FIRST GRADE CURRICULUM MAP

English Language Arts Whiteriver Unified School District

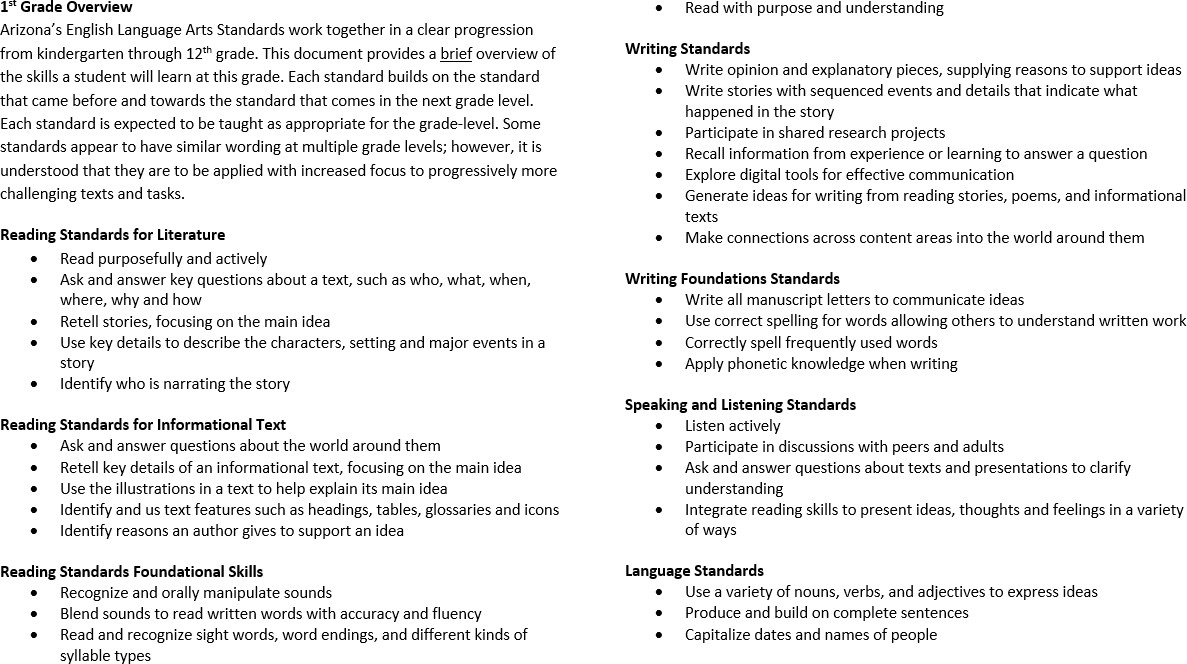
**WUSD’s Comprehensive Core Reading Program**

WUSD's K-5 adopted comprehensive core reading program, Houghton Mifflin Harcourt (HMH) *Journeys*, was designed using current research and evidence- based instructional strategies, experts in English Language Arts, experts in curriculum design, principles of explicit and systematic instruction, including the order of text and skills and strategies presented, and the rigor necessary for all learners to meet the demands of Arizona’s ELA Standards.

**Tier 1 Instruction Includes Both Whole and Small Group Instruction Accuracy and Fluency with the Big Ideas of Reading**

**Differentiation and Scaffolding Provides the Support and Independence Students Need**

**Meeting the Needs of the Brain Meeting the Literacy Needs of All Learners**



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| **First Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 1** | **This Week's Essential Question: What is important about being a friend?** | | | | | |
| **\*\*Teach Sometime During Quarter 1:** Extended Reading Lesson Plans are located in the back of Unit 2 TE\*\*  **Trade Book Title:** *From Seed to Pumpkin* **Genre:** Informational Text **Target Strategies**: Summarize**,** Monitor/Clarify | | | | | | |
| **Lesson**  **1**  8/14-8/17 | **Vocabulary** | **Phonemic**  **Awareness,**  **Phonics, and**  **Spelling** | **Comprehension,**  **Fluency, and**  **High-Frequency**  **Words** | **Speaking and Listening,**  **Language, and Reading**  **Foundational Skills** | **Writing and Writing**  **Foundational Skills** | **Leveled Readers for**  **Small Group**  **Differentiation** |
| **Anchor Text** *What is a Pal?* **Genre** Informational text  **Paired Selection** *Friends Forever* **Genre** Poetry  **Decodables** *Dan and Nan Nat Cat*  *Nan and Dan Fan, Fan, Fan*  **Read Aloud** *The Lion and the Mouse* | **Vocabulary Strategies** Classify and categorize words  **Selection Vocabulary** *fun, pal, pet, what*  **Oral Vocabulary** *beautiful, excellent, invitation, miss, ruin, suddenly*  **Domain-Specific Vocabulary**  *ally, relative, aid* | ***MUST DO DAILY:***  ***Opening Routines***  **—**  **Phonemic Awareness** Beginning sound blend phonemes  **Phonics**  Short *a* Consonants *n, d, p, f*  **Spelling Principle** Words with Short *a*  **Spelling Words Basic:** *am at, sat, man, dad, mat* | **Target Skill**  Main idea  **Target Strategy**  Summarize  **Second Read Skill**  Informational text  **Fluency** Accuracy: Word recognition  **High-Frequency Words**  *and, be, help, play, with, you* | **Listening/Speaking**  Listening comprehension  **Speaking and Listening Skill**  How to have a good discussion  **Grammar Skill**  Nouns  **Reading Foundational Skills** Features of a sentence Orally blend phonemes Isolate initial, medial, final sounds  Orally generate rhyming words Phonics and word analysis skills when decoding  Read on-level text with purpose, understanding, and accurately  Read irregular words | **Writing Mode**  Narrative writing  **Writing Form**  Labels  **Write About Reading**  Performance task  **Writing Foundational Skills**  Handwriting skills Sound-letter concepts Use singular and plural nouns with matching verbs in basic sentences.  Phonics and word analysis skills when encoding | ** Advanced Readers**  *Friends*  ** On Level Readers**  *Sharing*   * **Struggling Readers** *Helping* * **English Language Learners**   *Friends Who Share*  **Vocabulary Readers (for all levels)**  *Favorite Things* |

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| **First Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 1** | **This Week's Essential Question:** What happens during a storm? | | | | | |
| **\*\*Teach Sometime During Quarter 1:** Extended Reading Lesson Plans are located in the back of Unit 2 TE\*\*  **Trade Book Title:** *From Seed to Pumpkin* **Genre:** Informational Text **Target Strategies**: Summarize**,** Monitor/Clarify | | | | | | |
| **Lesson**  **2**  8/21-8/24 | **Vocabulary** | **Phonemic**  **Awareness,**  **Phonics and**  **Spelling** | **Comprehension,**  **Fluency, and High-**  **Frequency Words** | **Speaking and Listening,**  **Language, and Reading**  **Foundational Skills** | **Writing and Writing**  **Foundational Skills** | **Leveled Readers**  **for Small Group**  **Differentiation** |
| **Anchor Text** *The Storm* **Genre** Realistic Fiction  **Paired Selection** *Storms!* **Genre** Informational text  **Decodables**  *Can I Fit? I Ran*  *Sid Pig Pam* | **Vocabulary Strategies** Context clues  **Selection Vocabulary** *storm, pop, come, wet, bed*  **Oral Vocabulary** *bandits, brave, chattered, ears, steady, still*  **Domain-Specific Vocabulary** *precipitation, thermometer, lighting* | **MUST DO DAILY:**  **Opening Routines**  **—**  **Phonemic Awareness** Beginning sound blend phonemes  **Phonics**  *Short i Consonants r, h,*  */z/, s Consonants b, g Phonogram -it*  **Spelling Principle**  Words with Short *i*  **Spelling Words Basic:** *if, is, him, rip, fit, pin* | **Target Skill** Understanding characters  **Target Strategy**  Infer/Predict  **Second Read Skill**  Informational text  **Fluency** Accuracy: Words connected in text  **High-Frequency Words**  *for, have, he, look, too, what* | **Read Aloud**  *Susie & The Bandits*  **Listening/Speaking**  Listening comprehension  **Speaking and Listening Skill**  Ask and answer questions  **Grammar Skill**  Possessives  **Reading Foundational Skills** Orally blend phonemes Isolate initial, medial, final sounds  Phonics and word analysis skills when decoding  Read on-level text with purpose, understanding, and accurately  Read irregular words | **Writing Mode**  Narrative writing  **Writing Form**  Captions  **Write About Reading**  Performance task  **Writing Foundational Skills**  Handwriting skills Sound-letter concepts  focus on a topic, respond to questions and suggestions from peers, add details to strengthen writing Phonics and word analysis skills when encoding | ** Advanced Readers**  *A Mexican Festival*  ** On Level Readers** *Grandpa and Me*   * **Struggling Readers** *Granny* * **English Language Learners** *When Grandpa Was a Boy*   **Vocabulary Readers (for all levels**)  *Grandpa* |

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| **First Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 1** | **This Week's Essential Question:** Why is going to school important? | | | | | |
| **\*\*Teach Sometime During Quarter 1:** Extended Reading Lesson Plans are located in the back of Unit 2 TE\*\*  **Trade Book Title:** *From Seed to Pumpkin* **Genre:** Informational Text **Target Strategies**: Summarize**,** Monitor/Clarify | | | | | | |
| **Lesson 3**  8/28-8/30 | **Vocabulary** | **Phonemic Awareness, Phonics and**  **Spelling** | **Comprehension, Fluency, and High- Frequency Words** | **Speaking and Listening and Reading Foundational Skills** | **Language, Writing, and Writing Foundational Skills** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *Curious George at School* **Genre**  Fantasy  **Paired Selection** *School Long Ago* **Genre** Informational text  **Decodables**  *Lil and Max Did Dix Dog Do It?*  *Max Fox and Lon Ox*  *Is it Funny?* | **Vocabulary Strategies** Multiple- meaning words  **Selection Vocabulary** *curious, school, this, George, kids, mess, points, job*  **Oral Vocabulary** *apart, crept, proud, sneaked, snout, worried*  **Domain-Specific Vocabulary** *mascot, educate, principal* | **MUST DO DAILY:**  **Opening Routines**  **—**  **Phonemic Awareness** Beginning sound Blend phonemes  **Phonics**  Short *O* Consonants *l, x* Inflection -s  **Spelling Principle** Words with Short *o*  **Spelling Words Basic:** *log, dot, top, hot, lot, ox* | **Target Skill**  Sequence of events  **Target Strategy**  Monitor/Clarify  **Second Read Skill** Author’s word choice  **Fluency** Phrasing punctuation  **High-Frequency Words**  *do, find, funny, sing, no, they* | **Read Aloud**  *Stone Stew*  **Listening/Speaking**  Listening comprehension  **Speaking and Listening Skill**  Using visuals  **Reading Foundational Skills** Orally blend phonemes Isolate initial, medial and final sounds  Decode one syllable words Read irregular words  Read on-level text with purpose, understanding, and accurately | **Grammar Skill** Action verbs present tense  **Writing Mode**  Narrative writing  **Writing Form**  Sentences  **Write About Reading** Performance task  **Writing Foundational Skills** Handwriting skills Sound-letter concepts  Phonics and word analysis skills when encoding | ** Advanced Readers** *Curious George at the Library*  ** On Level Readers** *Curious George’s Day at School*   * **Struggling Readers**   *Curious George Finds Out About School*   * **English Language Learners**   *Curious George Visits School*  **Vocabulary Readers (for all levels)**  *School* |

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| **First Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 1** | **This Week's Essential Question:** Who can you meet in a neighborhood? | | | | | |
| **\*\*Teach Sometime During Quarter 1:** Extended Reading Lesson Plans are located in the back of Unit 2 TE\*\*  **Trade Book Title:** *From Seed to Pumpkin* **Genre:** Informational Text **Target Strategies**: Summarize**,** Monitor/Clarify | | | | | | |
| **Lesson 4**  9/5-9/7 | **Vocabulary** | **Phonemic Awareness, Phonics, and**  **Spelling** | **Comprehension, Fluency, and High-Frequency**  **Words** | **Speaking and Listening, Language, and Reading Foundational Skills** | **Language, Writing, and Writing Foundational Skills** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** Lucia’s Neighborhood **Genre** Informational text  **Paired Selections**  *City Mouse and Country Mouse* **Genre**  Fable  **Decodables**  *Pals Ned*  *Ken and Vic My Pets* | **Vocabulary Strategies** Alphabetical order  **Selection Vocabulary** *Lucia, book, car, firefighter’s, goal,*  *hi, home, librarian, neighborhood, pants, plant, street*  **Oral Vocabulary** *canvas, combinations, ease, important, rhythm, row*  **Domain-Specific Vocabulary** *urban, citizen, services* | **MUST DO DAILY:**  **Opening Routines**  **—**  **Phonemic Awareness** Beginning sound and Blend phonemes  **Phonics**  Short *e*, Consonants *y, w, k, v, j,* Phonogram *-et*  **Spelling Principle** Words with short *e*  **Spelling Words Basic:** *yet, web, pen, wet, leg, hen* | **Target Skill**  Text and graphic features  **Target Strategy**  Question  **Second Read Skill** Author’s word choice  **Fluency**  Intonation  **High-Frequency Words**  *all, does, here, me, my, who* | **Read Aloud**  *Painting Word Pictures*  **Listening/Speaking**  Listening comprehension  **Reading Foundational Skills**  Features of a sentence Orally blend phonemes Manipulate phonemes Rhyming words  Read irregular words Read on-level words with purpose, understanding, and accurately | **Grammar Skill**  Adjectives:  Size and shape  **Writing Mode**  Narrative writing  **Writing Form**  Class story  **Write About Reading**  Performance task  **Writing Foundational Skills**  Handwriting skills Sound-letter concepts Phonics and word analysis skills when encoding | ** Advanced Readers**  *Neighbors*  ** On Level Readers**  *Our Town*   * **Struggling Readers**   *At the Park*   * **English Language Learners**   *The Places in our Town*  **Vocabulary Readers (for all levels)**  *Firehouse* |

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| **First Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 1** | **This Week's Essential Question:** What happens on the train? | | | | | |
| **\*\*Teach Sometime During Quarter 1:** Extended Reading Lesson Plans are located in the back of Unit 2 TE\*\*  **Trade Book Title:** *From Seed to Pumpkin* **Genre:** Informational Text **Target Strategies**: Summarize**,** Monitor/Clarify | | | | | | |
| **Lesson 5**  9/11-9/14 | **Vocabulary** | **Phonemic Awareness, Phonics and Spelling** | **Comprehension, Fluency, and High-Frequency**  **Words** | **Speaking and Listening, and Reading Foundational Skills** | **Language, Writing, and Writing Foundational Skills** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *Gus Takes the Train*  **Genre**  Fantasy  **Paired Selection** *City Zoo* **Genre** Informational text  **Decodables** *Fun in the Sun Yams! Yum! Fun, Fun, Fun! Bud* | **Vocabulary Strategies** Synonyms  **Selection Vocabulary** *takes conductor, train, window*  **Oral Vocabulary** *alleys, dash, ferry, space, subways, sealed*  **Domain-Specific Vocabulary** *habitat, diet, conservation* | **MUST DO DAILY:**  **Opening Routines**  **—**  **Phonemic Awareness**  Final sound, Segment phonemes  **Phonics**  Short u, Consonants  *qu, z*  **Spelling Principle**  Words with Short *u*  **Spelling Words Basic:** *up, bug, mud, nut, hug, tub* | **Target Skill**  Story structure  **Target Strategy**  Analyze/Evaluate  **Second Read Skill**  Fantasy  **Fluency** Accuracy: self- correct  **High-Frequency Words**  *friend, full, good, hold, many, pull* | **Read Aloud** *Training Around the Town*  **Listening/Speaking**  Listening comprehension  **Reading Foundational Skills**  Isolate initial, medial, and final phoneme  Rhyming words Manipulate phonemes Read on-level text for purpose, understanding, and accurately | **Grammar Skill**  Adjectives:  Color and number  **Writing Mode**  Narrative writing  **Writing Form**  Class story  **Write About Reading**  Performance task  **Writing Foundational Skills**  Handwriting skills Sound-letter concepts Phonics and word analysis skills when encoding | ** Advanced Readers**  *A Job for Jojo*  ** On Level Readers**  *Ben the Cat*   * **Struggling Readers** *Sledding* * **English Language Learners**   *A Cat Named Ben*  **Vocabulary Readers (for all levels)**  *Trains* |

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| **First Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 2** | **This Week's Essential Question:** What lessons can you learn from story characters? | | | | | |
| **\*\*Teach Sometime During Quarter 1:** Extended Reading Lesson Plans are located in the back of Unit 2 TE\*\*  **Trade Book Title:** *From Seed to Pumpkin* **Genre:** Informational Text **Target Strategies**: Summarize**,** Monitor/Clarify | | | | | | |
| **Lesson 6**  9/18-9/21 | **Vocabulary** | **Phonemic Awareness, Phonics and Spelling** | **Comprehension, Fluency and High-**  **Frequency Words** | **Speaking and Listening and Reading Foundational**  **Skills** | **Language, Writing, and Writing**  **Foundational Skills** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text** *Jack and the Wolf*  **Genre**  Fable  **Paired Selection** *The Three Little Pigs* **Genre** Fairy tale  **Decodables** *Ann Packs Tess and Jack A Duck in Mud Ducks Quack* | **Vocabulary Strategies** Shades of meaning  **Selection Vocabulary** *sheep, trick, wolf, once upon a time*  **Oral Vocabulary** *clang, fault, figure, jumbled, plenty, tossed*  **Domain-Specific Vocabulary** *moral, consequence, tradition* | **MUST DO DAILY:**  **Opening Routines**  **—**  **Phonemic Awareness**  Final sound Segment phonemes  **Phonics** *Review short a Double final*  *Consonants and ck Phonogram -ack*  **Spelling Principle**  Words with short a  **Spelling Words Basic:** *an, bad, can, had, cat, ran*  **Challenge:** *add, pass* | **Target Skill** Understanding characters  **Target Strategy**  Summarizing  **Second Read Skill**  Story message  **Fluency**  Expression  **High-Frequency Words**  *away, call, come, every, hear, said* | **Read Aloud**  *Night of the Wolf*  **Listening/Speaking**  Listening comprehension  **Speaking and Listening Skill**  Ask and answer questions about stories  **Reading Foundational Skills**  Features of a sentence Letter-Sound concepts Phonics and word study skills when decoding Read on-level text with purpose, understanding, and accurately  Rhyming words | **Grammar Skill**  Complete sentences  **Writing Mode**  Informative writing  **Writing Form** Sentences that describe  **Write About Reading**  Performance task  **Writing Foundational Skills**  Handwriting skills Sound-letter concepts Phonics and word analysis skills when encoding | ** Advanced Readers**  *Fox and Crow*  ** On Level Readers**  *Turtle and Hare*   * **Struggling Readers**   *The Pigs*   * **English Language Learners**   *Go Turtle! Go Hare!*  **Vocabulary Readers (for all levels)**  *Reading* |

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| **First Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 2** | **This Week's Essential Question:** How do animals communicate? | | | | | |
| **\*\*Teach Sometime During Quarter 1:** Extended Reading Lesson Plans are located in the back of Unit 2 TE\*\*  **Trade Book Title:** *From Seed to Pumpkin* **Genre:** Informational Text **Target Strategies**: Summarize**,** Monitor/Clarify | | | | | | |
| **Lesson 7**  9/25-9/28 | **Vocabulary** | **Phonemic Awareness, Phonics and Spelling** | **Comprehension, Fluency, and High-Frequency**  **Words** | **Speaking and Listening, and Reading Foundational Skills** | **Language, Writing, and Writing Foundational Skills** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *How Animals Communicate* **Genre** Informational Text  **Paired Selections** *Insect Messages* **Genre** Informational text  **Decodables** *Brad and Cris What Did Dad Get?*  *Crabs*  *The Big Job* | **Vocabulary Strategies** Using a glossary  **Selection Vocabulary** *baby, bees, bird, dance, down, elephants, food, smell*  **Oral Vocabulary** *agreement, crowd, discussed, warn, creek, bills*  **Domain-Specific Vocabulary** *behavior, instinct, senses* | **MUST DO DAILY:**  **Opening Routines**  **—**  **Phonemic Awareness** Segment phonemes Blend phonemes  **Phonics** *Review short I Clusters with r Phonogram -ip*  **Spelling Principle**  Words with short *i*  **Spelling Words Basic:** *in, will, did, six, big*  **Challenge:** *trip, grin* | **Target Skill** Main idea and details  **Target Strategy**  Infer/Predict  **Second Read Skill** Text and graphic features  **Fluency**  Rate  **High-Frequency Words**  *animal, how, make, of, some, why* | **Read Aloud**  *Prairie Dogs*  **Listening/Speaking**  Listening comprehension  **Speaking and Listening Skill**  Discuss informational text: Compare and contrast  **Reading Foundational Skills**  Features of a sentence Letter-Sound concepts Phonics and word study skills when decoding Read on-level text with purpose, understanding, and accurately | **Grammar Skill**  Commas in a series  **Writing Mode**  Informative writing  **Writing Form**  Poetry  **Write About Reading**  Performance task  **Writing Foundational Skills**  Handwriting skills Sound-letter concepts  Phonics and word analysis skills when encoding | ** Advanced Readers**  *Dog Talk*  ** On Level Readers**  *Animals at Night*   * **Struggling Readers**   *Dogs*   * **English Language Learners**   *Busy Animals at Night*  **Vocabulary Readers (for all levels)**  *Mal Talk* |

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| **First Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | |
| **Quarterly Benchmark Testing October 2nd-5th** |
| **BAW or Journeys Writing Project for Quarter** | |

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| **First Grade ELA Curriculum Map—Quarter 2, Lessons 8-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 2** | **This Week's Essential Question:** How is music part of your everyday life? | | | | | |
| **\*\*Teach Sometime During Quarter 2: Literature Title:** *Frog and Toad Together* | | | | | | |
| **Lesson**  **8**  10/16-10/19 | **Vocabulary** | **Phonemic Awareness,**  **Phonics, and Spelling** | **Comprehension,**  **Fluency, and**  **High-Frequency**  **Words** | **Speaking and**  **Listening, Language,**  **and Reading**  **Foundational Skills** | **Writing and Writing**  **Foundational Skills** | **Leveled Readers for**  **Small Group**  **Differentiation** |
| **Anchor Text** *A Musical Day* **Genre** Informational text  **Paired Selections** *Drums* **Genre**  Informational text  **Decodables** *Our Flag The Plan*  *Our Sled Club The Pet Club* | **Vocabulary Strategies** Define words  **Selection Vocabulary** *aunt, band, guitars, music*  **Oral Vocabulary** *crisp, edges, faraway, peeked, smudge, village*  **Domain-Specific Vocabulary** *percussion, composer, rehearse* | **MUST DO DAILY:**  **Opening Routines**  **—**  **Phonemic Awareness**  Segment phonemes  **Phonics** *Review short o Clusters with i*  *Phonogram -ock*  **Spelling Principle**  Words with short *o*  **Spelling Words Basic:** *on, got, fox, pop, not, hop*  **Challenge:** *block, clock* | **Target Skill** Sequence of events  **Target Strategy**  Analyze / Evaluate  **Second Read Skill**  Narrator  **Fluency** Phrasing: natural pauses  **High-Frequency Words**  *her, now, our, she, today, would* | **Read Aloud**  *The Neighbors*  **Listening/Speaking** Listening comprehension  **Grammar Skill**  Statements  **Reading Foundational Skills**  Features of a sentence Letter-Sound concepts Phonics and word study skills when decoding  Read on-level text with purpose, understanding, and  accurately | **Writing Mode**  Informative writing  **Writing Form**  Thank-you note  **Write About Reading**  Performance task  **Research/ Media Literacy Skills**  How to make a musical instrument  **Writing Foundational Skills**  Handwriting skills Sound-letter concepts Phonics and word analysis skills when encoding | ** Advanced Readers**  *The Beach*  ** On Level Readers**  *Nana's House*   * **Struggling Readers**   *Dress Up*   * **English Language Learners**   *Our Day at Nana's House*  **Vocabulary Readers (for all levels)**  *Music* |

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| **First Grade ELA Curriculum Map—Quarter 2, Lessons 8-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 2** | **This Week's Essential Question:** What makes a story or poem funny? | | | | | |
| **\*\*Teach Sometime During Quarter 2:** Required Reading resources **Literature Title:** *Frog and Toad Together* | | | | | | |
| **Lesson 9**  10/23-10/26 | **Vocabulary** | **Phonemic Awareness, Phonics,**  **and Spelling** | **Comprehension, Fluency, and High-**  **Frequency Words** | **Speaking and Listening and Reading**  **Foundational Skills** | **Language, Writing, and Writing Foundational**  **Skills** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text** *Dr. Seuss* **Genre** Biography  **Paired Selection** *Two Poems*  *from Dr. Seuss*  **Genre**  Poetry  **Decodables**  *Step up! Splat! Splat! Nuts for Ben and Jen*  *Miss Tess Was Still* | **Vocabulary Strategies** Antonyms  **Selection Vocabulary** *books, Dr., hit, rhymes, wrote*  **Oral Vocabulary** *trip, yanking, twice, awake, wonder, try*  **Domain-Specific Vocabulary** *literature, verse, paragraph* | **MUST DO DAILY:**  **Opening Routines**  **—**  **Phonemic Awareness** Segment phonemes, middle sound  **Phonics** Review short *e*, blends with *s*  **Spelling Principle**  Words with short *e*  **Spelling Words Basic:** *Yes, let, red, ten, bed, get*  **Challenge:** *sled, step* | **Target Skill**  Text and graphic features  **Target Strategy**  Question  **Second Read Skill**  Genre biography  **Fluency** Accuracy: Word recognition  **High-Frequency Words**  *after, draw, pictures, read, was, write* | **Read Aloud**  *The Little Red Hen*  **Speaking and Listening Skill**  Listening comprehension  **Reading Foundational Skills**  Features of a sentence Letter-Sound concepts Phonics and word study skills when decoding  Read on-level text with purpose, understanding, and accurately | **Grammar Skill**  Singular and plural nouns  **Writing Mode**  Informative writing  **Writing Form**  Description  **Write About Reading**  Performance task  **Research/Media Literacy Skills**  Ask and answer questions using Information from media  **Writing Foundational Skills**  Handwriting skills Sound-letter concepts Phonics and word analysis skills when  encoding | ** Advanced Readers**  *Margret and Hans Rey*  ** On Level Readers** *Jim Henson, the Puppet Man*   * **Struggling Readers**   *Drawing*   * **English Language Learners**   *The Man Who Made Puppets*  **Vocabulary Readers (for all levels)**  *Reading Together* |

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| **First Grade ELA Curriculum Map—Quarter 2, Lessons 8-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 2** | **This Week's Essential Question:** How can you show a friend that you care about him or her? | | | | | |
| **\*\*Teach Sometime During Quarter 2:** Required Reading resources **Literature Title:** *Frog and Toad Together* | | | | | | |
| **Lesson**  **10**  10/30-11/2 | **Vocabulary** | **Phonemic Awareness,**  **Phonics, and Spelling** | **Comprehension,**  **Fluency, and**  **High-Frequency**  **Words** | **Speaking and Listening**  **and Reading**  **Foundational Skills** | **Language, Writing, and**  **Writing Foundational**  **Skills** | **Leveled Readers for**  **Small Group**  **Differentiation** |
| **Anchor Text** *A Cupcake Party*  **Genre**  Fantasy  **Paired Selection** *Happy Times* **Genre** Poetry  **Decodables** *Who Likes to Jump?*  *The Lost Cat Flint and Scamp*  *The List* | **Vocabulary Strategies** Synonyms  **Selection Vocabulary** *baked, cupcakes, party, tree*  **Oral Vocabulary** *enemies, forest, hibernate, must, pouches, predators*  **Domain-Specific Vocabulary** *emotion, esteem, zeal* | **MUST DO DAILY:**  **Opening Routines**  **—**  **Phonemic Awareness** Segment phonemes, Middle Sound  **Phonics** Review short *u*, Final blends,  Phonogram -ump  **Spelling Principle**  Words with short *u*  **Spelling Words Basic*:*** *us, sun, but, fun, bus, run*  **Challenge***: jump, must* | **Target Skill**  Story structure  **Target Strategy**  Visualize  **Second Read Skill**  Dialogue  **Fluency**  Stress  **High-Frequency Words**  *eat, give, one, put, small, take* | **Read Aloud**  *Chipper Chips In*  **Listening/Speaking**  Comprehension  **Speaking and Listening Skill**  Discuss sensory words and words about feelings  **Reading Foundational Skills**  Letter-Sound concepts Phonics and word study skills when decoding Read on-level text with purpose, understanding, and accurately | **Grammar Skill**  Using a, an, and the  **Writing Mode**  Informative writing  **Writing Form**  Description  **Write About Reading**  Performance task  **Writing Foundational Skills**  Handwriting skills Sound-letter concepts Phonics and word analysis skills when encoding | ** Advanced Readers** *Chipmunk's New Home*  ** On Level Readers**  *Toad's Birthday*   * **Struggling Readers**   *Trip to the Rock*   * **English Language Learners**   *Happy Birthday, Toad*  **Vocabulary Readers (for all levels)**  *Happy Birthday!* |

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| **First Grade ELA Curriculum Map—Quarter 2, Lessons 8-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 3** | **This Week's Essential Question:** What kinds of plants and animals would you find in the ocean? | | | | | |
| **\*\*Teach Sometime During Quarter 2:** Required Reading resources **Literature Title:** *Frog and Toad Together* | | | | | | |
| **Lesson**  **11**  11/6-11/9 | **Vocabulary** | **Phonemic Awareness,**  **Phonics and Spelling** | **Comprehension,**  **Fluency, and High-**  **Frequency Words** | **Speaking and**  **Listening, Language,**  **and Reading**  **Foundational Skills** | **Writing and Writing**  **Foundational Skills** | **Leveled Readers for**  **Small Group**  **Differentiation** |
| **Anchor Text** *At Home in the Ocean* **Genre** Informational Text  **Paired Selection** *Water* **Genre**  Informational text  **Decodables** *Seth and Beth Zeb Yak*  *The Duck Nest Animal Moms* | **Vocabulary Strategies** Classify and categorize color words  **Selection Vocabulary** *biggest, feet, grow, manatees, ocean,*  *penguins, sea otters, turtle, warm, whales*  **Oral Vocabulary** *companions, exchange, gracefully, portions, practice, strict*  **Domain-Specific Vocabulary**  *arctic, current, tidal* | **MUST DO DAILY:**  **Opening Routines**  **—**  **Phonemic Awareness** Blend phonemes Segment phonemes  **Phonics** Digraph *th* Base words and  suffixe*s –s, -es, -ed, - ing*  **Spelling Principle**  Words with *th*  **Spelling Words**  **Basic:** *that, them, this, them, with, bat*h  **Challenge:** *thick, tenth* | **Target Skill**  Author's purpose  **Target Strategy**  Analyze/Evaluate  **Second Read Skill**  Details  **Fluency** Phrasing: Punctuation  **High-Frequency Words**  *blue, cold, far, little, live, their, water, where* | **Read Aloud**  The Piano Lessons  **Listening/Speaking** Listening comprehension  **Grammar Skill**  Proper nouns  **Reading Foundational Skills**  Letter – Sound concepts  Phonics and word study skills when decoding  Read on-level text with purpose, understanding, and accurately | **Writing Mode**  Informative writing  **Writing Form**  Sentences that inform  **Write About Reading**  Performance task  **Research/Media Literacy Skills**  Facts about an ocean animal and its habitat  **Writing Foundational Skills**  Handwriting skills Sound-letter concepts Phonics and word analysis skills when encoding | ** Advanced Readers**  *The Amazing Octopus*  ** On Level Readers**  *Coral Reefs*   * **Struggling Readers** *In the Sea* * **English Language Learners**   *Life in the Coral Reefs*  **Vocabulary Readers (for all levels)**  *Shark* |

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| **First Grade ELA Curriculum Map—Quarter 2, Lessons 8-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 3** | **This Week's Essential Question:** How are jungle animals different from animals on a farm? | | | | | |
| **\*\*Teach Sometime During Quarter 2:** Required Reading resources **Literature Title:** *Frog and Toad Together* | | | | | | |
| **Lesson 12-**  **Two Weeks**  11/13-11/21 | **Vocabulary** | **Phonemic Awareness,**  **Phonics, and Spelling** | **Comprehension,**  **Fluency, and**  **High-Frequency**  **Words** | **Speaking and Listening**  **and Reading**  **Foundational Skills** | **Language, Writing,**  **and Writing**  **Foundational Skills** | **Leveled Readers for**  **Small Group**  **Differentiation** |
| **Anchor Text** *How Leopard Got His Spots*  **Genre**  Folktale  **Paired Selection** *The Rain Forest* **Genre** Informational text  **Decodables** *Scratch, Chomp Rich Gets a Dog Champs*  *Kits, Chicks and Pups* | **Vocabulary Strategies** Homophones  **Selection Vocabulary** *danced, flowers, giraffe, hyena, leopard, pain, zebra*  **Oral Vocabulary** *adventure, frisky, shivered, spied, tumbled, view*  **Domain-Specific Vocabulary** *predator, primate, jungle* | **MUST DO DAILY:**  **Opening Routines**  **—**  **Phonemic Awareness** Blend and segment phonemes  Substitute initial phonemes  **Phonics**  Digraph*s ch, tch* Possessives with *'s* Phonogram *-atch*  **Spelling Principle**  Words with *ch, tch*  **Spelling Words Basic:** *chin, chop,*  *much, chip, rich, chick*  **Challenge:** *match, pitch* | **Target Skill** Sequence of events  **Target Strategy**  Question  **Second Read Skill**  Story lesson  **Fluency**  Rate  **High-Frequency Words**  *been, brown, know, never, off, out, own, very* | **Read Aloud**  Turtle, Frog and Rat  **Listening/Speaking** Giving clear descriptions  **Speaking and Listening Skill**  Giving clear descriptions  **Reading Foundational Skills**  Letter – Sound concepts Phonics and word study skills when decoding Read on-level text with purpose, understanding, and accurately | **Grammar Skill**  Commands  **Writing Mode**  Informative writing  **Writing Form**  Instructions  **Write About Reading**  Performance task  **Writing Foundational Skills**  Handwriting skills Sound-letter concepts Phonics and word analysis skills when encoding | ** Advanced Readers** *Peacock's Tail*  ** On Level Readers**  *Bear's Tail*   * **Struggling Readers** *Giraffe's Neck* * **English Language Learners**   *Bear's Long, Brown, Tail*  **Vocabulary Readers (for all levels)**  *Spots* |

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| **First Grade ELA Curriculum Map—Quarter 2, Lessons 8-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 3** | **This Week's Essential Question:** What changes do the different seasons cause? | | | | | |
| **\*\*Teach Sometime During Quarter 2:** Required Reading resources **Literature Title:** *Frog and Toad Together* | | | | | | |
| **Lesson 13-**  11/27-11/30 | **Vocabulary** | **Phonemic Awareness, Phonics, and Spelling** | **Comprehension, Fluency, and High-**  **Frequency Words** | **Speaking and Listening and Reading**  **Foundational Skills** | **Language, Writing, and Writing**  **Foundational Skills** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text** *Seasons* **Genre** Informational text  **Paired Selection** *Four Seasons for Animals* **Genre** Informational text  **Decodables** *Phil's New Bat In a Rush Ralph Goes to Camp*  *Trish's Gift* | **Vocabulary Strategies**  Word Endings *–ed, - ing, or -s*  **Selection Vocabulary**  *blow, day, leaves, school, seeds, snow, snowman, spring, summer, fall, winter*  **Oral Vocabulary** *bouquet, burst, glows, plow, shrivel, vines*  **Domain-Specific Vocabulary** *weather, cycle, sunlight* | **MUST DO DAILY:**  **Opening Routines**  **—**  **Phonemic Awareness** Blend and segment phonemes  **Phonics**  *Digraphs sh, wh, ph Contractions with 's, n't*  **Spelling Principle**  Words with *sh, wh, ph*  **Spelling Words Basic:** *ship, shop, which, when, whip, fish*  **Challenge:** *shell, graph* | **Target Skill**  Cause and effect  **Target Strategy**  Visualize  **Second Read Skill**  Sound words  **Fluency** Accuracy: Word recognition  **High-Frequency Words**  *down, fall, goes, green, frown, new, open, yellow* | **Read Aloud**  *The Prickly Pride of Texas*  **Listening/Speaking** Listening comprehension  **Speaking and Listening Skill**  Discuss informational text: Compare and contrast  **Reading Foundational Skills**  Letter – Sound concepts Phonics and word study skills when decoding Read on-level text with purpose, understanding, and accurately | **Grammar Skill** Subject and verb agreement  **Writing Mode**  Informative writing  **Writing Form** Sentences that inform  **Write About Reading** Performance task  **Writing Foundational Skills** Handwriting skills Sound-letter concepts  Phonics and word analysis skills when  encoding | ** Advanced Readers**  *Seasons Around the World*  ** On Level Readers**  *Fall Changes*   * **Struggling Readers** *Winter* * **English Language Learners** *In the Fall*   **Vocabulary Readers (for all levels)**  *Ducks* |

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| **First Grade ELA Curriculum Map—Quarter 2, Lessons 8-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 3** | **This Week's Essential Question:** Why is it important to have rules? | | | | | |
| **\*\*Teach Sometime During Quarter 3:** Extended Reading Lesson Plans are located in the back of Unit 4 TE under Extended Reading tab\*\*  **Trade Book Title:** *Amazing Whales* **Genre:** Informational Text **Target Strategies**: Visualize, Monitor/Clarify, Analyze/Evaluate | | | | | | |
| **Lesson**  **14**  12/4-12/7 | **Vocabulary** | **Phonemic Awareness,**  **Phonics, and Spelling** | **Comprehension,**  **Fluency, and**  **High-Frequency**  **Words** | **Speaking and Listening**  **and Reading**  **Foundational Skills** | **Language, Writing, and**  **Writing Foundational**  **Skills** | **Leveled Readers**  **for Small Group**  **Differentiation** |
| **Anchor Text** *The Big Race* **Genre** Fantasy  **Paired Selection** *Rules and Laws* **Genre**  Informational text  **Decodables** *Tate's Cakes Dave and the Whales*  *A Safe Lodge The Race* | **Vocabulary Strategies** Shades of meaning  **Selection Vocabulary** *cottontail, hay, hooray, lizard, race, roadrunner*  **Oral Vocabulary** *cactus, habitat, mainly, search, stems, howl*  **Domain-Specific Vocabulary** *legal, rule, duty* | **MUST DO DAILY:**  **Opening Routines**  **—**  **Phonemic Awareness** Middle sound, substitute medial phonemes  **Phonics**  Long *a (CVCe),* Phonogram *–ake, Soft c, g, dge,* Phonogram *-ace*  **Spelling Principle**  Words with long *a*  **Spelling Words Basic:** *came, make,*  *brave, late, gave, shape*  **Challenge:** *waves, chases* | **Target Skill**  Conclusions  **Target Strategy**  Infer/Predict  **Second Read Skill**  Cause and effect  **Fluency**  Expression  **High-Frequency Words**  *four, five, into, over, starts, three, two, watch* | **Read Aloud**  *The Tortoise and the Hare*  **Listening/Speaking** Listening comprehension  **Speaking and Listening Skill**  Speaking about a topic  **Reading Foundational Skills**  Letter – Sound concepts Phonics and word study skills when decoding Read on-level text with purpose, understanding, and accurately | **Grammar Skill**  Verbs and time present and past tense  **Writing Mode**  Informative writing  **Writing Form**  Report  **Write About Reading**  Performance task  **Writing Foundational Skills**  Handwriting skills Sound-letter concepts Phonics and word analysis skills when encoding | ** Advanced Readers**  *Cam the Camel*  ** On Level Readers**  *The Treasure Map*   * **Struggling Readers** *Izzy's Move* * **English Language Learners** *The Map and the Treasure*   **Vocabulary Readers**  **(for all levels)**  *Desert Animals* |

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| **First Grade ELA Curriculum Map—Quarter 2, Lesson 8-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 3** | **This Week's Essential Question:** What makes birds different from mammals? | | | | | |
| **\*\*Teach Sometime During Quarter 2:** Extended Reading Lesson Plans are located in the back of Unit 4 TE under Extended Reading tab\*\*  **Trade Book Title:** *Amazing Whales* **Genre:** Informational Text **Target Strategies**: Visualize, Monitor/Clarify, Analyze/Evaluate | | | | | | |
| **Lesson**  **15**  12/11-12/14 | **Vocabulary** | **Phonemic Awareness,**  **Phonics, and Spelling** | **Comprehension,**  **Fluency, and**  **High-Frequency**  **Words** | **Speaking and Listening,**  **Language, and Reading**  **Foundational Skills** | **Writing and Writing**  **Foundational Skills** | **Leveled Readers**  **for Small Group**  **Differentiation** |
| **Anchor Text** *Animal Groups* **Genre** Informational text  **Paired Selection** *Animal Picnic* **Genre**  Play  **Decodables** *Mike's Bike The Nest The Nice Vet Kite Time* | **Vocabulary Strategies** Suffixes *–er, -est*  **Selection Vocabulary** *amphibians, body, breathe, feathers, group, hair, mammals, reptiles, tadpoles, tails, wings*  **Oral Vocabulary** *alert, directions, scale, sensitive, swivel, threatened*  **Domain-Specific Vocabulary**  *trait, adopt, survive* | **MUST DO DAILY:**  **Opening Routines**  **—**  **Phonemic Awareness** Middle sound, substitute medial phonemes  **Phonics**  Long *i, (CVCe),* Digraphs *kn, wr, gn, mb,* Phonograms *–ine, -ite*  **Spelling Principle**  Words with long *i*  **Spelling Words Basic:** *time, like, kite, bike, white, drive*  **Challenge:** *stripe, mice* | **Target Skill** Compare and contrast  **Target Strategy**  Monitor/Clarify  **Second Read Skill**  Text and graphic features  **Fluency**  Intonation  **High-Frequency Words**  bird, both, eyes, fly, long, or, those, walk | **Read Aloud**  *The Dancing Wolves*  **Listening/Speaking** Listening comprehension  **Grammar Skill**  The Verb *be*  Using *is, are, was* and  *were*  **Reading Foundational Skills**  Letter – Sound concepts Phonics and word study skills when decoding Read on-level text with purpose, understanding, and accurately | **Writing Mode**  Informative writing  **Writing Form**  Report  **Write About Reading**  Performance task  **Research/Media Literacy Skills**  Ask and answer questions using information from media  **Writing Foundational Skills**  Handwriting skills Sound-letter concepts Phonics and word analysis skills when encoding | ** Advanced Readers** *Bald Eagles*  ** On Level Readers**  *All About Bats*   * **Struggling Readers** *Making a Home* * **English Language Learners** *Many Kinds of Bats*   **Vocabulary Readers**  **(for all levels)**  *Animals* |

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| **First Grade ELA Curriculum Map—Quarter 2, Lessons 8-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | |
| **Quarterly Benchmark Testing December 18-21** |
| **BAW or Journeys Writing Project for Quarter** | |

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| **First Grade ELA Curriculum Map—Quarter 3, Lessons 16-22**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 4** | **This Week's Essential Question:** What do astronauts do? | | | | | |
| **\*\*Teach Sometime During Quarter 3:** Extended Reading Lesson Plans are located in the back of Unit 4 TE under Extended Reading tab\*\*  **Trade Book Title:** *Amazing Whales* **Genre:** Informational Text **Target Strategies**: Visualize, Monitor/Clarify, Analyze/Evaluate | | | | | | |
| **Lesson**  **16**  1/8-1/11 | **Vocabulary** | **Phonemic Awareness,**  **Phonics, and Spelling** | **Comprehension,**  **Fluency, and**  **High-Frequency**  **Words** | **Speaking and Listening**  **and Reading**  **Foundational Skills** | **Language, Writing, and**  **Writing Foundational Skills** | **Leveled Readers**  **for Small Group**  **Differentiation** |
| **Anchor Text** *Let's Go to the Moon!* **Genre** Information al text  **Paired Selection** *Mae Jemison* **Genre** Biography  **Decodables** *Go, Jones! So Much Fun*  *June's Pictures My Mule, Duke* | **Vocabulary Strategies** Suffixes *–y, -ful*  **Selection Vocabulary** *crater, footprints, gravity, lunar, rocket, rover*  **Oral Vocabulary** *atmosphere, decision, landscape, miniature, surface, vast*  **Domain-Specific Vocabulary** *star, orbit, planet* | **MUST DO DAILY:**  **Opening Routines**  **—**  **Phonemic Awareness** Substitute phonemes: Medial and final distinguish vowel sounds  **Phonics**  Long *o (CV, CVCe)*  **Spelling Principle**  Words with long *o*  **Spelling Words Basic:** *so, go, home, hole, no, rope, joke, bone, stove, poke*  **Challenge:** *chose, wrote* | **Target Skill** Main idea and details  **Target Strategy**  Question  **Second Read Skill**  Author's purpose  **Fluency**  Stress  **High-Frequency Words**  *around, because, before, bring, carry, light, show, think* | **Read Aloud**  *One Giant Leap*  **Listening/Speaking** Listening comprehension  **Speaking and Listening Skill**  Listening comprehension  **Reading Foundational Skills**  Letter-Sound concepts Phonics and word study skills for decoding Rhyming words  Read on-level text with purpose, understanding, and accurately | **Grammar Skill**  Questions**:** What is a question? Writing questions  **Writing Mode**  Narrative writing  **Writing Form**  Sentences about yourself (Main idea)  **Write About Reading**  Performance task  **Research/Media Literacy Skills**  Using text features  **Writing Foundational Skills**  Handwriting skills Sound-letter concepts  Phonics and word analysis skills when encoding | ** Advanced Readers**  *Living and Working in Space*  ** On Level Readers** *Seasons*   * **Struggling Readers**   *The Sun*   * **English Language Learners** *The Seasons of the Year*   **Vocabulary Readers**  **(for all levels)**  *In the Sky* |

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| **First Grade ELA Curriculum Map—Quarter 3, Lessons 16-22**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 4** | **This Week's Essential Question:** What are some different ways to travel? | | | | | |
| **\*\*Teach Sometime During Quarter 3:** Extended Reading Lesson Plans are located in the back of Unit 4 TE under Extended Reading tab\*\*  **Trade Book Title:** *Amazing Whales* **Genre:** Informational Text **Target Strategies**: Visualize, Monitor/Clarify, Analyze/Evaluate | | | | | | |
| **Lesson**  **17**  **Two weeks 1/15-1/25** | **Vocabulary** | **Phonemic Awareness,**  **Phonics, and Spelling** | **Comprehension,**  **Fluency, and**  **High-Frequency**  **Words** | **Speaking and**  **Listening and**  **Reading**  **Foundational Skills** | **Language, Writing,**  **and Writing**  **Foundational Skills** | **Leveled Readers**  **for Small Group**  **Differentiation** |
| **Anchor Text** *The Big Trip* **Genre** Fantasy  **Paired Selection** *Lewis and Clark's Big Trip* **Genre**  Informational text  **Decodables** *At the Beach Who Will Teach Us?*  *Plunk, Plunk The King's Song* | **Vocabulary Strategies** Define words  **Selection Vocabulary** *desert, engine, exclaimed, island, jumpy, parachute, stubborn, travel, troubles, tunnel*  **Oral Vocabulary** *complain, delighted, horizon, lonely, pleaded, shelter*  **Domain-Specific Vocabulary**  *railroad, pilot, motion* | **MUST DO DAILY: Opening Routines**  **—**  **Phonemic Awareness** Substitute phonemes: Medial and final  Blend phonemes Identify final phonemes  **Phonics**  Long *e (CV, CVCe)* Vowel pairs *ee,ea* Final *ng, nk* Phonogram *-ink*  **Spelling Principle**  Words with long *e*  **Spelling Words**  **Basic:** *me, be, read, feet, tree, keep, eat, mean, sea, these* **Challenge:** *street, please* | **Target Skill** Compare and contrast  **Target Strategy**  Visualize  **Second Read Skill**  Dialogue  **Fluency** Phrasing: Attention to punctuation (Question mark)  **High-Frequency Words**  *about, by, car, could, don't, maybe, sure, there* | **Read Aloud**  *The Rainy Trip*  **Listening/Speaking** Listening comprehension  **Speaking and Listening Skill** Speaking to persuade  **Reading Foundational Skills** Letter-Sound concepts  Phonics and word study skills for decoding  Read on-level text with purpose, understanding, and  accurately | **Grammar Skill** Compound sentences produce and expand compound sentences  **Writing Mode**  Narrative writing  **Writing Form** Sentences about yourself (details)  **Write About Reading**  Performance task  **Writing Foundational Skills** Handwriting skills Sound-letter concepts  Phonics and Word Analysis Skills When  Encoding | ** Advanced Readers**  *The Mountain*  ** On Level Readers** *Flying*   * **Struggling Readers** *Bear Swims* * **English Language Learners** *Flying in an Airplane*   **Vocabulary Readers (for all levels)**  *Going to School* |

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| **First Grade ELA Curriculum Map—Quarter 3, Lessons 14-21**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 4** | **This Week's Essential Question:** What do farmers need to grow food? | | | | | |
| **\*\*Teach Sometime During Quarter 3:** Extended Reading Lesson Plans are located in the back of Unit 4 TE under Extended Reading tab\*\*  **Trade Book Title:** *Amazing Whales* **Genre:** Informational Text **Target Strategies**: Visualize, Monitor/Clarify, Analyze/Evaluate | | | | | | |
| **Lesson**  **18**  1/29-2/1 | **Vocabulary** | **Phonemic Awareness,**  **Phonics, and Spelling** | **Comprehension,**  **Fluency, and**  **High-Frequency**  **Words** | **Speaking and Listening,**  **Language, and Reading**  **Foundational Skills** | **Writing and**  **Writing**  **Foundational**  **Skills** | **Leveled Readers**  **for Small Group**  **Differentiation** |
| **Anchor Text** *Where Does Food Come From?*  **Genre**  Informational text  **Paired Selection** *Jack and the Beanstalk* **Genre**  Fairy tale  **Decodables** *Ray Trains Dex Sweet Treats*  *What Will We Do? Let's Eat* | **Vocabulary Strategies** Multiple- meaning words  **Selection Vocabulary** *chocolate, favorite, paddies, vegetables*  **Oral Vocabulary** *disappointed, eagerly, fancy, scampered, slippery, spotted*  **Domain-Specific Vocabulary** *crop, livestock, orchard* | **MUST DO DAILY:**  **Opening Routines**  **—**  **Phonemic Awareness** Substitute phonemes: medial and final  **Phonics**  Vowel pairs *ai, ay* Contractions *'ll, 'd* Phonograms *–ay, -ain*  **Spelling Principle**  Vowel pairs *ai, ay*  **Spelling Words**  **Basic:** *play, grain, sail, mail, may, rain, way, day, stay, pain*  **Challenge:** *paint, spray* | **Target Skill**  Author's purpose  **Target Strategy**  Summarize  **Second Read Skill**  Conclusions  **Fluency**  Expression  **High-Frequency Words**  *first, food, ground, right, sometimes, these, under, your* | **Read Aloud**  *The Three Wishes*  **Listening/Speaking**  Listening comprehension  **Speaking and Listening Skill**  Using visuals  **Grammar Skill**  Names of days, months, and holidays, commas in dates  **Reading Foundational Skills** Letter-Sound concepts Phonics and word study skills for decoding  Read on-level text with purpose, understanding, and accurately | **Writing Mode**  Narrative writing  **Writing Form**  Friendly letter  **Write About Reading** Performance task  **Writing Foundational Skills** Handwriting skills Sound-letter concepts  Phonics and word analysis skills when encoding | ** Advanced Readers**  *A World of Food*  ** On Level Readers** *Food For You*   * **Struggling Readers** *Apples* * **English Language Learners**   *How We Get Food*  **Vocabulary Readers**  **(for all levels)**  *My Favorite Foods* |

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| **First Grade ELA Curriculum Map—Quarter 3, Lessons 16-22**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 4** | **This Week's Essential Question:** Why is it important to learn about people from the past? | | | | | |
| **\*\*Teach Sometime During Quarter 3:** Extended Reading Lesson Plans are located in the back of Unit 4 TE under Extended Reading tab\*\*  **Trade Book Title:** *Amazing Whales* **Genre:** Informational Text **Target Strategies**: Visualize, Monitor/Clarify, Analyze/Evaluate | | | | | | |
| **Lesson**  **19**  2/5-2/8 | **Vocabulary** | **Phonemic Awareness,**  **Phonics, and Spelling** | **Comprehension,**  **Fluency, and**  **High-Frequency**  **Words** | **Speaking and**  **Listening, Language,**  **and Reading**  **Foundational Skills** | **Writing and Writing**  **Foundational Skills** | **Leveled Readers**  **for Small Group**  **Differentiation** |
| **Anchor Text** *Tomas Rivera* **Genre** Biography  **Paired Selection** *Life Then and Now*  **Genre** Informational text  **Decodables** *It Was Snow Fun*  *Boat Rides Fun with Gram*  *Rex Knows* | **Vocabulary Strategies** Synonyms  **Selection Vocabulary** *Tomas Rivera, Texas, born, library, people, stories, family, teacher*  **Oral Vocabulary** *author, exactly, incomplete, permission, signature, welcomed*  **Domain-Specific Vocabulary** *inventions, artifact, country* | **MUST DO DAILY: Opening Routines**  **—**  **Phonemic Awareness** Substitute phonemes: medial, distinguish vowel sounds, combine, segment syllables  **Phonics**  Vowel pairs *oa, ow* Contractions *‘ve, ‘re* Phonograms *–ow, -oat*  **Spelling Principle**  Vowel pairs *oa, ow*  **Spelling Words**  **Basic:** *how, row, grow, low, blow, snow, boat, coat, road, toad*  **Challenge:** *flown, toast* | **Target Skill** Sequence of events  **Target Strategy**  Monitor/Clarify  **Second Read Skill**  Using context  **Fluency**  Intonation  **High-Frequency Words**  *done, great, laugh, paper, soon, talk, were, work* | **Read Aloud**  *Christina’s Work*  **Listening/Speaking** Listening comprehension  **Grammar Skill**  Future tense  Future tense using *will* Future tense using *going to*  **Reading Foundational Skills**  Letter-Sound concepts Phonics and word study skills for decoding  Read on-level text with purpose, understanding, and accurately | **Writing Mode**  Narrative writing  **Writing Form**  Personal narrative  **Write About Reading**  Performance task  **Research/Media Literacy Skills**  Report about a famous American  **Writing Foundational Skills**  Handwriting skills Sound-letter concepts Phonics and word analysis skills when encoding | ** Advanced Readers**  *What I Want to Do*  ** On Level Readers** *Our Bakery*   * **Struggling Readers** *Working in the Park* * **English Language Learners** *Our Day at the Bakery*   **Vocabulary Readers (for all levels)**  *People in the Town* |

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| **First Grade ELA Curriculum Map—Quarter 3, Lessons 16-22**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 4** | **This Week's Essential Question:** How can you help a friend who feels sad? | | | | | |
| **\*\*Teach Sometime During Quarter 3:** Extended Reading Lesson Plans are located in the back of Unit 4 TE under Extended Reading tab\*\*  **Trade Book Title:** *Amazing Whales* **Genre:** Informational Text **Target Strategies**: Visualize, Monitor/Clarify, Analyze/Evaluate | | | | | | |
| **Lesson**  **20**  2/12-2/15 | **Vocabulary** | **Phonemic Awareness, Phonics,**  **and Spelling** | **Comprehension,**  **Fluency, and**  **High-Frequency**  **Words** | **Speaking and Listening**  **and Reading**  **Foundational Skills** | **Language, Writing,**  **and Writing**  **Foundational Skills** | **Leveled Readers**  **for Small Group**  **Differentiation** |
| **Anchor Text** *Little Rabbit's Tale* **Genre** Folktale  **Paired Selection** *Silly Poems* **Genre** Poetry  **Decodables** *Bedtime for Ray*  *Pancake Ran A Springtime Rain Rosebud* | **Vocabulary Strategies** Compound Words  **Selection Vocabulary** *apple, Beaver, Goose, happily ever after, oh, says, sky, told*  **Oral Vocabulary** *calf, flooded, meadow, rippled, swarm, wade*  **Domain-Specific Vocabulary** *respect, opinion, kindness* | **MUST DO DAILY: Opening Routines**  **—**  **Phonemic Awareness** Combine, segment syllables**,** recognize syllables**,**  Identify phonemes: Medial  **Phonics** Compound words Short vowel */e/ ea*  **Spelling Principle**  Compound words  **Spelling Words**  **Basic:** *bedtime, sunset, bathtub, sailboat, flagpole, backpack, playpen, raincoat, inside, himself*  **Challenge:** *rowboat, homemade* | **Target Skill**  Cause and effect  **Target Strategy**  Infer/Predict  **Second Read Skill**  Story lesson  **Fluency**  Rate  **High-Frequency Words**  *door, more, mother, old, try, use, want, wash* | **Read Aloud**  *Chicken Little*  **Listening/Speaking** Listening comprehension  **Speaking and Listening Skill**  Use sensory words and words about feelings  **Reading Foundational Skills**  Letter-Sound concepts Phonics and word study skills for decoding Rhyming words  Read on-level text with purpose, understanding, and accurately | **Grammar Skill** Prepositional phrases for *where*, Prepositional phrases for *when*  **Writing Mode**  Narrative writing  **Writing Form**  Personal narrative  **Write About Reading**  Performance task  **Writing Foundational Skills**  Handwriting skills Sound-letter concepts Phonics and word analysis skills when  encoding | ** Advanced Readers**  *Bobcat Tells a Tale*  ** On Level Readers**  *Polar Bear Pete*   * **Struggling Readers**   *Putting Frosting on the Cake*   * **English Language Learners**   *Polly's Pet Polar Bea****r***  **Vocabulary Readers (for all levels)**  *The Weather* |

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| **First Grade ELA Curriculum Map—Quarter 3, Lessons 16-22**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 5** | **This Week's Essential Question:** What grows in a garden? | | | | | |
| **\*\*Teach Sometime During Quarter 3:** Extended Reading Lesson Plans are located in the back of Unit 4 TE under Extended Reading tab\*\*  **Trade Book Title:** *Amazing Whales* **Genre:** Informational Text **Target Strategies**: Visualize, Monitor/Clarify, Analyze/Evaluate | | | | | | |
| **Lesson 21-**  **Two Weeks**  2/20-2/29 | **Vocabulary** | **Phonemic Awareness,**  **Phonics, and Spelling** | **Comprehension,**  **Fluency, and**  **High-Frequency**  **Words** | **Speaking and Listening**  **and Reading**  **Foundational Skills** | **Language, Writing, and**  **Writing Foundational**  **Skills** | **Leveled Readers**  **for Small Group**  **Differentiation** |
| **Anchor Text** *The Garden* **Genre** Fantasy  **Paired Selection** *Garden Good Guys*  **Genre** Informational text  **Decodables** *Mark Shark Clark's Part At the Shore More Fun for Jake* | **Vocabulary Strategies** Prefix *re-*  **Selection Vocabulary** *candles, frightened, poems, shouted, of course*  **Oral Vocabulary** *clever, clues, detectives, poked, sneaky, whispered*  **Domain-Specific Vocabulary** *prune, flower, pollen* | **MUST DO DAILY:**  **Opening Routines**  **—**  **Phonemic Awareness** Substitute vowel sounds, segment syllables, blend syllables, add phonemes  **Phonics**  R-controlled vowel *or, ore*  Phonograms *–or, -ore*  **Spelling Principle**  R-controlled vowel *ar*  **Spelling Words**  **Basic:** *far, am, yard, art, jar, bar, barn, bark, card, yarn*  **Challenge:** *smart, chart* | **Target Skill**  Story structure  **Target Strategy**  Analyze/Evaluate  **Second Read Skill**  Repetition  **Fluency** Phrasing: Natural pauses  **High-Frequency Words**  *few, night, loudly, window, noise, story, shall, world* | **Read Aloud**  *Grandpa's Tree*  **Listening/Speaking**  Listening comprehension  **Speaking and Listening Skill**  Giving clear expectations  **Reading Foundational Skills**  Letter – Sound concepts Phonics and word study skills when decoding | **Grammar Skill**  Subject pronouns Pronouns that name one Pronouns that name more than one  **Writing Mode**  Narrative writing  **Writing Form**  Story sentences (dialogue)  **Write About Reading**  Performance task  **Writing Foundational Skills**  Handwriting skills Sound-letter concepts  Phonics and word analysis skills when encoding | ** Advanced Readers** *Lena's Garden*  ** On Level Readers** *Forest Stew*   * **Struggling Readers**   *A Seed for Sid*   * **English Language Learners** *Skunk Cooks Soup*   **Vocabulary Readers**  **(for all levels)**  *Trees* |

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| **First Grade ELA Curriculum Map—Quarter 3, Lessons 16-22**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 5** | **This Week's Essential Question:** Why do some animals have spots or stripes? | | | | | |
| **\*\*Teach Sometime During Quarter 4: \*\***  **Trade Book Title:** *Owl at Home* **Genre:** Fantasy, Literature **Target Strategies**: Infer/Predict, Monitor/Clarify, Question Trade Book Lesson Plans are located in the back of Unit 6 TE under Extended Reading tab **Read Aloud Title:** *Lon Po Po: A Red-Riding Hood Story from China* | | | | | | |
| **Lesson**  **22**  ¾-3/7 | **Vocabulary** | **Phonemic Awareness,**  **Phonics, and Spelling** | **Comprehension,**  **Fluency, and**  **High-Frequency**  **Words** | **Speaking and**  **Listening and**  **Reading**  **Foundational Skills** | **Language, Writing, and**  **Writing Foundational Skills** | **Leveled Readers for**  **Small Group**  **Differentiation** |
| **Anchor Text** *Amazing Animals* **Genre** Informational Text  **Paired Selection** *The Ugly Duckling* **Genre** Folktale  **Decodables**  *See the Birds*  *A Bath for Mert Fox and Cow Meet Gert* | **Vocabulary Strategies** Using a dictionary entry  **Selection Vocabulary** *amazing, camel, color, dolphin, polar, bear, porcupine, toes*  **Oral Vocabulary** *misty, promised, receive, roamed, slender, sparkling*  **Domain-Specific Vocabulary** *gills, skeleton,*  *organ* | **MUST DO DAILY: Opening Routines**  **—**  **Phonemic Awareness** Substitute vowel sounds Segment syllables  Blend syllables  **Phonics**  R-controlled vowels *er, ir, ur*  **Spelling Principle**  R-controlled vowels *er, ir, ur*  **Spelling Words**  **Basic:** *her, fern, girl, sir, stir, bird, fur, hurt, turn, third* **Challenge:** *curl, first* | **Target Skill**  Conclusions  **Target Strategy**  Visualize  **Second Read Skill**  Using context  **Fluency** Accuracy; Connected text  **High-Frequency Words**  *baby, begins, eight, follow, learning, until, years, young* | **Read Aloud**  *How Bat Learned to Fly*  **Listening/Speaking** Listening comprehension  **Reading Foundational Skills** Letter-Sound concepts  Phonics and word study skills for decoding  Read on-level text with purpose, understanding, and accurately | **Grammar Skill**  Pronouns *I* and *me*  **Writing Mode**  Narrative writing  **Writing Form**  Story sentences(vivid verbs)  **Write About Reading**  Performance task  **Research/Media Literacy Skills**  Using text features  **Writing Foundational Skills**  Handwriting skills Sound-letter concepts  Phonics and word analysis skills when encoding | ** Advanced Readers**  *How Animals Move*  ** On Level Readers**  *Baby Kangaroos*   * **Struggling Readers** *Animal Home*s * **English Language Learners**   *Tiny Baby Kangaroos*  **Vocabulary Readers (for all levels)**  *Baby Birds* |

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| **First Grade ELA Curriculum Map—Quarter 3, Lessons 16-22**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | |
| **Quarterly Benchmark Testing March 4-7** |
| **BAW or Journeys Writing Project for Quarter** | |

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| **First Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 5** | **This Week's Essential Question:** How can you take good care of a pet? | | | | | |
| **\*\*Teach Sometime During Quarter 4: \*\***  **Trade Book Title:** *Owl at Home* **Genre:** Fantasy, Literature **Target Strategies**: Infer/Predict, Monitor/Clarify, Question Trade Book Lesson Plans are located in the back of Unit 6 TE under Extended Reading tab **Read Aloud Title:** *Lon Po Po: A Red-Riding Hood Story from China* | | | | | | |
| **Lesson 23**  3/18-3/21 | **Vocabulary** | **Phonemic Awareness, Phonics, and Spelling** | **Comprehension**  **, Fluency, and High-Frequency Words** | **Speaking and Listening and Reading Foundational Skills** | **Language, Writing, and Writing Foundational Skills** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *Whistle for Willie* **Genre** Realistic Fiction  **Paired Selection** *Pet Poems* **Genre** Poetry  **Decodables** *Look at This! Two Good Cooks*  *Good Homes Big Problems* | **Vocabulary Strategies** Define words  **Selection Vocabulary** *carton, empty, errand, grocery, happened, pocket, shadow, whirled*  **Oral Vocabulary** *accent, behave, gooey, siesta, sizzling, translated*  **Domain-Specific Vocabulary** *shelter, caregiver, exercise* | **MUST DO DAILY: Opening Routines**  **—**  **Phonemic Awareness** Substitute Vowel Sounds Segments Syllables  **Phonics**  Vowel Digraph */oo/*  Syllable Pattern *CVC*  **Spelling Principle**  Vowel Digraph *oo*  **Spelling Words**  **Basic:** *look, book, good, hook, brook, took, foot, shook, wood, hood*  **Challenge:** *crook, hoof* | **Target Skill**  Cause and effect  **Target Strategy**  Monitor/Clarify  **Second Read Skill** Figurative language  **Fluency**  Stress  **High-Frequency Words**  *again, along, began, boy, father, house, nothing, together* | **Read Aloud**  *Around the World in a Day*  **Listening/Speaking**  Listening comprehension  **Speaking and Listening Skill**  Speaking to express an opinion  **Reading Foundational Skills**  Letter-Sound concepts Phonics and word study skills for decoding  Read on-level text with purpose, understanding, and accurately Knowledge & apply all six  syllable types | **Grammar Skill** Possessive Pronouns Using *my, you’re, his,* and *her*  Using *mine, yours, his* and  *hers*  **Writing Mode**  Narrative mode  **Writing Form**  Story summary  **Write About Reading**  Performance task  **Writing Foundational Skills**  Handwriting skills Sound-letter concepts  Phonics and word analysis skills when encoding | ** Advanced Readers**  *The Lemonade Stand*  ** On Level Readers**  *Len's Tomatoes*   * **Struggling Readers** *Amy's Airplane* * **English Language Learners**   *Len's Tomato Plant*  **Vocabulary Readers (for all levels**)  *So Many Sounds* |

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| **First Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 5** | **This Week's Essential Question:** What happens to a tree as it grows? | | | | | |
| **\*\*Teach Sometime During Quarter 4: \*\***  **Trade Book Title:** *Owl at Home* **Genre:** Fantasy, Literature **Target Strategies**: Infer/Predict, Monitor/Clarify, Question Trade Book Lesson Plans are located in the back of Unit 6 TE under Extended Reading tab **Read Aloud Title:** *Lon Po Po: A Red-Riding Hood Story from China* | | | | | | |
| **Lesson**  **24**  3/25-3/28 | **Vocabulary** | **Phonemic Awareness,**  **Phonics, and Spelling** | **Comprehension,**  **Fluency, and**  **High-Frequency**  **Words** | **Speaking and**  **Listening, Language,**  **and Reading**  **Foundational Skills** | **Writing and Writing**  **Foundational Skills** | **Leveled Readers**  **for Small Group**  **Differentiation** |
| **Anchor Text**  *A Tree is a Plant* **Genre** Informational text  **Paired Selection Science** *Grow, Apples, Grow!*  **Genre** Informational text  **Decodables** *Moose's Tooth Moon News Boot's Clues Red Zed and Blue Stu* | **Vocabulary Strategies** Multiple-Meaning words  **Selection Vocabulary** *adult, blossoms, center, hundreds*  **Oral Vocabulary** *completely, gentle, lonely, recognize, reflection, settle*  **Domain-Specific Vocabulary** *oxygen, nutrients, reproduce* | **MUST DO DAILY: Opening Routines**  **—**  **Phonemic Awareness** Substitute vowel sounds Segment syllables  **Phonics**  Vowel digraphs/spelling Patterns: *oo, ou, ew*  More spellings for */oo/: ue, u, u\_e*  **Spelling Principle**  Vowel digraphs *oo, ou, ew*  **Spelling Words**  **Basic:** *soon, new, noon, zoo, boot, too, moon, blew, soup, you*  **Challenge:** *grew, scoop* | **Target Skill** Sequence of events  **Target Strategy**  Questions  **Second Read Skill** Figurative language  **Fluency**  Expression  **High-Frequency Words**  *ready, country, soil, kinds, earth, almost, covers, worms* | **Read Aloud**  *Visiting Butterflies*  **Listening/Speaking** Listening comprehension  **Speaking and Listening Skill**  Listening comprehension  **Grammar Skill**  Indefinite pronouns  **Reading Foundational Skills**  Letter-Sound concepts Phonics and word study skills for decoding  Read on-level text with purpose, understanding,  and accurately | **Writing Mode**  Narrative writing  **Writing Form**  Story  **Write About Reading**  Performance task  **Research/Media Literacy Skills**  Life cycle report  **Writing Foundational Skills**  Handwriting skills Sound-letter concepts Phonics and word analysis skills when encoding | ** Advanced Readers**  *The Story of a Rose*  ** On Level Readers**  *From Pit to Plum*   * **Struggling Readers**   *An Acorn Grows*   * **English Language Learners**   *A Plum Grows*  **Vocabulary Readers**  **(for all levels)**  *Worms* |

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| **First Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 5** | **This Week's Essential Question:** What can you learn from someone who is from another country? | | | | | |
| **\*\*Teach Sometime During Quarter 4: \*\***  **Trade Book Title:** *Owl at Home* **Genre:** Fantasy, Literature **Target Strategies**: Infer/Predict, Monitor/Clarify, Question Trade Book Lesson Plans are located in the back of Unit 6 TE under Extended Reading tab **Read Aloud Title:** *Lon Po Po: A Red-Riding Hood Story from China* | | | | | | |
| **Lesson**  **25**  4/1-4/4 | **Vocabulary** | **Phonemic Awareness,**  **Phonics, and Spelling** | **Comprehension,**  **Fluency, and**  **High-Frequency**  **Words** | **Speaking and**  **Listening and**  **Reading**  **Foundational Skills** | **Language, Writing, and**  **Writing Foundational**  **Skills** | **Leveled Readers for**  **Small Group**  **Differentiation** |
| **Anchor Text** *The New Friend* **Genre**  Realistic fiction  **Paired Selections** *Symbols of our Country*  **Genre** Informational text  **Decodables** *Down on the Farm*  *Scout and Count Dawn's Voice Shawn's Toys* | **Vocabulary Strategies** Synonyms with introduction to thesaurus  **Selection Vocabulary** *brushes, crates, crew, pails, rejoined, repaid, seventh, soccer, unloaded, unpack*  **Oral Vocabulary** *blossom, ledge, lugging, shady, shallow, cavern*  **Domain-Specific Vocabulary** *diversity, culture, society* | **MUST DO DAILY:**  **Opening Routines**  **—**  **Phonemic Awareness** Substitute vowel sounds Identify syllables Segment syllables  Add phonemes  **Phonics**  Vowel Combinations *ou, ow, oi, oy, ou, ow*  **Spelling Principle**  Vowel combinations *ou, ow*  **Spelling Words**  **Basic:** *how, now, cow, owl, ouch, house, found, out, gown, town*  **Challenge:** *shout, power* | **Target Skill** Understanding characters  **Target Strategy**  Summarize  **Second Read Skill**  Narrator  **Fluency** Phrasing: Attention to punctuation  **High-Frequency Words**  *buy, city, family, myself, party, please, school, seven* | **Read Aloud** *Senor Coyote, the Judge*  **Listening/Speaking** Listening comprehension  **Speaking and Listening Skill** Speaking about a topic  **Reading Foundational Skills** Letter-Sound concepts Phonics and word study skills for decoding  Read on-level text with purpose, understanding, and  accurately | **Grammar Skill** Contractions Contractions with *not*, Contractions with pronouns  **Writing Mode**  Narrative writing  **Writing Form**  Story  **Write About Reading**  Performance task  **Writing Foundational Skills**  Handwriting skills Sound-letter concepts  Phonics and word analysis skills when encoding | ** Advanced Readers**  *Tag-Along Tim*  ** On Level Readers** *Ready for Second Grade*   * **Struggling Readers**   *Molly's New Team*   * **English Language Learners**   *First Day of Second Grade*  **Vocabulary Readers (for all levels)**  *Moving* |

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| **First Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 6** | **This Week's Essential Question:** What are some different ways to make art? | | | | | |
| **\*\*Teach Sometime During Quarter 4: \*\***  **Trade Book Title:** *Owl at Home* **Genre:** Fantasy, Literature **Target Strategies**: Infer/Predict, Monitor/Clarify, Question Trade Book Lesson Plans are located in the back of Unit 6 TE under Extended Reading tab **Read Aloud Title:** *Lon Po Po: A Red-Riding Hood Story from China* | | | | | | |
| **Lesson**  **26**  4/8-4/11 | **Vocabulary** | **Phonemic Awareness,**  **Phonics, and Spelling** | **Comprehension,**  **Fluency, and**  **High-Frequency**  **Words** | **Speaking and**  **Listening and**  **Reading**  **Foundational Skills** | **Language, Writing, and**  **Writing Foundational Skills** | **Leveled Readers for**  **Small Group**  **Differentiation** |
| **Anchor Text** *The Dot* **Genre**  Realistic fiction  **Paired Selection Social Studies/Arts** *Artists Create Art*  **Genre** Biography / Informational text  **Decodables** *Bears Hiding and Seeking*  *Henry and Dad Go Camping Speedy and Chase* | **Vocabulary Strategies** Figurative language (Idioms)  **Selection Vocabulary** *blank, gazing, noticed, squiggle, straight, swirly*  **Oral Vocabulary** *field, magical, shrubbery, softly, universe, wondrous*  **Domain Specific Vocabulary** *canvas, pottery,*  *watercolor* | **MUST DO DAILY: Opening Routines**  **—**  **Phonemic Awareness** Substitute vowel sounds Segment syllables  **Phonics**  Base words *(CVCe, CVC)* with endings *-ed, -ing* Long *e* spelling patterns *y, ie*  **Spelling Principle**  Base words ending in *-ed, - ing*  **Spelling Words**  **Basic:** *mix, mixed, hop, hopped, hope, hoping, run, running, use, used* **Challenge:** *writing, grabbed* | **Target Skill** Compare and contrast  **Target Strategy**  Monitor/Clarify  **Second Read Skill** Figurative language  **Fluency** Accuracy: Self- Correct  **High-Frequency Words**  *above, bear, even, pushed, studied, surprised, teacher, toward* | **Read Aloud** *The Art Contest* **Genre**  Poetry  **Listening/Speaking** Listening comprehension  **Reading Foundational Skills** Letter-Sound concepts  Phonics and word study skills for decoding  Read on-level text with purpose, understanding, and accurately  Read Irregular words | **Grammar Skill** Writing exclamations Using determiners in exclamations  **Writing Mode**  Opinion writing  **Writing Form**  Opinion sentences  **Write About Reading**  Performance task  **Research/Media Literacy Skills** Ask and answer questions: Using information from media  **Writing Foundational Skills**  Handwriting skills Sound-letter concepts  Phonics and word analysis skills when encoding | ** Advanced Readers**  *A Surprise for Ms. Green*  ** On Level Readers**  *Paco's Snowman*   * **Struggling Readers**   *Our School*   * **English Language Learners**   *The Bumpy Snowman*  **Vocabulary Readers (for all levels)**  *Kamala's Art* |

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| **First Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 6** | **This Week's Essential Question:** Why is it important to try your best? | | | | | |
| **\*\*Teach Sometime During Quarter 4: \*\***  **Trade Book Title:** *Owl at Home* **Genre:** Fantasy, Literature **Target Strategies**: Infer/Predict, Monitor/Clarify, Question Trade Book Lesson Plans are located in the back of Unit 6 TE under Extended Reading tab **Read Aloud Title:** *Lon Po Po: A Red-Riding Hood Story from China* | | | | | | |
| **Lesson 27**  4/15-4/18 | **Vocabulary** | **Phonemic Awareness, Phonics, and Spelling** | **Comprehension, Fluency, and High- Frequency Words** | **Speaking and Listening and Reading Foundational Skills** | **Language, Writing, and Writing Foundational Skills** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *What Can You Do?*  **Genre** Informational text  **Paired Selection Literature** *The Wind and the Sun* **Genre**  Fable  **Decodables** *The Three Races*  *Seed Sisters The Fox and the Grapes Jingle, Jangle,*  *and Jiggle* | **Vocabulary Strategies** Classify and categorize: Emotion words  **Selection Vocabulary** *binoculars, captain, computers, float, something*  **Oral Vocabulary** *cobweb, demanded, dreadful, grumbled, panted, terrified*  **Domain-Specific Vocabulary** *motivation,*  *explore, leader* | **MUST DO DAILY:**  **Opening Routines**  **—**  **Phonemic Awareness** Segment syllables Identify syllables  **Phonics**  Base Words/ Inflections  *-er, -est (change y to i)*  Syllable -le  **Spelling Principle**  Base words ending in *– er, -est*  **Spelling Words Basic:** *hard, harder, hardest, fast, faster, fastest, slow, slower, slowest, sooner*  **Challenge:** *shorter, shortest* | **Target Skill**  Author's purpose  **Target Strategy**  Analyze/Evaluate  **Second Read Skill**  Using context  **Fluency**  Intonation  **High-Frequency Words**  *always, different, enough, happy, high, near, once, stories* | **Read Aloud**  *The Shoemaker and the Elves*  **Listening/Speaking** Listening comprehension  **Reading Foundational Skills** Letter-Sound concepts  Phonics and word study skills for decoding  Read on-level text with purpose, understanding, and accurately Knowledge and apply all 6 syllable types Read Irregular words | **Grammar Skill**  Kinds of sentences statement, question, exclamation, or command  Produce and expand sentences  **Writing Mode**  Opinion writing  **Writing Form**  Opinion sentences  **Write About Reading**  Performance task  **Research/Media Literacy Skills**  How to report  **Writing Foundational Skills**  Handwriting skills Sound-letter concepts  Phonics and word analysis  skills when encoding | ** Advanced Readers**  *Always Learning*  ** On Level Readers**  *The Baseball Game*   * **Struggling Readers**   *Our Class*   * **English Language Learners** *A Fun Baseball Game*   **Vocabulary Readers**  **(for all levels)**  *Helping At Home* |

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| **First Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 6** | **This Week's Essential Question:** How can weather change your day? | | | | | |
| **\*\*Teach Sometime During Quarter 4: \*\***  **Trade Book Title:** *Owl at Home* **Genre:** Fantasy, Literature **Target Strategies**: Infer/Predict, Monitor/Clarify, Question Trade Book Lesson Plans are located in the back of Unit 6 TE under Extended Reading tab **Read Aloud Title:** *Lon Po Po: A Red-Riding Hood Story from China* | | | | | | |
| **Lesson 28**  4/22-4/25 | **Vocabulary** | **Phonemic Awareness, Phonics, and Spelling** | **Comprehension, Fluency, and High- Frequency Words** | **Speaking and Listening and Reading Foundational Skills** | **Language, Writing, and Writing Foundational Skills** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *The Kite* **Genre** Fantasy  **Paired Selections Science** *Measuring Weather* **Genre** Informational text  **Decodables** *Sally Jane and Beth Ann*  *Ty and Big Gilly Bird Watching Benches* | **Vocabulary Strategies** Homographs  **Selection Vocabulary** *junk, laughter, perhaps*  **Oral Vocabulary** *assures, audience, chorus, determined, enthusiasm, stomped*  **Domain- Specific Vocabulary** *degrees, temperature, climate* | **MUST DO DAILY: Opening Routines**  **—**  **Phonemic Awareness** Segment syllables Delete phonemes  **Phonics**  Long *i* spelling patterns  *igh, y, ie*  Base words/inflections *- ed, -ing, -er, -est, -es* Phonograms *-ight, -y*  **Spelling Principle** Spelling patterns *igh, y, ie (long i)*  **Spelling Words**  **Basic*:*** *my, try, sky, fly, by, dry, pie, cried, night, light*  **Challenge:** *myself, brighter* | **Target Skill**  Story structure  **Target Strategy**  Infer/Predict  **Second Read Skill**  Genre: Fantasy  **Fluency** Phrasing, natural pauses  **High-Frequency Words**  across, ball, cried, head, heard, large, second, should | **Read Aloud**  *A Hopeful Song*  **Listening/Speaking** Listening comprehension  **Speaking and Listening Skill**  Compare and contrast stories  **Reading Foundational Skills**  Letter-Sound concepts Phonics and word study skills for decoding  Read on-level text with purpose, understanding, and accurately  Read Irregular words | **Grammar Skill** Kinds of adjectives: Taste and smell, sound and texture  **Writing Mode**  Opinion writing  **Writing Form**  Opinion sentences  **Write About Reading**  Performance task  **Writing Foundational Skills**  Handwriting skills Sound-letter concepts  Phonics and word analysis skills when encoding | ** Advanced Readers**  *The Sand Castle*  ** On Level Readers**  *The Sailboat Race*   * **Struggling Readers** *A Chunk of Cheese* * **English Language Learners** *The Boat Race*   **Vocabulary Readers**  **(for all levels)**  *Kite Flying* |

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| **First Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 6** | **This Week's Essential Question:** How can insects be helpful? | | | | | |
| **\*\*Teach Sometime During Quarter 4: \*\***  **Trade Book Title:** *Owl at Home* **Genre:** Fantasy, Literature **Target Strategies**: Infer/Predict, Monitor/Clarify, Question Trade Book Lesson Plans are located in the back of Unit 6 TE under Extended Reading tab **Read Aloud Title:** *Lon Po Po: A Red-Riding Hood Story from China* | | | | | | |
| **Lesson 29**  4/29-5/2 | **Vocabulary** | **Phonemic Awareness, Phonics, and Spelling** | **Comprehension, Fluency, and High-**  **Frequency Words** | **Speaking and Listening and Reading Foundational**  **Skills** | **Language, Writing, and Writing Foundational**  **Skills** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text** *Hi! Fly Guy* (Chapter Book) **Genre** Literature  **Paired Selections** *Busy Bugs* **Genre** Poetry  **Decodables** *Quiz Game Jack and the Beans Ruth's Day Stew for Peg* | **Vocabulary Strategies** Prefix *un-*  **Selection Vocabulary** *award, chapter, fancy, guy, rescue*  **Oral Vocabulary** *corner, disguised, mystery, seriously, signs, solve*  **Domain-Specific Vocabulary** *larva, antennae, thorax* | **MUST DO DAILY: Opening Routines**  **—**  **Phonemic Awareness** Segment syllables Delete phonemes  Distinguish vowel sounds  **Phonics**  Suffixes –*ful, -ly, -y* Long vowel spelling Patterns *a, e, I, o, u*  **Spelling Principle**  Suffixes *-ly, -y,* –*ful*  **Spelling Words**  **Basic:** *sad, sadly, slow, slowly, dust, dusty, trick, tricky, help, helpful*  **Challenge:** *quickly, helpful* | **Target Skill** Understanding characters  **Target Strategy**  Visualize  **Second Read Skill**  Author's word choice  **Fluency**  Expression  **High-Frequency Words**  *caught, took, listen, thought, minute, beautiful, idea, friendship* | **Read Aloud**  *A Stone Goes to Court*  **Listening/Speaking**  Listening comprehension  **Speaking and Listening Skill**  Using visuals  **Reading Foundational Skills**  Letter-Sound concepts Phonics and word study skills for decoding  Read on-level text with purpose, understanding, and accurately Knowledge and apply all 6 syllable types  Read Irregular words | **Grammar Skill** Adverbs: How and where**, w**hen, and how much  **Writing Mode**  Opinion writing  **Writing Form**  Opinion paragraph  **Write About Reading**  Performance task  **Writing Foundational Skills**  Handwriting skills Sound-letter concepts Phonics and word analysis skills when encoding | ** Advanced Readers**  *A Cat Trick*  ** On Level Readers**  *More Than One Bird*   * **Struggling Readers** *Let's Play Ball* * **English Language Learners** *Birds*   **Vocabulary Readers**  **(for all levels)**  *Butterflies* |

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| **First Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | |
| **Quarterly Benchmark Testing May 6-May 9** |
| **BAW or Journeys Writing Project for Quarter** | |

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| **First Grade ELA Curriculum Map—Quarter 4, Lessons 22-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 6** | **This Week's Essential Question:** Why is teamwork important in school or sports? | | | | | |
| **\*\*Teach Sometime During Quarter 4: \*\***  **Trade Book Title:** *Owl at Home* **Genre:** Fantasy, Literature **Target Strategies**: Infer/Predict, Monitor/Clarify, Question Trade Book Lesson Plans are located in the back of Unit 6 TE under Extended Reading tab **Read Aloud Title:** *Lon Po Po: A Red-Riding Hood Story from China* | | | | | | |
| **Lesson 30**  5/13-5/16 | **Vocabulary** | **Phonemic Awareness, Phonics,**  **and Spelling** | **Comprehension, Fluency, and High-**  **Frequency Words** | **Speaking and Listening and Reading Foundational Skills** | **Language, Writing, and Writing**  **Foundational Skills** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text** *Winners Never Quit!*  **Genre** Narrative nonfiction  **Paired Selections Social Studies/Art** *Be a Team Player* **Genre**  Informational text  **Decodables**  *Amy Ant*  *Julie and Jason Home at Last Soccer* | **Vocabulary Strategies** Suffix *–ly*  **Selection Vocabulary** *already, dribbled, goalie, rather*  **Oral Vocabulary**  *mightiest, show-off, waste, wild, wobble, careful*  **Domain- Specific Vocabulary** *cooperation, teamwork, success* | **MUST DO DAILY:**  **Opening Routines**  **—**  **Phonemic Awareness**  Segment syllables  **Phonics** Syllabication (CV) Prefixes *un-, re-*  **Spelling Principle** Open syllable pattern (CV)  **Spelling Words Basic:** *even, open, begin, baby, tiger, music, paper, zero, table, below*  **Challenge:** *because, silent* | **Target Skill** Main idea and details  **Target Strategy**  Summarize  **Second Read Skill Genre**  Narrative nonfiction  **Fluency**  Rate: Adjust reading rate to purpose  **High-Frequency Words**  brothers, everyone, field, loved, most, only, people, sorry | **Read Aloud**  *The Parts of the House Have a Fight*  **Listening/Speaking**  Listening comprehension  **Speaking and Listening Skill** Ask and answer questions in informational texts  **Reading Foundational Skills** Letter-Sound concepts Phonics and word study skills for decoding  Read on-level text with purpose, understanding, and accurately  Knowledge and apply all 6 syllable types  Read Irregular words | **Grammar Skill** Adjectives that compare with *er* and *est*  Using the right adjective  **Writing Mode**  Opinion writing  **Writing Form**  Opinion paragraph  **Write About Reading**  Performance task  **Writing Foundational Skills**  Handwriting skills Sound-letter concepts Phonics and word analysis skills when encoding | ** Advanced Readers**  *Lance Armstrong*  ** On Level Readers** *Williams Sisters*   * **Struggling Readers** *Michele Wie* * **English Language Learners** *Two Sisters Play Tennis*   **Vocabulary Readers**  **(for all levels**)  *Soccer* |

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| **First Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | |
| **Last Week of School Activities** |
| **BAW or Journeys Writing Project for End of Year** | |