC. 1. L. 1E	Verbs	Use to convey a sense of past, present, and future.		

Course/Subject: Language Arts		CURRICULUM MAP		Grade: 1	
	CC. 1. L. 1F	Frequently occurring adjectives.	Use.	Reading/Informational Text: <ul style="list-style-type: none"> Students are grouped into Guided reading groups formed by Fountas and Pinnell levels. Use CAFÉ strategies to teach comprehension such as: <i>check for understanding, back up and re-read, make a prediction, and use prior knowledge.</i> Houghton Mifflin Hachette Series: Journeys, Non-fiction selections. Houghton Mifflin Hachette Series: Journeys, Unit Projectables. 	
	CC. 1. L. 1I	Frequently occurring adjectives.	Use.		
	CC. 1. L. 1J	Complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.	Produce and expand in response to prompts.		
	CC. 1. L. 2A	Dates and names of people.	Capitalize.		
	CC. 1. L.2D	Frequently occurring regular words and words with common spelling patterns.	Use conventional spelling.		
	CC. 1. L. 4A	Sentence level context.	Use as a clue to the meaning of a word or phrase.		
	CC. 1. L. 4C	Frequently occurring root words and their inflectional forms.	Identify.		
	CC. 1. L. 5A	Words .	Sort to gain a sense of concepts.		
	CC. 1. L. 5C	Words and their use.	Identify real life connections between.		
	CC. 1. L. 6	Words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.	Use.		
	CC. 1. RI. 1	Key details in a text.	Ask and answer questions.		
	CC. 1. RI. 2	Main topic and key details of a text.	Identify and retell.		

Course/Subject: Language Arts		CURRICULUM MAP		Grade: 1	
March	CC. 1. RI. 3	The connection between two individuals, events, ideas, or pieces of information in a text.	Describe.	<p>Reading /Literature:</p> <ul style="list-style-type: none"> • Use CAFÉ strategies to teach comprehension such as: <i>check for understanding, back up and re-read, make a prediction, and use prior knowledge.</i> • Houghton Mifflin Harcourt Series: Journeys. Regarding story sequence, characters, and settings. • Word Wall – Houghton Mifflin weekly “high frequency words.” • Daily 5 – Work on Words Center. <p>Reading/Foundational Skills:</p> <ul style="list-style-type: none"> • Houghton Mifflin Harcourt Series: Journeys. • Houghton Mifflin Harcourt Series: Journeys, Unit Projectables. • <u>Phonemic Awareness</u> By: M. Heggerty. Ed. D. • Students are grouped into Guided reading groups formed by Fountas and Pinnell levels. • Use CAFÉ strategies to teach accuracy such as: <i>cross checking, use beginning and ending sounds.</i> • Use CAFÉ strategies to teach fluency such as: <i>Voracious reading, reread text, practice common sight words and high-frequency words, read appropriate level texts that are a “good fit.”</i> • Blending routine (Using SmartBoard “Fridge magnets.”) 	
	CC. 1. RI. 5	Various features to locate key facts or information in a text.	Know and use.		
	CC.1. RI. 8	Reasons an author gives to support points in a text.	Identify.		
	CC. 1. RI. 9	Basic similarities in and differences between two texts on the same topic.	Identify/		
	CC. 1. RL. 1.	Upper and lower case letters.	Print		
	CC. 1. RL. 2.	Stories	Retell including key details.		
	CC. 1. RL.3.	Characters, settings, and major events in a story.	Describe using key details.		
	CC. 1. RL. 7	Illustrations and details in a story to describe its characters, setting, or events.	Use.		
	CC. 1. RL. 9	The adventures and experiences or characters in stories.	Compare and contrast.		
	CC. 1. RL. 10	Prose and poetry.	Read with prompting and support.		
	CC. 1. RF. 1A	Features of a sentence.	Recognize		
	CC. 1. RF. 2A	Short vowel sounds in spoken single syllable words.	Distinguish long from short.		
	CC. 1. RF. 2B	Single syllable words.	Orally produce by blending sounds including consonant blends.		

Course/Subject: Language Arts		CURRICULUM MAP		Grade: 1	
	CC. 1. RF. 2C	Initial, medial vowel, and final sounds in spoken single syllable words.	Isolate and produce.	<p>Reading/Speaking and Listening:</p> <ul style="list-style-type: none"> Houghton Mifflin Harcourt Series: Journeys. Each unit has a story to read. Upon reading use guided comprehension questions to discuss understanding as a class. Students are grouped into Guided reading groups formed by Fountas and Pinnell levels. Use CAFÉ comprehension strategies such as: <i>check for understanding, back up and re-read, make a prediction, and use prior knowledge</i> to provoke thoughtful conversation. Sharing writing. Reader's Theater <p>Reading/Language:</p> <ul style="list-style-type: none"> Zaner-Bloser Handwriting Book. Houghton Mifflin Harcourt Series: Journeys. Houghton Mifflin Harcourt Series: Unit Projectables regarding common, proper, and possessive nouns. 6+1 Writing. Jolly Grammar 	
	CC. 1. RF. 3A	Common consonant digraphs	Know the spelling-sound correspondences.		
	CC. 1. RF. 3B	Regularly spelled one syllable words.	Decode.		
	CC. 1. RF. 3C	Final – e and common vowel team conventions for representing long vowel sounds.	Know.		
	CC. 1. RF. 3G	Grade appropriate irregularly spelled words.	Recognize and read.		
	CC. 1. RF. 4A	On level text.	Read with purpose and understanding.		
	CC. 1. RF. 4B	On level text.	Read with accuracy, appropriate rate, and expression on successive reading		
	CC. 1.SL. 1A	Discussions.	Follow agreed upon rules.		
	CC. 1. SL. 1C	Topics and texts under discussion.	Ask questions to clear up any confusion.		
	CC. 1. SL. 2	Key details in a text, read aloud, or information presented orally or through other media.	Ask and answer questions.		
	CC. 1. SL. 3	Additional information from a speaker.	Ask and answer questions about to clarify something that is not understood.		
	CC. 1. SL. 4	People, place, things, and events.	Describe with relevant details.		

Course/Subject: Language Arts		CURRICULUM MAP		Grade: 1	
April	CC. 1. SL. 5	Drawings or other visual displays to descriptions.	Add when appropriate to clarify idea, thoughts, and feelings.		
	CC. 1. L. 1A	Upper and lower case letters.	Print.		
	CC. 1. L. 1C	Singular and plural nouns with matching verbs.	Use in basic sentences.		
	CC. 1. L. 1E	Verbs.	Use to convey a sense of past, present, and future.		
	CC. 1. L. 1I	Frequently occurring adjectives.	Use.		
	CC. 1. L. 1J	Complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.	Produce and expand in response to prompts.		
	CC. 1. L. 2B	End punctuation for sentences.	Use.		
	CC. 1. L. 2D	Frequently occurring regular words and words with common spelling patterns.	Use conventional spelling.		
	CC. 1. L. 4A	Sentence level text.	Use as a clue to the meaning of a word or phrase.		
	CC. 1. L. 4B	Frequently occurring affixes as clues to the meaning of a word or phrase.	Use.		
	CC. 1. L. 5A	Words into categories by one or more key attributes.	Sort.		
	CC. 1. L. 5C	Words and their use.	Identify real life connections between.		
	CC. 1. L. 6	Words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently	Use.		

Course/Subject: Language Arts		CURRICULUM MAP		Grade: 1	
		occurring conjunctions to signal simple relationships.		<p>Reading/Informational Text:</p> <ul style="list-style-type: none"> Students are grouped into Guided reading groups formed by Fountas and Pinnell levels. Use CAFÉ strategies to teach comprehension such as: <i>check for understanding, back up and re-read, make a prediction, and use prior knowledge.</i> Houghton Mifflin Harcourt Series: Journeys, Non-fiction selections. Houghton Mifflin Harcourt Series: Journeys, Unit Projectables. 	
	CC. 1. RI. 1	Key details in a text.	Ask and answer questions.		
	CC. 1. RI. 2	Main topic and key details of a text.	Identify and retell.		
	CC. 1. RI. 3	The connection between two individuals, events, ideas, or pieces of information in a text.	Describe.		
	CC. 1. RI. 5	Various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Know and use.		
	CC. 1. RI. 7	Illustrations and details in a text.	Use to describe key ideas.	<p>Reading/Foundational Skills:</p> <ul style="list-style-type: none"> Houghton Mifflin Harcourt Series: Journeys. Houghton Mifflin Harcourt Series: Journeys, Unit Projectables. Phonemic Awareness By: M. Heggerty. Ed. D. Students are grouped into Guided reading groups formed by Fountas and Pinnell levels. Use CAFÉ strategies to teach accuracy such as: <i>cross checking, use beginning and ending sounds.</i> Use CAFÉ strategies to teach fluency such as: <i>Voracious reading, reread text, practice common sight words and high-frequency words, read appropriate level texts that are a "good fit."</i> Blending routine (Using SmartBoard "Fridge magnets.") 	
	CC. 1. RI. 10	Informational texts.	Read with prompting and support.		
	CC. 1. RF. 2A	Short vowel sounds in spoken single syllable words.	Distinguish long from short.		
	CC. 1. RF. 2B	Single syllable words.	Orally produce by blending sounds including consonant blends.		
	CC. 1. RF. 3B	Regularly spelled one syllable	Decode.		

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		words.			
	CC. 1. RF. 3C	Final – e and common vowel team conventions for representing long vowel sounds.	Know.		
	CC. 1. RF. 4A	On level text.	Read with purpose and understanding.	Reading/Speaking and Listening: <ul style="list-style-type: none"> Houghton Mifflin Harcourt Series: Journeys. Each unit has a story to read. Upon reading use guided comprehension questions to discuss understanding as a class. Students are grouped into Guided reading groups formed by Fountas and Pinnell levels. Use CAFÉ comprehension strategies such as: <i>check for understanding, back up and re-read, make a prediction, and use prior knowledge</i> to provoke thoughtful conversation. Sharing writing. Reader’s Theater 	
	CC. 1. RF. 4B	On level text.	Read with accuracy, appropriate rate, and expression on successive reading		
	CC. 1. SL. 1A	Discussions.	Follow agreed upon rules.		
	CC. 1. SL. 2	Key details in a text read aloud or information presented orally or through other media.	Ask and answer questions.	Reading/Language: <ul style="list-style-type: none"> Zaner-Bloser Handwriting Book. Houghton Mifflin Harcourt Series: Journeys. Houghton Mifflin Harcourt Series: Unit Projectables regarding common, proper, and possessive nouns. 6+1 Writing. Jolly Grammar 	
	CC. 1. SL. 3	Additional information from a speaker.	Ask and answer questions about to clarify something that is not understood.		
	CC. 1. SL. 4	People, place, things, and events.	Describe with relevant details.		
	CC. 1. L. 1A	Upper and lower case letters.	Print.		
	CC. 1. L. 1E	Verbs.	Use to convey a sense of past, present, and future.		
	CC. 1. L. 1I	Frequently occurring adjectives.	Use.		
	CC. 1. L. 1J	Complete simple and compound declarative, interrogative,	Produce and expand in response to prompts.		

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May		imperative, and exclamatory sentences.		Reading /Literature: <ul style="list-style-type: none"> Use CAFÉ strategies to teach comprehension such as: <i>check for understanding, back up and re-read, make a prediction, and use prior knowledge.</i> Houghton Mifflin Harcourt Series: Journeys. Regarding story sequence, characters, and settings. Word Wall – Houghton Mifflin weekly “high frequency words.” Daily 5 – Work on Words Center. 	
	CC. 1. L. 2A	Dates and names of people.	Capitalize.		
	CC. 1. L. 2D	Frequently occurring regular words and words with common spelling patterns.	Use conventional spelling.		
	CC. 1. L. 4A	Sentence level text.	Use as a clue to the meaning of a word or phrase.		
	CC. 1. L. 5C	Words and their use.	Identify real life connections between.		
	CC. 1. RL. 1	Upper and lower case letters	Print.		
	CC. 1. RL. 3	Characters, settings, and major events in a story.	Describe using key details.		
	CC. 1. RL. 7	Illustrations and details in a story that describe its characters, setting, or events.	Use.		
	CC. 1. RL. 10	Prose and poetry.	Read with prompting and support.		
	CC. 1. RL. 1	Upper and lower case letters	Print.		
	CC. 1. RL. 2	Stories.	Retell including key details.		
	CC. 1. RL. 3	Characters, settings, and major events in a story.	Describe using key details.		
	CC. 1. RL. 4	Words and phrases in stories or poems that suggest feelings or appeal to the senses.	Identify.		

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	CC. 1. RL. 7	Illustrations and details in a story. (e.g. characters, setting, or events.)	Use and describe.	Reading/Foundational Skills: <ul style="list-style-type: none"> Houghton Mifflin Harcourt Series: Journeys. Houghton Mifflin Harcourt Series: Journeys, Unit Projectables. <u>Phonemic Awareness</u> By: M. Heggerty. Ed. D. Students are grouped into Guided reading groups formed by Fountas and Pinnell levels. Use CAFÉ strategies to teach accuracy such as: <i>cross checking, use beginning and ending sounds.</i> Use CAFÉ strategies to teach fluency such as: <i>Voracious reading, reread text, practice common sight words and high-frequency words, read appropriate level texts that are a "good fit."</i> Blending routine (Using SmartBoard "Fridge magnets.") 	
	CC. 1. RL. 9	The adventures and experiences of characters in stories.	Compare and contrast.		
	CC. 1. RL. 10	Prose and poetry.	Read with prompting and support.		
	CC. 1. RF. 2D	Single syllable words.	Segment into their complete sequence of individual sounds		
	CC. 1. RF. 3B	Regularly spelled one syllable words.	Decode.		
	CC. 1. RF. 3E	Two-syllable words following basic patterns.	Decode and break down.		
	CC. 1. RF. 3G	Grade appropriate irregularly spelled words.	Recognize and read.		
	CC. 1. RF. 4A	On level text.	Read with purpose and understanding.		
	CC. 1. RF. 4B	On level text.	Read with accuracy, appropriate rate, and expression on successive reading		
	CC. 1. SL. 1A	Discussions.	Follow agreed upon rules.		
	CC. 1. SL. 1B	Comments of others through multiple exchanges.	Build on others' talk in conversations.	Reading/Speaking and Listening: <ul style="list-style-type: none"> Houghton Mifflin Harcourt Series: Journeys. Each unit has a story to read. Upon reading use guided comprehension questions to discuss understanding as a class. Students are grouped into Guided reading groups formed by Fountas and Pinnell levels. Use CAFÉ comprehension strategies such as: <i>check for understanding, back up and re-read, make a prediction, and use prior knowledge</i> to provoke thoughtful conversation. Sharing writing. Reader's Theater 	
	CC. 1. SL. 1C	Confusion about the topics and texts under discussion.	Ask questions to clarify.		

Course/Subject: Language Arts		CURRICULUM MAP		Grade: 1	
	CC. 1. SL. 2	Key details in a text read aloud or information presented orally or through other media.	Ask and answer questions.	Reading/Language: <ul style="list-style-type: none"> • Zaner-Bloser Handwriting Book. • Houghton Mifflin Harcourt Series: Journeys. • Houghton Mifflin Harcourt Series: Unit Projectables regarding common, proper, and possessive nouns. • 6+1 Writing. • Jolly Grammar 	
	CC. 1. SL. 3	Additional information from a speaker.	Ask and answer questions about to clarify something that is not understood.		
	CC. 1. SL. 4	People, place, things, and events.	Describe with relevant details.		
	CC. 1. SL. 6	Complete sentences when appropriate to task and situation.	Produce.		
	CC. 1. L. 1A	Upper and lower case letters.	Print.		
	CC. 1. L. 1D	Personal, possessive, and indefinite pronouns.	Use.		
	CC. 1. L. 1J	Complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.	Produce and expand in response to prompts.		
	CC. 1. L. 2A	Dates and names of people.	Capitalize.		
	CC. 1. L. 2B	End punctuation for sentences.	Use.		
	CC. 1. L. 2D	Frequently occurring regular words and words with common spelling patterns.	Use conventional spelling.		
	CC. 1. L. 4A	Sentence level text.	Use as a clue to the meaning of a word or phrase.		
	CC. 1. L. 4B	Frequently occurring affixes as clues to find the meaning of a	Use.		

Course/Subject: Language Arts		CURRICULUM MAP		Grade: 1	
		word.			
	CC. 1. L. 5A	Categories.	Sort words to gain a sense of concept representation.	Reading /Literature: <ul style="list-style-type: none"> Use CAFÉ strategies to teach comprehension such as: <i>check for understanding, back up and re-read, make a prediction, and use prior knowledge.</i> Houghton Mifflin Harcourt Series: Journeys. Regarding story sequence, characters, and settings. Word Wall – Houghton Mifflin weekly “high frequency words.” Daily 5 – Work on Words Center. 	
	CC. 1. L. 5C	Words and their use.	Identify real life connections between.		
	CC. 1. L. 5D	Shades of meaning among verbs differing in manner (e.g. look, peek, glance, stare, glare, and scowl) and adjectives differing in intensity (e.g. large, gigantic).	Distinguish, define, or act out.		
	CC. 1. RI. 1	Key details in a text.	Ask and answer questions.		
	CC. 1. RI. 2	Main topic and key details of a text.	Identify and retell.		
	CC. 1. RI. 3	The connection between two individuals, events, ideas, or pieces of information in a text.	Describe.		
	CC. 1. RI. 5	Various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Know and use.		
	CC. 1. RI. 6	Information provided by pictures or other illustrations and information provided by the words in a text.	Distinguish differences.		
	CC. 1. RI. 8	Reasons an author gives to support points in a text.	Identify.		
	CC. 1. RI. 10	Informational texts appropriately	Read with prompting and		

Course/Subject: Language Arts		CURRICULUM MAP		Grade: 1	
		complex for grade 1.	support.	<p>Reading/Foundational Skills:</p> <ul style="list-style-type: none"> Houghton Mifflin Harcourt Series: Journeys. Houghton Mifflin Harcourt Series: Journeys, Unit Projectables. <u>Phonemic Awareness</u> By: M. Heggerty. Ed. D. Students are grouped into Guided reading groups formed by Fountas and Pinnell levels. Use CAFÉ strategies to teach accuracy such as: <i>cross checking, use beginning and ending sounds.</i> Use CAFÉ strategies to teach fluency such as: <i>Voracious reading, reread text, practice common sight words and high-frequency words, read appropriate level texts that are a "good fit."</i> Blending routine (Using SmartBoard "Fridge magnets.") <p>Reading/Speaking and Listening:</p> <ul style="list-style-type: none"> Houghton Mifflin Harcourt Series: Journeys. Each unit has a story to read. Upon reading use guided comprehension questions to discuss understanding as a class. Students are grouped into Guided reading groups formed by Fountas and Pinnell levels. Use CAFÉ comprehension strategies such as: <i>check for understanding, back up and re-read, make a prediction, and use prior knowledge</i> to provoke thoughtful conversation. Sharing writing. Reader's Theater 	
	CC. 1. RF. 3B	Regularly spelled one syllable words.	Decode.		
	CC. 1. RF. 3C	Final – e and common vowel team conventions for representing long vowel sounds.	Know.		
	CC. 1. RF. 3F	Words with inflectional ending.	Read.		
	CC. 1. RF. 3G	Grade-appropriate irregularly spelled words.	Recognize and read.		
	CC. 1. RF. 4A	On level text.	Read with purpose and understanding.		
	CC. 1. RF. 4B	On level text.	Read with accuracy, appropriate rate, and expression on successive reading		
	CC. 1. SL. 1A	Discussions	Follow agreed upon rules.		
	CC. 1. SL. 2	Key details in a text read aloud or	Ask and answer questions.		

Course/Subject: Language Arts		CURRICULUM MAP		Grade: 1	
		information presented orally or through other media.			
	CC. 1. SL. 3	Additional information from a speaker.	Ask and answer questions about to clarify something that is not understood.	Reading/Language: <ul style="list-style-type: none">• Zaner-Bloser Handwriting Book.• Houghton Mifflin Harcourt Series: Journeys.• Houghton Mifflin Harcourt Series: Unit Projectables regarding common, proper, and possessive nouns.• 6+1 Writing.• Jolly Grammar	
	CC. 1. SL. 4	People, place, things, and events.	Describe with relevant details.		
	CC. 1. SL. 5	Drawings or other visual displays of description.	Add when appropriate to clarify idea, thoughts, and feelings.		
	CC. 1. SL. 6	Complete sentences.	Produce when appropriate to task and situation.		
	CC. 1. L. 1A	Upper and lower case letters.	Print.		
	CC. 1. L. 1C	Singular and plural nouns with matching verbs.	Use in basic sentences.		
	CC. 1. L. 1D	Personal, possessive, and indefinite pronouns. (e.g. I, me, my, they, them, their, anyone, everything.)	Use.		
	CC. 1. L. 1E	Verbs.	Use to convey a sense of past, present, and future.		
	CC. 1. L. 1G	Frequently occurring conjunctions. (e.g. and, but, or, so, because.)	Use.		
	CC. 1. L. 1I	Frequently occurring adjectives.	Use.		
	CC. 1. L. 1J	Complete simple and compound declarative, interrogative,	Produce and expand in response to prompts.		

Course/Subject: Language Arts		CURRICULUM MAP		Grade: 1	
		imperative, and exclamatory sentences.			
	CC. 1. L. 2D	Frequently occurring regular words and words with common spelling patterns.	Use conventional spelling.		
	CC. 1. L. 4A	Sentence level text.	Use as a clue to the meaning of a word or phrase.		
	CC. 1. L. 5A	Categories.	Sort words to gain a sense of concept representation		
	CC. 1. L. 5C	Words and their use.	Identify real life connections between.	Reading /Literature: <ul style="list-style-type: none"> • Use CAFÉ strategies to teach comprehension such as: <i>check for understanding, back up and re-read, make a prediction, and use prior knowledge.</i> • Houghton Mifflin Harcourt Series: Journeys. Regarding story sequence, characters, and settings. • Word Wall – Houghton Mifflin weekly “high frequency words.” • Daily 5 – Work on Words Center. 	
	CC. 1. L. 6	Words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.	Use.		
	CC. 1. RL. 1	Upper and lower case letters	Print.		
	CC. 1. RL. 2	Stories.	Retell including key details.		
	CC. 1. RL. 3	Characters, settings, and major events in a story.	Describe using key details.		
	CC. 1. RL. 7	Illustrations and details in a story to describe its characters, setting, or events.	Use.		
	CC. 1. RL. 9	The adventures and experiences or characters in stories.	Compare and contrast.		

Course/Subject: Language Arts		CURRICULUM MAP			Grade: 1	
	CC. 1. RL. 10	Prose and poetry.	Read with prompting and support.			