

First Grade: English Language Arts Literacy Map

Overarching Idea: Families		Essential Question: How is our school and classroom like a family?				
Student Objectives	Focus Standards	Vocabulary	Suggested Unit Activities / Formative Assessments		Curriculum Materials Suggested Curriculum Materials	
<p>RL 1.1 *I can ask and answer questions about a text.</p> <p>RL 1.2 *I can retell stories using key details. *I can understand the message or lesson of the story.</p> <p>RL 1.3 *I can describe characters and the setting in the story. *I can use key details to describe major events in a story.</p> <p>RL 1.5 *I can tell the difference between fiction and nonfiction books.</p> <p>RL 1.7 *I can use illustrations to describe characters and setting. *I can use illustrations to describe the events of a story.</p> <p>RI 1.1 *I can ask and answer questions about an informational text.</p> <p>RI 1.2 *I can identify the main topic in an informational text. *I can retell key details in</p>	<p>RL1.1Ask and answer questions about key details in a text.</p> <p>RL1.2Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL1.3Describe characters, settings, and major events in a story, using key details.</p> <p>RL1.5Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RL1.7Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI1.1Ask and answer questions about key details in a text.</p> <p>RI1.2Identify the main topic and retell key details of a text.</p>	<p>Academic</p> <p>Category Putting classified items into smaller groups L 1.5a</p> <p>Demonstrate Describe or explain by examples RL1.2; RF1.1; L1.1a; L1.2 b,d,e</p> <p>Describe (K) Depict in word, tell in your own words RL 1.3</p> <p>Details Isolated facts; points of information RL 1.1; RL 1.2; RL 1.3; RI 1.1; RI 1.2; W1.3; SL 1.2</p> <p>Distinguish Set apart, separate, tell apart, characterize, classify, categorize RF 1.1</p> <p>Draw Take or pull out RL 1.5; L 1.2e</p>	<p>Activity Type: i.e. Class Discussion</p> <p>Type activity descriptions in this column in student-friendly language. Other examples of activity types might include, but are not limited to:</p> <ul style="list-style-type: none"> Literature Response Note-taking Informative Writing 	<ul style="list-style-type: none"> Explanatory Writing Narrative Writing Speech Analysis Research Dramatization Fluency Work Media Appreciation 	<ul style="list-style-type: none"> Poetry Response Graphic Organizer Word Study Grammar and Usage Mechanics and Grammar Wall Word Wall 	<p><i>You may or may not have something in each of these categories:</i></p> <p>Literary Texts Social Studies Stories</p> <ul style="list-style-type: none"> ▪ Evie Finds Her Family Tree by Ashley B. Ransburg <p>Houghton Mifflin Stories</p> <ul style="list-style-type: none"> ▪ Go Away, Otto! by Pat Cummings Theme 4, pg. 122 (T56) ▪ My Family Theme 4 On Level Reader ▪ Family Day Theme 4 Leveled Theme Paperback ▪ Liliana’s Grandmothers Theme 5 Single Big Book <p><i>Suggested Stories</i></p> <ul style="list-style-type: none"> • <i>If You Take a Mouse to School</i> by Laura Numeroff • <i>Boomer Goes to School</i> by Constance W. McGeorge • <i>Froggy Goes to School</i> by Jonathan London • <i>Brand-new Pencils, Brand-new Books</i> by Diane deGroat • <i>There Was an Old Lady Who Swallowed Some Books!</i> by Lucille Colandro • <i>The OK Book</i> by Amy Krouse Rosenthal • <i>Lilly’s Plastic Purple Purse</i>, by Kevin Henkes • <i>Ruthie and the Teeny-Tiny Lie</i> by Laura Rankin • <i>Timothy Goes to School</i> by Rosemary Wells • <i>Chrysanthemum</i> by Kevin Henkes • <i>Hunter’s Best Friend at School</i> by Laura Malone Elliott • <i>The Recess Queen</i> by Alexis O’Neill • <i>This is Not My Hat</i> by Jon Klassen
			<p>GLAD Strategies: *Cognitive Content Dictionary *TPR (Total Physical Response)</p> <p>Attentive (Choose a word from your class/school rules) TPR: Stop and Listen</p> <p>TPR for Compare and Contrast – chanted or sung to the tune of --- Military Count Off song: <i>I don’t know but I’ve been told Air Force wings are made of gold!</i></p> <p>Compare to find things the same See how many you can name!</p> <p>Contrast to find different things See how many you can bring!</p>	<p>Teacher Read Aloud/Class Discussion</p> <p>Think/Pair/Share</p> <p>Top Hat Organizer</p>	<p>TCI – <i>Social Studies Alive!</i> Chapter 1 (Use student text/big book or presentation power point on TCI website)</p> <p>1. Use introduction picture (pg 3)</p> <ul style="list-style-type: none"> What are the children doing to get along on the playground? SL1.2 Use vocabulary words (share, talk, listen, take turns) in your discussion. Partner share – what can you do on our playground to get along with others. SL1.1a <p>2. Read page 4 aloud to students.</p> <ul style="list-style-type: none"> How are the kids in the picture sharing? RI1.1, RI1.2, SL1.2 Discuss difference between fiction/nonfiction text/pictures. RL1.5, SL1.1a How can we share in our classroom? SL1.1a How do you share at home with your family? (Guide students using a Top Hat Organizer to compare/contrast home & school) RI1.3, SL1.1a Why is it important to share? SL1.1a <p>3. Continue with similar discussion for pages 5-7. RI1.1, RI1.2, SL1.1a, SL1.2</p>	
			<p>Opinion Writing</p> <p>1. Model: draw a picture and write a sentence about a rule that is important for the teacher to follow at school (in staff meeting, etc.)</p> <ul style="list-style-type: none"> Quick sketch done ahead of time. With the class, write a sentence to go with the sketch to emphasize beginning the sentence with a capital, using spaces, and ending with a period. RF1.1 <p>Formative Assessment: Have the student draw a picture/write a sentence about the rule they feel is most important for our classroom. RF1.1, W1.1, SL1.5</p>			

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<p>an informational text.</p> <p>RI 1.3 *I can describe, compare and contrast two events or ideas.</p> <p>RF 1.1 *I can distinguish the parts of a sentence.</p> <p>RF 1.2a *I can distinguish long from short vowel sounds.</p> <p>RF 1.2b *I can blend sounds into words.</p> <p>RF 1.2c *I can say individual sounds in words.</p> <p>RF 1.2d *I can segment words.</p> <p>RF 1.3a *I can say/write the sounds for <i>sh, th, wh, ch</i>.</p> <p>RF 1.3b *I can sound out one-syllable words.</p> <p>RF 1.3g * I can read sight words</p>	<p>RI. 3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RF1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation).</p> <p>RF1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes) including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. g Recognize and read grade-appropriate irregularly spelled words</p>	<p>Recount Give an account of an event or an experience; retell in detail and in order W1.3</p> <p>Retell (K) Tell in your own words; tell again in your own way RL 1.2; RI 1.2</p> <p>Text A book or other written or printed work RL 1.1</p> <p>Content</p> <p>Social Studies</p> <p>Chapter 1 Listen, share, talk, take turns</p> <p>Chapter 2 Alike, different, learn</p> <p>Chapter 3 School Rules PBIS vocabulary specific to each school. Plus: Get along, Be Safe, Be Fair, Learn</p> <p>Chapter 4 Custodian, principal, secretary, teacher</p> <p>Chapter 5 citizen</p>	<p>Teacher Read Aloud</p>	<p>The OK Book by Amy Krouse Rosenthal Students make T-shirts about what they are good at.</p> <p>Use this book to teach the suffix er</p>	<ul style="list-style-type: none"> • “No, David “ books by David Shannon • <i>How Do Dinosaurs Go To School?</i> by Jane Yolen • <i>The Biggest and Brightest Light: A True Story of the Heart</i> by Marilyn Perlyn • <i>The Biggest and Brightest List: The Magic of Helping Others</i> by Marilyn Perlyn <p>Poetry</p> <p>Houghton Mifflin Stories</p> <ul style="list-style-type: none"> • School, I Can, My Teacher, Muddy Recess Poetry Link, Theme 1, pg. 66 (T142) <p>Folktales</p> <ul style="list-style-type: none"> • Houghton Mifflin Theme 9 Focus on Genre - Folktales <p>Drama</p> <p>Informational Texts Nonfiction</p> <p>Social Studies Stories <i>Me and My Family Tree</i> by Joan Sweeney</p> <p>Required TCI Chapters</p> <ul style="list-style-type: none"> ▪ Chapter 6 – Lesson 6.1 – 6.3 Classroom Maps ▪ Chapter 9 – How Families are Special ▪ Chapter 9 – Reading Further Postcard Pen Pals <p>Suggested TCI Chapters</p> <ul style="list-style-type: none"> ▪ Chapter 1 – How Do We Get Along in School ▪ Chapter 2 – Why is it Important to Learn From Each Other ▪ Chapter 3 – Why Do Schools Have Rules ▪ Chapter 4 – Who Helps Us at School ▪ Chapter 5 – How Are We Good Helpers at School <p>Houghton Mifflin Stories</p> <ul style="list-style-type: none"> ▪ Helping at Home – Social Studies Link Theme 4, pg. 144 (T74) ▪ A Day at School by Alma Flor Ada Theme 1, pg. 47 (T125) ▪ I Am Six by Ann Morris
			<p>TPR</p>	<p>Alike, different, learn</p> <p>TCI – <i>Social Studies Alive!</i> Chapter 2 – Why is it Important to Learn From Each Other? (Use student text/big book or presentation power point on TCI website)</p> <p>Introduce Chapter 2 with <i>The OK Book</i>.</p> <ul style="list-style-type: none"> • Discuss their unique abilities and gifts • Formative Assessment Do individual T-shirts about what you are good at and present to the class • Talk about how they are all alike and different using pages 12 – 13 in Text (Big Book) <p>Formative Assessment: Student Hand out 2A</p> <ul style="list-style-type: none"> • Make Gifts <p>Read Ant’s Lesson – Compare/Contrast ant and grasshopper</p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Draw/write about something you can learn from another person in our school. <p>(RL 1.1, RL1.2, RL1.3, RL1.5, RL1.7, RF1.1, RF1.4, W1.2, SL1.1, SL1.2, SL1.3, SL1.4, SL1.5, SL1.6</p> <p>RL1.9 (Compare and Contrast the adventures and experiences of characters in a story)</p>	
			<p>Teacher Read Aloud/Class Discussion</p> <p>Think Pair Share</p> <p>Top Hat Organizer</p>	<p>Class Discussion</p> <p>Teacher Read-Aloud</p> <p>Top Hat Organizer</p> <p>Teacher-Read Aloud</p> <p>Discussion</p>	

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<p>W 1.1 *I can state/write my opinion.</p> <p>W 1.2 *I can write the topic of an informational text, with support.</p> <p>W 1.3 *I can write a narrative recounting events and providing closure, with support.</p>	<p>W1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion supply a reason for the opinion, and provide some sense of closure.</p> <p>W1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.</p> <p>W1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal events order and provide some sense of closure.</p>	<p>Chapter 6 Compass rose, direction, map key, symbol</p> <p>Chapter 9 Activities, family members, homes</p> <p>Roots NA</p> <p>Prefixes NA</p> <p>Suffixes -s, -es Plural, more than one L 1.1.c</p> <p>-ing Action or process RF1.3.f L1.4.b,c</p> <p>-ed Past tense RF1.3.f L1.4.b,c</p> <p>-er Person connected with, Comparative degree RF1.3.f L1.4.b,c</p>	<p>Anchor Chart</p> <p>Class discussion, class created</p> <p>Narrative writing</p>	<ul style="list-style-type: none"> Retell the story using shared classroom anchor chart RL 1.1 Discuss the author’s message RL 1.2 Character – What is she like, not like? RL 1.3 Ask and answer questions about text as it is read aloud, checking for understanding SL 1.2 Describe the characters and events SL 1.4 <p>6. Create a Classroom 4-column chart of new ideas using vocabulary W1.1, S1.1bL</p> <ul style="list-style-type: none"> Get Along, Be Safe, Be Fair, Learn Students write a school rule from the chart and draw a picture of a rule: What does the rule look like when followed and what does the rule look like when <i>not</i> followed. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Sharing</td> <td style="text-align: center;">Not Sharing</td> </tr> </table> <p>7. Narrative Writing W1.3</p> <ul style="list-style-type: none"> Tell of a time when you or someone you know broke a rule. What happened? 	Sharing	Not Sharing	<p>Theme 1 Big Book, (T32)</p> <p>Scholastic News</p> <ul style="list-style-type: none"> <i>I Spy Good Citizens</i> September Edition <p>Biographies</p> <p>Memoir</p> <p>Speeches</p>		
Sharing	Not Sharing								
<p>SL 1.1a *I can listen and take turns when talking in a group.</p> <p>SL1.1b *I can add to a conversation with appropriate comments.</p> <p>SL1.1c *I can ask questions to better understand the topic or speaker.</p>	<p>SL1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g. listening to others with care, speaking one at a time about topics and texts under discussion). b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up</p>		<p>Teacher Presentation Read Aloud</p> <p>Listening</p> <p>Writing Activity after the class interviews</p> <p>Opinion Writing</p>	<p>TCI – Chapter 4 – Who Helps Us at School? (People who make our school work)</p> <ol style="list-style-type: none"> Book: _____ (people at our school: fiction/non-fiction) RL1.5 CD Track 3 – 6 (teacher, principal, secretary, custodian, nurse) SL1.1a, SL1.1b Brainstorm interview questions as a class. SL1.1b <ul style="list-style-type: none"> Visit from each member of the school – display their pictures on the wall. The class interviews each school member. SL 1.1c, SL1.2, SL1.3 After the interview students create the following grid: W1.2, L1.2a, SL1.5, SL1.4 <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>Picture</u></td> <td style="text-align: center;"><u>1 Thing I learned</u></td> </tr> <tr> <td style="text-align: center;"><u>1 Thing I learned</u></td> <td style="text-align: center;"><u>1 Thing I learned</u></td> </tr> </table> <p>4. I think _____ is helpful because _____. W1.1, L1.1, L1.2a, L1.2b</p> <p>I know this because I see him/her _____.</p> <ol style="list-style-type: none"> Review parts of the school (members) <ul style="list-style-type: none"> Discuss how the school won’t work without the parts. Read: <i>Stone Soup</i> RL1.2 <ul style="list-style-type: none"> Make “Soup –er” Wildcat (your school mascot) Soup All parts go together to make soup See #4 or create a Bingo Assessment game about the members of our school. 	<u>Picture</u>	<u>1 Thing I learned</u>	<u>1 Thing I learned</u>	<u>1 Thing I learned</u>	<p>Art, Music, and Media</p> <p>Family Tree - http://www.mrsbrownart.com/1st.htm</p> <p>Films</p> <p>Music TCI CD: <i>The Getting Along Song</i> TCI CD: <i>Good Helpers</i> TCI CD: <i>We Belong To Groups</i></p> <p>Art Family Tree</p> <p>Other Media TCI CD <i>I am a Teacher</i> TCI CD <i>I am a Principal</i> TCI CD <i>I am a Secretary</i> TCI CD <i>I am a Custodian</i></p>
<u>Picture</u>	<u>1 Thing I learned</u>								
<u>1 Thing I learned</u>	<u>1 Thing I learned</u>								

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<p>SL 1.2 *I can ask and answer questions about text or information I have heard.</p> <p>SL 1.3 * I can ask and answer questions to understand what a speaker says.</p> <p>SL 1.4 *I can describe people, places, things and events.</p> <p>SL 1.5 *I can use drawings to explain my ideas, thoughts and feelings.</p> <p>L 1.1.a *I can print all upper and lower case letters.</p> <p>L1.1.b * I can use common, proper and possessive nouns.</p> <p>L 1.1.c *I can match the noun and verb in a sentence.</p> <p>L1.2.a *I can capitalize dates and names of people.</p>	<p>any confusion about the topics and texts under discussion</p> <p>SL1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas thought and feelings.</p> <p>L1.1 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p> <p>a .Print all upper and lower case letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences. (He hops.)</p> <p>L1.2Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p>		<p>Discussion</p> <p>Top-Hat Organizer</p> <p>Opinion Writing</p> <p>Teacher Read-Aloud</p> <p>Partner Share</p> <p>Writing/(Labeling)</p> <p>Art Activity</p> <p>Tally Graph</p>	<p>TCI – <i>Social Studies Alive!</i> Chapter 5 – How Are We Good Helpers at School?</p> <ol style="list-style-type: none"> Previewing p. 61, #1-3 RI 1.1 <ul style="list-style-type: none"> Discuss what a citizen is Complete response group activity p. 61-63 Reading Further: <i>Clara Barton</i>, pgs. 64-65 R1.3 <ul style="list-style-type: none"> Compare and contrast helping in the past & present Helping Hand Award <ul style="list-style-type: none"> Writing topic: <i>Who deserves the Helping Hand Award?</i> SL1.4, W1.1 Prewriting Activity – use pg. 8 in Interactive Student Notebook for prewrite Alternative to Helping Hand Award <ul style="list-style-type: none"> Have students fill in the following sentence frame: I think _____ is the more important classroom job because_____. Additional Reading: <ul style="list-style-type: none"> <i>How Do Dinosaurs Go To School?</i> by Jane Yolen <i>The Biggest and Brightest Light: A True Story of the Heart</i> by Marilyn Perlyn <i>The Biggest and Brightest List: The Magic of Helping Others</i> by Marilyn Perlyn <hr/> <p>TCI – <i>Social Studies Alive!</i> Chapter 9 – <i>How Are Families Special?</i> (Use student text/big book or presentation power point on TCI website)</p> <ol style="list-style-type: none"> Use introduction picture (pg 85) <ul style="list-style-type: none"> What do you notice is happening in the picture? RI1.1 Partner share – Who do you think the people are in the picture? RI1.2, SL1.1a, SL1.4 Discuss and share SL1.1a As a group, come up with a definition for what a family is. (ie. A family is a group of people who love and care for one another). RI1.3, SL1.4 Teacher Read Aloud pgs. 86-87 <ul style="list-style-type: none"> Close read, pg. 87, list members of family from text and then add other possible family members. RI1.1, RI1.2, RI1.3 Each student will draw a picture of their family and label the family members. SL1.5, L1.2a Partner share – types of houses they live in. <ul style="list-style-type: none"> Partner shares what type of house their partner lives in. (Tom lives in a big green house.) SL1.1a, SL1.1c, SL1.4 Teacher reads page 88 and students raise hand if they hear their type of house. RI1.3 Art Project: Using geometric cut shapes from construction paper create your house. Teacher Read Aloud, pg. 89. <ul style="list-style-type: none"> Partner share some activities your family likes to do. SL1.1a, SL1.1c, SL1.4 Make a tally graph of activities as students share a family activity. <p>Formative Assessment: Have the student draw a picture and write a sentence about what makes their family special. Added by J. Smedley & S. Proctor</p>	
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<p>L 1.2.b *I can end a sentence with the correct punctuation.</p> <p>L1.2.d *I can spell words with common spelling patterns.</p> <p>L1.4 I can use clues to help figure out words I don't know.</p> <p>L1.5.a *I can sort words into categories.</p>	<p>a.Capitalize dates and names of people.</p> <p>b.Use end punctuation for sentences.</p> <p>d.Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>				
	<p>L1.4 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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g. Looks, looked, looking.)</p>				
	<p>L1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent.</p>				

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Suggested Formative Assessments See suggested unit activities for detailed descriptions*: <ul style="list-style-type: none">• 1 –• 2 –• 3 –• 4 – <small>*Please note that almost any activity can be used for a formative assessment, the purpose of which is to provide your students with key feedback about their performance against the required standards, while involving them in the process. Formative assessments should provide your students with enough feedback to prepare them for successful completion of the summative assessment, through quality reflection and self-assessment processes.</small>				Required Summative Assessment Give full description of assessment components and directions, along with standards addressed. Thinking about these texts, use pictures and words show two ways our school and classroom are like a family. (RI.1.3)	