

## First Grade Curriculum Map for Reading Literature/Informational Text

### Fall Semester

Date	Days	Unit	Standards Covered	Describe overall unit objective in plain English.	Key Terminology	Assessments	Resources
Week 1	5	Mean Jean	RL. 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL. 1.7 Use illustrations and details in a story to describe its characters, setting, or events. RL 1.12 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	I can retell a story using key details and demonstrate understanding of their central message or lesson. I can listen to a story and identify the feelings of a character. I can compare and contrast their experiences with the character in teh story. I can retell a story. I can identify how the charecter is feeling in the story.	- 5 Finger Retell - Opinion - Character Map	Teacher observations student responses	Reading Slides The book Mean Jean Character Change worksheet
Week 2	5	Molly Lou/Scholastic	RL. 1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RI. 1.1 Ask and answer questions about key details in a text.	I can retell a story using key details and demonstrate understanding of their central message or lesson. I can listen to a story and identify the feelings of a character. I can compare and contrast their experiences with the character in teh story. I can retell a story. I can identify how the charecter is feeling in the story.	- Visualize - Main Lesson in a story - Connections - Key Details - Retell	Teacher observations student responses	Reading Slides The book Stand Tall Molly Lou Melon Scholastic Magazine
Week 3	5	Curious George	RL. 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL. 1.9 Compare and contrast the adventures and experiences of characters in stories.	I can identify the difference between fiction and nonfiction. I can read a story and retell from beginning, middle, and end. I can read a story and put it in order.	-Fiction -Nonfiction -Retell	Teacher observations student responses	Curious George at School Journeys Curious George Sequencing worksheet Nonfiction Animal Monkeys book on Epic Five Little Monkeys
Week 4	5	Poetry	RL. 1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RI. 1.13 With prompting and support, read and comprehend high quality prose and poetry of appropriate quantitative and qualitative complesity for grade 1.	I can create a visual in my mind when listening to a story by recognizing sense words. I can listen to a story and illustrate visualizations. I can read a poem and choose words from the text aligning to the senses. I can learn new vocabulary words. I can listen to a story and identify picture words in order to illustrate my visualization.	- Visualize - Senses - Poem	Teacher observations student responses	Reading Slides Journeys story A Cupcake Party A Bad Case of the Stripes
Week 5	5	Scholastic News Week - Apples	RI. 1.1 Ask and answer questions about key details in a text.	I can gain information by reading a scholastic news. I can learn new vocabulary words.	- Life Cycle - Apples - Parts of an apple	Teacher observations student responses	Reading Slides Scholastic News Life Cycle of an Apple worksheet Life Cycle of an Apple flip book Apple craft

Week 6		Ducks	RI. 1.1 Ask and answer questions about key details in a text. RI.1.5 Know and use various text features to locate key facts or information in a text.	I can learn new vocabulary words.I can use describing	Mallards Migrate	Teacher observations student responses	Reading Slides Make Way for Duckings book Describing a Character worksheet Mallard Ducks drieved drawing Ducking craft
Week 7		Scholastic News Week - Community Helpers	RI. 1.1 Ask and answer questions about key details in a text.	I can gain information by reading a scholastic news. I can learn new vocabulary words.	- Community Helpers - Writing Prompts - Nonfiction - Job Exploration	Teacher observations student responses	Reading Slides Scholastic News Paper for leaf craft
Week 8		Scholastic News Week - Nonfiction Pumpkins	RI. 1.1 Ask and answer questions about key details in a text.	I can read about the seasons and explain the cause and effect. I can ask and answer questions about pumpkins. I can read a scholastic news and use text features to answer questions.	- Nonfiction - pumpkins - Life Cycle - Label parts of a pumpkin -	Teacher observations student responses	Reading Slides Pumpkin Diagram worksheet Journeys Read Aloud Seasons Book Pumpkin Pumpkin Paper for directed drawing Scholastic News
Week 9	2	The Dot	RL. 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL. 1.7 Use illustrations and details in a story to describe its characters, setting, or events.	I can read a story and identify new vocabulary words and their meaning. I can retell the events in a story in the correct order.	- Five Finger Retell	Teacher observations student responses	Reading Slides Book The Dot
Week 10		Halloween	RI. 1.1 Ask and answer questions about key details in a text.	I can retell a story from beginning, to middle, to end. I can make connections with the character in a story. I can practice writing halloween words. I can identify the main topic. I can retell the key details of the text.	- Five Finger Retell	Teacher observations student responses	Reading Slides The book Creepy Carrots The. book The Little Old Lady Who Was Not Afriad of Anything Paper for directed drawing Write the Room activity

Week 11		Chrysanthemum	RL. 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL. 1.7 Use illustrations and details in a story to describe its characters, setting, or events.	I can make connections with a character's feelings so that I can predict how the story will end. I can listen to a story and retell key events in sequential order. I can use pictures and key words in a story to identify how the character is feeling. I can identify how a character is feeling so that I can make connections with that character.	-Feeling words -Five finger retell -Connections	Teacher observations student responses	Reading Slides The book Chrysanthemum Blank paper for directed drawing Chrysanthemum coloring sheet Beginning/middle/end worksheet Chrysanthemum craft
Week 12		Kevin H.	RL. 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL. 1.7 Use illustrations and details in a story to describe its characters, setting, or events.	I can identify the purpose of an author and illustrator. I can learn new vocabulary words from a story. I can listen to a story and retell it from beginning, middle, and end. I can listen to a story and make connections with the character's feelings.	-Five Finger Retell -Characters Feelings -Connections -Identify Author -Purpose of story	Teacher observations student responses	Reading Slides The book A Weekend with Wendell The book Owen The book Wimberly Worried Text to Self connections worksheet
Week 13	5	Kevin Henkes	RL. 1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	I can learn new vocabulary words. I can create a mental image by visualizing the story. I can listen to a story and retell it from beginning, middle, and end. I can listen to a story and retell it while comparing and contrasting.	-Visualize	Teacher observations student responses	Reading Slides Sheila the Brave Mental Images worksheet The book Lily's Purple Plastic Purse
Week 14	2	Thanksgiving	RL. 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	I can identify the main topic of a nonfiction text. I can identify the story elements of a story.	-Holidays -Friends and Family	Teacher observations student responses	Reading Slides The book A Plump and Perky Turkey Thankful Turkey craft
Week 15		Scholastic - Non fiction	RI. 1.1 Ask and answer questions about key details in a text. RI. 1.11 Determine or clarify of unknown words and multiple meaning words and phrases based on grade 1 reading and content. Choosing	I can identify the main topic of a nonfiction text. I can identify the story elements of a story.	-Nonfiction	Teacher observations student responses	Reading Slides Scholastic News
Week 16		Gingerbread	RL. 1.3 Describe character, setting, and major events in a story, using key details. RL. 1.9 Compare and contrast the adventures and experiences of characters in stories.	I can describe characters and their traits. I can compare and contrast two characters. I can compare and contrast the adventures of two characters in two stories. I can retell a story in the correct order. I can compare and contrast adventures between two stories.	-Compare and Contrast -Character Traits -Five Finger Retell	Teacher observations student responses	Reading Slides The book The Gingerbread Boy The book The Gingerbread Girl The book The Gingerbread Cowboy

Week 17		The Grinch	<p>RL. 1.3 Describe character, setting, and major events in a story, using key details.</p> <p>RL. 1.9 Compare and contrast the adventures and experiences of characters in stories.</p>	<p>I can describe characters using character traits.</p> <p>I can identify and describe the setting in a story.</p> <p>I can identify and describe the beginning, middle, and end of a story.</p> <p>I can identify and describe the story elements.</p> <p>I can listen to a story and recall characters and character traits.</p>	<p>-Five Finger Retell</p> <p>-Character Traits</p> <p>-Setting</p>	<p>Teacher observations</p> <p>student responses</p>	<p>Reading Slides</p> <p>The book The Grinch</p> <p>Sketch a Setting worksheet</p> <p>Blank paper for directed drawing</p>
Week 18	3	Christmas	<p>RL. 1.3 Describe character, setting, and major events in a story, using key details.</p> <p>RI. 1.7 Use the illustrations and details in a text to describe its key ideas.</p>	<p>I can listen to a story and identify the character, setting, problem, and solution.</p>	<p>-Holidays</p> <p>-Five Finger Retell</p>	<p>Teacher observations</p> <p>student responses</p>	<p>Reading Slides</p> <p>Light bulb craft</p> <p>Blank paper for directed drawing</p>

**First Grade Curriculum Map for Foundational Reading (Phonemic Awareness, Phonics, Fluency,**

Fall Semester								Differentiation	
Date	Days	Unit	Standards Covered	Describe overall unit objective in plain English.	Key Terminology	Assessments	Resources	Intervention	Challenge Ideas
Week 1	3	Really Great Reading-Unit 1: Short Vowels	RF.1.2 - Demonstrate understanding of spoken words, syllables, and phonemes.	I can identify the letters a, e, i, o, u as the vowel letters. I can demonstrate that vowel letters can have a short sound. I can identify and make the sound (phoneme) for all short vowels.	Letters Sounds Heart Words Vowels Consonants Short Vowels Short Vowel Motions Long Vowels Long Vowel Motions Vowel Posters Blast Kits Color Tiles	Weekly spelling tests Teacher observations student responses Blast kit work	Blast Foundations Teacher Manual Blast Online Student Blast kit	The three 1st grade classes are separated into ability groups.	
Week 2	5	Really Great Reading-Unit 2: Short a/Short	RF.1.2.c - Isolate and produce initial, medial vowel, and final phonemes in spoken single-syllable words.	I can identify that a phoneme is the smallest unit of sound in a word. I can understand that phonemes are sounds, not letters. I can identify the short a and short i vowel phonemes by making the sound and motion. I can learn that a closed syllable has one vowel followed by one or more consonants. I can learn that the most common phoneme for the vowel in a closed syllable is the vowel's short phoneme.	Phonemes Short Vowel Short Vowel Sounds Short Vowel Motions Sound Box Finger Stretching Closed Syllable Heart Words	Weekly spelling tests Teacher observations student responses Blast kit work	Blast Foundations Teacher Manual Blast Online Student Blast kit	The three 1st grade classes are separated into ability groups.	
Week 3	5	Really Great Reading-Unit 3: Short a/Long a	RF.1.3.b. Decode regularly spelled one-syllable words. RF.1.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.1.3.g. Recognize and read grade-appropriate irregularly spelled words.	I can accurately segment phonemes in single-syllable words with short a and long a. I can identify short and long a phonemes in spoken words. I can accurately read real and nonsense words with short a short 1 vowels in closed syllables. I can blend graphemes together to produce real words.	Heart Words Short Vowel a Short Vowel Motion Long a/Long a motion Finger Stretch Nonsense Words	Weekly spelling tests Teacher observations student responses Blast kit work	Blast Foundations Teacher Manual Blast Online Student Blast kit	The three 1st grade classes are separated into ability groups.	
Week 4	4	Really Great Reading-Unit 4: Short i/Long i, sh digraph	RF.1.3.a-Know the sound-spelling correspondences for common consonant digraphs.	I can accurately segment phonemes in single-syllable words with short i and long i. I can accurately identify the short i and long i phonemes in spoken words. I can accurately blend phonemes together to produce single-syllable words with short i and long i. I can understand that a digraph is two letters that spell one sound. I can understand that the letters sh are a digraph that spells the phoneme /sh/.	Read a Row (ongoing) Heart Words Blending Short i Vowel Short i Vowel Motion Long i/Long i motion Segment (Finger Stretching) Digraph sh Letter Sounds	Weekly spelling tests Teacher observations student responses Blast kit work	Blast Foundations Teacher Manual Blast Online Student Blast kit	The three 1st grade classes are separated into ability groups.	
Week 5	5	Really Great Reading-Unit 5: Short u/Long u	RF.1.2.c - Isolate and produce initial, medial vowel, and final phonemes in spoken single-syllable words. RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	I can accurately segment phonemes in single-syllable words with short u and long u. I can identify the short u and long u phonemes in spoken words. I can accurately read and spell words in which the letter u spells the short u vowel sound, /u/.	Heart Words Short u Vowel Short u Vowel Motion Long u/Long u Motion Finger Stretch Blending	Weekly spelling tests Teacher observations student responses Blast kit work	Blast Foundations Teacher Manual Blast Online Student Blast kit	The three 1st grade classes are separated into ability groups.	
Week 6	5	Really Great Reading-Unit 6: Short o/Long o, th digraph	RF.1.3.a-Know the sound-spelling correspondences for common consonant digraphs.	I can accurately segment phonemes in single-syllable words with short o and long o. I can accurately identify the short o and long phonemes in spoken words. I can delete the final consonant sound ina. given word to produce a new word. I can understand the letters th are a digraph that spell the unvoiced phoneme /th/.	Heart Words Short Vowel o Short Vowel o Motion Long Vowel o Long Vowel o Motion Finger Stretch/Blend Digraph th	Weekly spelling tests Teacher observations student responses Blast kit work	Blast Foundations Teacher Manual Blast Online Student Blast kit	The three 1st grade classes are separated into ability groups.	
Week 7	4	Really Great Reading-Unit 7: Short e/Long e, sh/th review	RF.1.3.a-Know the sound-spelling correspondences for common consonant digraphs.	I can accurately segment phonemes in single-syllable words with short e and long e. I can identify the short e and long e phonemes in spoken words. I can blend phonemes together to produce single-syllable words with short e and long e. I can accurately add an initial consonant sound to a given word to produce a new word.	Heart Words Short Vowel e Short Vowel e motion Long Vowel e Long Vowel e motion Finger stretch/blend Phoneme Manipulation Activity	Weekly spelling tests Teacher observations student responses Blast kit work	Blast Foundations Teacher Manual Blast Online Student Blast kit	The three 1st grade classes are separated into ability groups.	

Week 8	5	Really Great Reading-Unit 8: Short a/i, long a/i	RF.1.3.a. Know the spelling-sound correspondences for common consonant digraphs. RF.1.3.g. Recognize and read grade-appropriate irregularly spelled words.	I can segment phonemes in single-syllable words with short a, long a, short i, and long i. I can identify the short a, long a, short i, and long i phonemes in spoken words. I can blend phonemes together to produce single-syllable words. I can add a final consonant sound to a given word to produce a new word. I can learn that the letters ch together is a digraph that spells the phoneme /ch/. I can learn that the letters wh together is a digraph that spells the same phoneme as the letter w - /w/.	Heart Words Short a & Short i Review Long a & Long i Review Finger Stretch/Blending Phoneme Manipulation add a phoneme Digraph ch Digraph wh	Weekly spelling tests Teacher observations student responses Blast kit work	Blast Foundations Teacher Manual Blast Online Student Blast kit	The three 1st grade classes are separated into ability groups.	
Week 9	5	Really Great Reading-Unit 9: Short u/o, long u/o, ck digraph	R.F.1.3.a-Know the sound-spelling correspondences for common consonant digraphs.	I can accurately segment phonemes in single-syllable words with short u, long u, short o and long o. I can identify the short u, long u, short o and long o phonemes in spoken words. I can accurately substitute one vowel phoneme for another in a given word to produce a new word. I can understand that the letters ck together spell the sound /k/. I can understand that when the sound /k/ occurs in single-syllable, short vowel words immediately after the vowel, we use the letters ck together to spell the sound /k/.	Heart Words Review Short o/u vowels Review Long o/u vowels Phoneme Substitution Finger Stretching/Blending Digraph ck	Weekly spelling tests Teacher observations student responses Blast kit work	Blast Foundations Teacher Manual Blast Online Student Blast kit	The three 1st grade classes are separated into ability groups.	
Week 10	2	Really Great Reading-Unit 10: short e/long e, tch, dge trigraphs	R.F.1.3.a-Know the sound-spelling correspondences for common consonant digraphs.	I can segment phonemes in single-syllable words with short e and long e. I can identify the short e and long e phonemes in spoken words. I can accurately substitute one vowel phoneme for another in a given word to produce a new word. I can learn that the letters tch are a trigraph that spells the phoneme /ch/, and the letters dge are a trigraph that spells the phoneme /j/. I can read and spell words in which the phoneme /ch/ is spelled with the trigraph tch and the phoneme /j/ is spelled with the trigraph dge.	Heart Words Review Short e vowel Review Long e vowel Finger Stretch/Blending Trigraph tch Trigraph dge	Weekly spelling tests Teacher observations student responses Blast kit work	Blast Foundations Teacher Manual Blast Online Student Blast kit	The three 1st grade classes are separated into ability groups.	
Week 11	5	Really Great Reading-Unit 11: "Double Trouble" rule	RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words. RF.1.3.b. Decode regularly spelled one-syllable words.	I can segment phonemes in single-syllable words with the short and long vowel phonemes. I can identify the short and long vowel phonemes in spoken words. I can blend phonemes together to produce single-syllable words. I can add an initial or final consonant sound to a given word to produce a new word. I can identify the letters all together as a chunk that always spells the sounds /ol/. I can learn "Double Trouble" spelling rule. I can build real words with all, ff, ll, and ss.	Heart Words Review Short/Long Vowels Finger Stretch/Blend Phoneme Addition Chunk all "Double Trouble" Rule	Weekly spelling tests Teacher observations student responses Blast kit work	Blast Foundations Teacher Manual Blast Online Student Blast kit	The three 1st grade classes are separated into ability groups.	
Week 12	5	Really Great Reading-Unit 12: ck, tch, dge, double consonant review	RF.1.2.b - Orally produce single-syllable words by blending phonemes, including consonant blends.	I can accurately blend phonemes in single-syllable words with the short and long vowel phonemes. I can identify the short and long vowel phonemes in spoken words. I can substitute one consonant sound for another at the beginning of a given word to produce a new word. I can read and spell words with the digraph ck, trigraph tch, trigraph dge, and double consonants ff, ll, ss.	Heart Words Blending Phoneme Substitution Short Vowel Spelling Rules	Weekly spelling tests Teacher observations student responses Blast kit work	Blast Foundations Teacher Manual Blast Online Student Blast kit	The three 1st grade classes are separated into ability groups.	
Week 13	5	Really Great Reading-Unit 13: Consonant blends	RF.1.2.c - Isolate and produce initial, medial vowel, and final phonemes in spoken single-syllable words. RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	I can segment words with 2-sound consonant blends. I can identify 2-sound consonant blends in spoken words. I can substitute one consonant sound for another multiple times at the beginning of a given word to produce new words. I can read and spell words with 2-sound consonant blends.	Heart Words 2-sound consonant blends Finger stretch/blending Phoneme Substitution	Weekly spelling tests Teacher observations student responses Blast kit work	Blast Foundations Teacher Manual Blast Online Student Blast kit	The three 1st grade classes are separated into ability groups.	
Week 14	4	Really Great Reading-Unit 14: Segment words into syllables	RF.1.3.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. RF.1.3.e Decode two-syllable words following basic patterns by breaking the words into syllables.	I can accurately segment spoken words into syllables. I can accurately read 2-syllable words in which both syllables are closed.	Heart Words Whale Talk Syllable Stomp SyllaBoards 2-syllable words - closed	Weekly spelling tests Teacher observations student responses Blast kit work	Blast Foundations Teacher Manual Blast Online Student Blast kit	The three 1st grade classes are separated into ability groups.	

Week 15	2	Really Great Reading-Unit 15: syllables/multisyllabic words	RF. 1.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3.c - Know final-e and common vowel team patterns for representing long vowel sounds.	I can segment spoken words into syllables. I can blend spoken syllables into words. I can spell 2-syllable words in which both syllables are closed. I can read real words, identify the number of syllables, and categorize the vowel phoneme.	Heart Words Whale Talk Syllable Stomp SyllaBoards 2-syllable words - closed syllables	Weekly spelling tests Teacher observations student responses Blast kit work	Blast Foundations Teacher Manual Blast Online Student Blast kit	The three 1st grade classes are separated into ability groups.	
Week 16	5	Really Great Reading-Unit 16: One syllable words with open syllables	RF. 1.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3.c - Know final-e and common vowel team patterns for representing long vowel sounds.	I can accurately read and spell one syllable words with open syllables. I can read real words, identify whether the words have an Open or Closed Syllable. I can categorize the vowel phoneme.	Heart Words Whale Talk Syllable Stomp SyllaBoards 2-syllable words - closed syllables	Weekly spelling tests Teacher observations student responses Blast kit work	Blast Foundations Teacher Manual Blast Online Student Blast kit	The three 1st grade classes are separated into ability groups.	
Week 17	5	Really Great Reading-Unit 17: r-controlled vowel /or/	RF. 1.2 - Demonstrate understanding of spoken words, syllables, and phonemes. RF.1.2.b - Orally produce single-syllable words by blending phonemes, including consonant blends.	I can segment phonemes in single-syllable words with the r-controlled vowel phoneme /or/. I can identify the /or/ phoneme in spoken words. I can blend phonemes together to produce single-syllable words. I can read two-syllable words with Open and Closed syllables. I can use the strategies of "flexing" vowel sounds in Closed and Open Syllables to correctly pronounce words. I can identify if the syllables are open or closed.	Heart Words Finger stretch/blending /or/ action /or/sound	Weekly spelling tests Teacher observations student responses Blast kit work	Blast Foundations Teacher Manual Blast Online Student Blast kit	The three 1st grade classes are separated into ability groups.	
Week 18	5	Really Great Reading-Unit 18: schwa vowels	RF. 1.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3.d - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. RF.1.3.e - Use vowel patterns to decode two-syllable words by breaking the words into syllables.	I can use flexibility to determine the correct vowel sound in a given word. I can identify the schwa sound as a lazy sound that any vowel letter can spell. I can accurately segment phonemes in single-syllable words with the r-controlled vowel phoneme /ar/. I can identify the /ar/ phoneme in spoken words. I can blend phonemes together to produce single-syllable words. I can read real words and determine if the syllables are open or closed and which syllable contains a schwa sound.	Heart Words Finger stretch/blending Super Schwa	Weekly spelling tests Teacher observations student responses Blast kit work	Blast Foundations Teacher Manual Blast Online Student Blast kit	The three 1st grade classes are separated into ability groups.	

## First Grade Curriculum Map for Reading Literature/Informational Text

### Spring Semester

Date	Days	Unit	Standards Covered	Describe overall unit objective in plain English.	Key Terminology	Assessments	Resources
Week 19	3	Scholastic - Nonfiction	RI. 1.1 Ask and answer questions about key details in a text. RI 1.2 Identify the main topic and retell key details of a text. RI. 1.4 Ask and Answer questions to help determine or clarify the meaning of words and phrases in a text.	I can read about the seasons and explain the cause and effect. I can ask and answer questions about pumpkins. I can read a scholastic news and use text features to answer questions.	- habits - practice - sequence of events	Teacher observations student responses	Reading Slides Scholastic News The book The Night Before New Years Happy New Year worksheet
Week 20	5	Penguins - Part One and MLK	RI.1.5 - Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RI. 1.6 Distinguish between information provided by illustrations or other graphics and information provided by the words in a text. RL. 1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	I can listen to a fiction story and retell it in my own words. I can gain information from a nonfiction text. I can read a story and identify the lessons the author wants me to learn. I can identify the main topic and key details of a nonfiction text. I can listen to a nonfiction story and recall facts that I learned.	- text features - glossary - heading - table of contents - index - electronic menu - icons - worms - nonfiction text	Teacher observations student responses	Reading Slides Scholastic News The book Little Penguin Learns to Swim Penguin Labeling Worksheet
Week 21	5	Penguins - Part Two	RI.1.2 - Identify the main topic and retell key details of a text. RL. 1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	I can identify the main topic and key details of a nonfiction text. I can use context clues to determine the meaning of words. I can read pictures and text to help me understand a story.	- Penguins - Fiction - Retell - Nonfiction - Lessons from story - Main Topic - Key Details	Teacher observations student responses	Reading slides Scholastic The book Animals Black and White Blank paper for directed drawing
Week 22	5	Text Features	RI.1.6 - Distinguish between information provided by illustrations or other graphics and information provided by the words in a text.	I can identify text features from a nonfiction text. I can use text features to locate information in a nonfiction text. I can explore nonfiction text features in the classroom.	- Context Clues - Text Features - Nonfiction - Penguins	Teacher observations student responses	Reading Slides Scholastic Nonfiction and fiction stories



Week 23	5	Animal Groups - Nonfiction	RI.1.2 - Identify the main topic and retell key details	<p>I can read a nonfiction text to gain information about habitats.</p> <p>I can read a nonfiction text to gain information about The Great Duckling Mystery.</p> <p>I can gain information about helping hippos.</p> <p>I can gain information about helping reindeer.</p> <p>I can explore animal groups by reading a nonfiction text.</p>	<ul style="list-style-type: none"> <li>- Habitats</li> <li>- Animal groups - ducks, hippos, etc.</li> <li>- Nonfiction</li> </ul>	Teacher observations student responses	<p>Reading Slides</p> <p>The book Welcome Home Bear</p> <p>Scholastic News</p> <p>Blank paper for directed drawing</p> <p>Journeys book Animal Groups</p>
Week 24	5	Groundhog/Scholastic	RI.1.2 - Identify the main topic and retell key details	I can read a nonfiction text to gain information about....	Groundhog History	Teacher observations student responses	<p>Reading slides</p> <p>Scholastic News</p>
Week 25	5	Kindness Week	RL.1.2 - Retell stories, including key details and demonstrate understanding of their central message or lesson.	<p>I can listen to a story and use character traits to describe the character.</p> <p>I can listen to a story and retell the important events in sequential order.</p> <p>I can listen to a story and connect with the character.</p>	<ul style="list-style-type: none"> <li>- Character Traits</li> <li>- Describe Characters</li> <li>- Retell in sequential order</li> <li>- Valentine's Day</li> <li>- Kindness</li> <li>- Connect with a character</li> </ul>	Teacher observations student responses	<p>The book Roses are Red, Your Feet Really Stink</p> <p>The book There Was an Old Lady Who Swallowed a Rose</p> <p>The book I Love You More Than Cupcake craft</p>
Week 26	5	Teeth Week	RI.1.9 - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<p>I can listen to a story and recognize the author's purpose as to why it was written.</p> <p>I can read a nonfiction text and compare and contrast.</p>	<ul style="list-style-type: none"> <li>- Teeth</li> <li>- Author's Purpose</li> <li>- Compare</li> </ul>	Teacher observations student responses	<p>Reading Slides</p> <p>Scholastic News</p>
Week 27	5	President's Day/Black History	<p>RI.1.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text</p> <p>RI.1.9 - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	I can listen to a story and recall information I learned about presidents.	- Presidents - Making	Teacher observations student responses	<p>Reading slides</p> <p>Blank paper for directed drawings</p> <p>Rosa Park bus craft</p>

Week 28	5	Dr. Suess Week	<p>RL 1.11 Determine or clarify the meaning of unknown words and multiple meaning words and phrases based on grade 1 reading and content, choosing flexibly from a variety of strategies.</p> <p>RL. 1.13 With prompting and support, read and comprehend high quality prose and poetry of appropriate quantitative and qualitative complexity for grade 1.</p>	I can listen to a story and retell key details.	<ul style="list-style-type: none"> <li>- Retell</li> <li>- Key Details</li> <li>- Dr. Suess</li> </ul>	Teacher observations student responses	<p>Reading slides</p> <p>Blank paper for directed drawings</p> <p>The book The Lorax</p> <p>The book Are You My Mother</p>
Week 29	5	Ants	<p>RI.1.8 - Identify the reasons an author gives to support points in a text.</p> <p>RL.1.6 - Identify who is telling the story at various points in a text.</p> <p>RL 1.12 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>I can ask and answer questions about ants.</p> <p>I can identify who is telling the story so that I understand the point of view of who is talking.</p>	<ul style="list-style-type: none"> <li>- Ants</li> <li>- Ask and Answer Questions</li> <li>- Point of View</li> <li>- Who is telling the story</li> </ul>	Teacher observations student responses	<p>Reading slides</p> <p>Hey, Little Ant Read Aloud</p> <p>Writing Prompts</p> <p>Organizers</p>
Week 30	5	St. Patrick's Day/Weather	<p>RI.1.2 - Retell stories, including key details and demonstrate understanding of their central message or lesson.</p> <p>RI. 1.1 Ask and answer questions about key details in a text.</p>	<p>I can read a nonfiction text to gain information about country and city life in Ireland.</p> <p>I can read a nonfiction text to gain information about the weather.</p> <p>I can retell a story and gain information about ducks.</p>	<ul style="list-style-type: none"> <li>- Retell</li> <li>- St. Patrick's Day</li> <li>- Types of Weather</li> </ul>	Teacher observations student responses	<p>Reading slides</p> <p>Scholastic News</p>
Week 31	5	Rabbits	<p>RI.1.1 - Ask and answer questions about key details in a text.</p> <p>RI.1.2 - Identify the main topic and retell key details of a text.</p>	I can gain information from a nonfiction text.	<ul style="list-style-type: none"> <li>- Nonfiction</li> <li>- Rabbits</li> <li>- Life Cycle</li> <li>- Can, Have, Are</li> </ul>	Teacher observations student responses	<ul style="list-style-type: none"> <li>- Rabbit nonfiction text</li> <li>- Can, Have, Are graphic organizer</li> <li>- Rabbit art and writing</li> </ul>
Week 32	5	Tooth Fairy	RI.1.4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<p>I can listen to a story and discover the meaning of unknown words using context clues.</p> <p>I can listen to a story and discover the meaning of unknown words to describe the character.</p>	<ul style="list-style-type: none"> <li>- Meaning of Unknown Words</li> <li>- Describe Characters</li> <li>- Character Traits</li> <li>- Context Clues</li> </ul>	Teacher observations student responses	<ul style="list-style-type: none"> <li>- Fancy Nancy Book</li> <li>- Word Collector Book</li> <li>- Word Collector Project</li> </ul>

Week 33	5	Frogs and Toads	RI.1.6 - Distinguish information provided by illustrations and other graphics and information provided by the words in a text. RI.1.9 - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RI. 1.12 With guidance and support from adults demonstrate understanding of word relationships and nuances in word meanings	I can read a nonfiction text about amphibians so that I can compare and contrast frogs and toads. I can read two nonfiction texts about amphibians so that I can compare and contrast them. I can read a nonfiction about animal ears so that I can compare and contrast information I gained about their features. I can listen to a story and recognize picture words to help visualize the text.	- Compare and Contrast Frogs and Toads - Read nonfiction texts - Amphibians - Visualization	Teacher observations student responses	- Graphic Organizers - Nonfiction texts - Animal Hair Book - Animal Ears Book - Frog and Toad Writing/Craft
Week 34	5	Leo Leoni week	RL. 1.1 Ask and answer questions about key details in a text. RL. 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	I can read a nonfiction text and gain information on chameleons. I can retell a story from beginning, to middle, to end.	- Retell using details - Style of Writing - Lesson in the story - Chameleons	Teacher observations student responses	Reading slides The book A Color of His Own The book Swimmy
Week 35	5	Habitats	RI.1.2 - Identify the main topic and retell key d	I can read a nonfiction text to gain information about habitats. I can read a nonfiction text to gain information about sharks. I can gain information about helping hippos. I can gain information about rainbow plants.	- Habitats - Sharks - Animal Groups - Nonfiction - Rainbow Plants	Teacher observations student responses	- Scholastics - Directed Drawings
Week 36	5	Mo Willems	RL. 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL. 1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	I can listen to stories by Mo Willems to learn about his style as an author. I can identify the feelings of a character in a story. I can create and retell my own version of a story. I can listen to a story and retell it using story elements.	- Style of Writing - Mo Willems - Identify characters feelings - Create my own story	Teacher observations student responses	- Mo Willems books - Writing Prompts - Craft
Week 37	5	Robert Munsch	RL. 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	I can listen to stories by Robert Munsch to learn about his style as an author. I can listen to a story and identify the problem and solution. I can listen to a story and retell it from beginning to middle to end. I can identify the story elements of a book and make connections.	- Style of Writing - Robert Munsch - Problem and Solution - Retell beginning, middle, and end - Story Elements - Making connections	Teacher observations student responses	- Robert Munsch books - Craft - Writing prompt

<b>Week 38</b>	<b>5</b>	
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**First Grade Curriculum Map for Foundational Reading (Phonemic Awareness, Phonics, Fluency,**

**Spring Semester**

**Differentiation**

Date	Days	Unit	Standards Covered	Describe overall unit objective in plain English.	Key Terminology	Assessments	Resources	Intervention Ideas	Challenge Ideas
Jan 4-6	3								
Week 19	5	Really Great Reading - Unit 19: Vowel-Consonant-e	RF.1.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3.c - Know final -e and common vowel team patterns for representing long vowel sounds.	I can read one-syllable words with long vowels spelled Vowel-Consonant-e. I can segment phonemes in single-syllable words with the r-controlled vowel phoneme /er/. I can identify the /er/ phoneme in spoken words. I can blend phonemes together to produce single-syllable words. I can add initial or final consonant sounds to a given word to form a new word. I can read one-syllable words with long vowels spelled Vowel-Consonant-e. I can build real words with long vowels spelled Vowel-Consonant-e.	Heart word Vowel-Consonant-e Open/Closed syllables R-controlled vowels R-controlled vowel phonemes, Finger stretch Blending Vowel-consonant-e movement	Weekly spelling tests Teacher observations student responses Blast kit work	Blast Foundations Teacher Manual Blast Online Student Blast kit	The three 1st grade classes are separated into ability groups.	
Week 20	4	Really Great Reading - Unit 20 - two-syllable words - vce	RF.1.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3.c - Know final -e and common vowel team patterns for representing long vowel sounds.	I can read one- and two-syllable words with long vowels spelled Vowel-Consonant-e. I can segment phonemes in single-syllable words with the r-controlled vowel phonemes /or/, /ar/, and /er/. I can identify the r-controlled vowel phonemes in spoken words. I can blend phonemes together to produce single-syllable words. I can delete initial or final consonant sounds in a given word to form a new word. I can read two-syllable words with long vowels spelled VCE.	Heart word Vowel-Consonant-e Vowel-consonant-e movement Secomd syllabnle Syllaboards R-Controlled vowel phonemes Finger stretch Blending Vowel-consonant-e movement Shwa sound	Weekly spelling tests Teacher observations student responses Blast kit work	Blast Foundations Teacher Manual Blast Online Student Blast kit	The three 1st grade classes are separated into ability groups.	
Week 21	5	Really Great Reading - Unit 21 - long a vowel teams and y spelling long e	RF.1.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3.c - Know final -e and common vowel team patterns for representing long vowel sounds.	I can read long i spelling igh and long o vowel team oa. I can accuratley segment phonemes in single-syllable words with the other vowel phoneme /oi/. I can accuratley blend phonemes together to produce single-syllable words. I can accurately substitute inital or final consonant sounds in a given word to form a new word. I can accurately read one and two syllable words with long i spelling igh and long o vowel team oa.	Open syllable Vowel-consonant-e Vowel team Vowel team motion Syllaboards Long A vowel teams Long E vowel teams Heart words Finger stretch Blending "other" vowel phonemes: /oo/ Syllaboards	Weekly spelling tests Teacher observations student responses Blast kit work	Blast Foundations Teacher Manual Blast Online Student Blast kit	The three 1st grade classes are separated into ability groups.	
Week 22	5	Really Great Reading - Unit 22 - long i spelling igh, long o vowel oa	RF.1.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3.c - Know final -e and common vowel team patterns for representing long vowel sounds. RF.1.3.d - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. RF.1.3.e - Use vowel patterns to decodee two-syllable words by breaking the words into svllables.	I can read long i spelling igh and long o vowel team oa. I can accuratley segment phonemes in single-syllable words with the other vowel phoneme /oi/. I can accuratley blend phonemes together to produce single-syllable words. I can accurately substitute inital or final consonant sounds in a given word to form a new word. I can accurately read one and two syllable words with long i spelling igh and long o vowel team oa.	Heart words Vowel team /igh/ Vowel team /oa/ "other" vowel phonemes:/oo/, /oi/ Finger stretch Blending Closed/Open syllables Vowel-consonant-e motion Vowel team syllables Vowel team motion Svllaboards	Weekly spelling tests Teacher observations student responses Blast kit work	Blast Foundations Teacher Manual Blast Online Student Blast kit	The three 1st grade classes are separated into ability groups.	

Week 23	5	Really Great Reading - Unit 23 - suffix -ed	RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3.f Read words with inflectional endings (e.g., makes, walked, ended, played, going).	I can accurately read words where the suffix -ed spells /ed/, /d/, and /t/. I can accurately segment phonemes in single-syllable words with the other vowel phoneme /ou/. I can accurately identify the /ou/ phoneme in spoken words. I can accurately blend phonemes together to produce single-syllable words. I can accurately substitute one vowel sound for another in a given word to form a new word. I can classify the suffix -ed as either adding a syllable /ed/ to the word or adding the sound/d/ or /t/.	Heart words Suffix -ed Past Base word Vowel phonemes "other" vowel phonemes /ou/ Whale Talk Syllabards	Weekly spelling tests Teacher observations student responses Blast kit work	Blast Foundations Teacher Manual Blast Online Student Blast kit	The three 1st grade classes are separated into ability groups.	
Week 24	3	Really Great Reading - Unit 24 - inflectional endings	RF.1.3 - Know and apply grade level phonics and word analysis skills in decoding words. RF.1.3.f - Read words with inflectional endings (e.g., makes, walked, ended, played, going).	I can accurately read words with inflectional endings -er, -ed, -s, -es, and -ing. I can accurately segment phonemes in single-syllable words with the other vowel phoneme /oo/. I can accurately identify the /oo/ phoneme in spoken words.	Heart words Suffix -ed Chunk ING Syllable Stomp Inflectional endings Special endings Vowel phonemes /oo/, /oi/, /ou/ Finger stretching Blending Syllables	Weekly spelling tests Teacher observations student responses Blast kit work	Blast Foundations Teacher Manual Blast Online Student Blast kit	The three 1st grade classes are separated into ability groups.	
Week 25	5	Really Great Reading - Unit 25 - other vowels	RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.2 Demonstrate understanding of spoken words, syllables, and phonemes. RF.1.2.b Orally produce single-syllable words by blending phonemes, including consonant blends.	I can accurately segment phonemes in single-syllable words with the other vowel phonemes /oo/, /oi/, /ou/, and /oo/. I can accurately read one- and two-syllable words with Closed, Open, Vowel-Consonant-e, and Vowel Team Syllables.	Vowel phonemes /oo/, /oi/, /ou/, and /oo/ Substitute one beginning, vowel, or final sound One- and two-syllable words Closed, Open, VCe, and Vowel Team Syllables	Weekly spelling tests Teacher observations student responses Blast kit work	Blast Foundations Teacher Manual Blast Online Student Blast kit	The three 1st grade classes are separated into ability groups.	